

Chapter XI

ORGANIZATION & ADMINISTRATION OF THE NEW TRAINING
COLLEGE.PART II

As pointed out in the previous chapter, this chapter is devoted to the fourth and fifth parts of the questionnaire. The fourth part deals with the type of college and the college staff while the fifth part is concerned with the trainees and their problems. It may again be pointed out that comments are confined to only those aspects which are considered significant inspite of full analysis of all the details.

I The type of Training College.-

The next aspect of importance is the kind of training college that we wish to develop. When there is so much talk about bringing the training college close to the community, development of the community spirit and mutual cooperation amongst its trainees, close contact between the staff and the trainees and organization of a community on a cooperative basis etc. etc., the question naturally arises as to how these should be developed in the training college and what facility should be provided for the same. With the impact of Basic education on other fields of education, community life through compulsory residence in the hostels has assumed great importance. And in a training institution where the objectives are to train

the trainees to become educational leaders in their communities, and to enable them to become useful and responsible citizens, this aspect of community life and community living assumes greater importance. Under these circumstances, it is but natural to ponder over this problem and to think whether these institutions should be residential, partly residential or non-residential. The following table will reveal the views of some of the training colleges regarding this matter.

Table No. 65

Type of training college				
S.No.	Suggestions	No. of Training Colleges		
		Traditional	Basic	Total
1.	Residential	30	9	39
2.	Partly Residential	13	3	16
3.	Non-Residential	6	-	6

From the table it is found that 56% of the colleges are in favour of residential institutions and 23% of them wish it to be partly residential while 12% of the Traditional Training Colleges feel that it should be non-residential. The importance of community life and advantages of living together are not realized by educational institutions alone but also by other training institutions of other professions as well. If the importance is realized by these institutions, it should be much more realized by a training college which prepares educational

leaders. Real and efficient training in co-operative life is not possible in an institution which is either partly residential or non-residential. Moreover, effects of cooperative living cannot be experienced either in a day or through its inculcation to a few. It should be experienced by each and every one and for a considerable period. Under the circumstances, we might, perhaps, infer that every training college should be a residential institution.

II College staff.-

An institution, inspite of a most capable head and best of facilities and plan of work, will not be able to maintain and improve its efficiency standard unless its staff are efficient and good. The staff are the pivot on which the entire activities revolve. In the hands of a resourceful and sincere batch of staff, even the worst could be shaped into best. Therefore the staff of the training college should be carefully chosen and should certainly be of a high standard.

(a) Qualifications and experience.-

The efficiency and capability of the staff is to a certain extent based on their academic qualifications and experience. Hence, this should be given due consideration while selecting the staff.

Secondly, in a training college a variety in staff is essential and this variety is mostly dependent on the training programme and the type of activities introduced in the college.

In order to have an exact and detailed picture of the type of staff, the complete picture of the training programme is essential. But this will not be the same for all the colleges even though the general pattern may be similar. Under the circumstances, only a general suggestion as to the qualifications of the different types of staff can be given.

There are two aspects to the training college programme. One is the theoretical aspect and the other the practical aspect. On the theoretical side, certain aspects are of professional importance and certain others are of practical importance mostly relating to school subjects. Further, on the practical side, we have the arts and crafts and the technical subjects and other aspects of field work connected with various programmes of work. Considering from the point of view of the nature of work that the trained teachers have to perform in their various fields, the above aspects may be considered as important. The following table will reveal to a certain extent the views of the training colleges in this matter.

Considering the first item, it is found that a majority of the colleges recommend either a Master's degree with M.Ed. or a graduation with M.Ed. or a Master's degree with a teaching degree as the minimum qualification for general and special subjects. The first two suggestions seem to be quite reasonable. But as regards the third suggestion, it may be advisable to insist on a mere graduation with a Master's degree in education instead of a Bachelor's degree in education. Being a training college, the stress should be more on the Master's degree in education. Thus the minimum academic qualification may be a graduation with a Master's degree in education and if the training college can secure even better qualified personnel, it is preferable. In fact, the college staff should always be encouraged to better their qualifications.

In addition to the academic qualifications, they should have had a definite period of school experience also. In fact only those who have had such an experience should be selected as the staff of the training college for without this basic experience, they will not be in a position to speak with conviction nor will they secure the respect that is due to them. The minimum experience suggested in the table by a majority of the colleges is 3 years. But this could perhaps be even increased to 5. During these years of school experience they ought to have had a variety of opportunities such as teaching in a lower secondary school (both Basic and non-basic), higher secondary

~~secondary~~ school (both Basic and non-basic) and inspection and administrative experience and so on. It would be more welcome, if the teachers have had even elementary and training school experience to a certain extent.

Coming to the second item, methods of teaching, it is found that 50% of the colleges are in favour of a Master's degree in the subject with a teaching degree. But a different aspect of the argument also is possible. Any graduate in the subject should be capable of developing his subject knowledge to any extent and it is not necessary that he should possess a Master's degree in the subject. It is the method of dealing with the subject which is more important than a mere bundle of knowledge. Therefore, a Master's degree in education in the methodology concerned might be more important than a mere Master's degree in the subject. As before, even here it is important to have certain teaching experience in that subject besides experience of the school. This subject teaching experience ^{could} of course, be of 3 years as suggested in the table.

The next item pertains to the art and craft instructors. The qualifications of these will certainly depend on the status allotted to these subjects in the training colleges. With the acceptance of Basic education at the elementary and middle stages and the craft bias at the secondary stage, these subjects cannot be relegated to the background at the training college level. They will have to stand on equal terms with other aspects

of the training programme if the efficiency of the schools is to be maintained. Therefore, any one dealing with this aspect in the training college can in no way be meagrely qualified. Moreover this aspect will not be treated as mere skill subjects. They will have to be exploited for educational purposes. Therefore, the staff dealing with this aspect besides knowing the manual skill involved in it should also know the skill of exploiting it for educational purposes and in addition should know how to develop this skill in the trainees as well. This is possible only if a teacher is qualified both academically and in the particular field. Therefore, the minimum qualification for this staff should be graduation with a teaching degree and a degree or diploma in that particular art or craft. For crafts like agriculture or fine arts like music, a degree in the subject with a teaching degree may be sufficient. Even here, the school experience should be insisted upon and it may be a minimum period of 3 to 5 years. It would be even better if this experience is concerned with a post-basic or senior basic school because it is only in these schools that arts and crafts are exploited for educational purposes.

The next item is concerned with the physical instructor. It is found that in most of the training colleges syllabi, health and hygiene, physical education and first aid form important aspects of the training programme and even in schools

physical education is assuming greater and greater importance. Under the circumstances to have a poorly qualified physical instructor in a training college does not seem to be reasonable. He is not a mere P.T. Master. He should be an expert in the principles and methods of physical education besides being able to demonstrate. In addition, he should also be capable of imparting the knowledge to a training college class. Therefore, his qualifications should be in tune with it. In the table, 63% of the colleges have favoured a graduate degree with a diploma in physical education as the minimum qualification. In suggesting this, these colleges do not seem to have taken into consideration the fact that the physical instructor should also know the pedagogical aspect of teaching. For any member to be on the staff of a training college, the teaching degree should be insisted upon. Therefore in the case of a physical instructor also, this cannot be ignored. In view of these facts, as suggested already by a couple of training colleges, the minimum qualification should be a graduation with a teaching degree and a degree or diploma in his special field. As regards experience, a minimum of 3 years may again be insisted upon.

As regards a technician, it depends on the type of work allotted to him. If he is to be on the teaching staff, a technical degree with a teaching degree and with a teaching experience of 3-5 years should be the minimum. If he is not to be on the teaching staff, the suggestion put forth by the

TABLE NO. 66

THE STAFF - THEIR QUALIFICATIONS & EXPERIENCE

Sl. No.	Requirements of Staff	Qualifications	TRAINING COLLEGES			Teaching experience	TRAINING COLLEGES		
			Trad.	Basic	Total		Trad.	Basic	Total
1.	For general compulsory subjects in education, optional and special subjects.	M.A. or M.Sc. with a teaching degree. M.A./M.Sc. & M.Ed. A graduate with M.Ed. Hon. Graduate with Ph.D. in Edn.	18	--	18	1 Year 2 Years 3 Years 5 Years Desirable	4 3 20 15 5	--	4 3 6 2 2
2.	For methods of Teaching.	M.A./M.Sc. in the subject and B.Ed. with the subject Methodology. A graduate without Methodology in M.Ed. degree. A graduate with a first class in B.T.	32	3	35	1 Year 2 Years 3 Years 5 Years 7 to 8 years 12 Years Desirable	3 3 21 12 3 3 3	--	3 3 10 -- -- -- 3
3.	Art & Craft Instructor.	B.A./B.Sc. and B.Ed. a Diploma in that particular art or craft. A Degree/Diploma in Art & Craft.	38	9	47	2 Years 3 " 5 12 Years Desirable	3 3 12 3 3 6	--	3 8 2 -- -- 6
4.	Physical Education.	A graduate with a diploma in Physical Education. A graduate with Degree in Edu. and Degree/Dip. in Phy. Education. M.A. with Diploma in Physical Edn.	36	8	44	1 Year 3 Years 3 Years 7 Years Desirable	4 8 12 4 12	9	4 17 12 4 12
5.	A technician	Matric with a certificate in that field.	17	1	18	1 Year 3 Years 5 Years Desirable	1 3 1 2	--	1 3 1 2
6.	Principal	M.A., B.T. or M.Ed. Ph.D. in Education.	8	--	8	5 Years 10 Years	2 6	2	2 8
7.	Professors	M.A., B.T. or M.Ed. M.A./M.Sc. & Ph.D.	2 4	2 1	4 3	5 Years 7 Years 10 Years	4 4	--	4 1 2
8.	Lecturers	A graduate with M.Ed. M.A./M.Sc. with B.Ed. M.A./M.Sc. with M.Ed.	3 6 1	1 1 1	4 7 2	3 Years 5 Years Desirable	3 2 1	1 1 --	4 3 1
9.	Music Teacher	Diploma holder	--	3	3	3 Years	--	3	3
10.	As prescribed by the Secondary Education Commission.		1	--	1	5 Years	1	--	1

training colleges namely, matriculation with a certificate in that field, may be accepted. It may be pointed out here that this aspect is already receiving attention through the Regional Colleges of Education.

Certain colleges have suggested qualifications according to the different categories of staff. For the Principal 11% of the colleges suggest a Master's Degree with a teaching degree or a Master's Degree in education while 6% insist on a Doctorate Degree in education. As regards the professors, while a couple of colleges suggest a Master's Degree with a teaching degree or a Master's Degree in education, a few insist on a Doctorate Degree. With regard to the lecturers, ^{three} these suggestions are offered, namely a graduation with a Master's Degree in education, a Master's Degree with a teaching degree and a Master's Degree with a Master's degree in Education.

One college has approved the Secondary Education Commission's recommendations. In the case of graduate training institutions, the minimum qualifications suggested by them is (1) an Honour's or Master's degree, or a first class B.A. or B.Sc. degree in the particular subject, (2) a professional qualification - a Master of Education degree with three year's teaching experience, or an L.T. or B.T. degree with five year's service as an inspector or head-master (165:173).

It may be pointed out that these opinions do not very much differ from the opinion put forth by other training colleges so far. Hence the arguments and suggestions offered previously with regard to the qualifications of the staff of different requirements stand. When once a minimum is set, it is in their hands to further improve their qualifications and make themselves fit to shoulder greater responsibilities. But with regard to the Principal, ten years as suggested in the table, may be insisted upon. During this period, he or she should have had at least a minimum of 5 years of training college experience.

The Secondary Education Commission has laid a little stress on first or second division in the case of graduates. Even though this is preferable, if the person is otherwise well qualified, even this may not be insisted upon.

Further, they have also suggested five years service as an inspector or head master in the case of those with a teaching degree. This is to facilitate the free exchange between professors in Training Colleges on the one hand and selected head masters of schools and inspectors of the Education Department on the other. (165:173). When the administrative authority of the training college had been recommended as the University, this may not be practicable. For the same experience, other measures may be thought of as, working in attached practising or experimental schools, participating in workshops or seminars for headmasters and inspectors etc.

(b) Composition of the staff.-

An allied problem to this would be the composition of the training college staff and the following table will reveal the views of some of the training colleges.

Table No. 67

Composition of the training college staff :

Items	<u>No. of Training Colleges</u>		
	Traditional	Basic	Total
Only men	8	1	9
Only women	8	1	9
Mixed staff	30	8	38

In the table 54% of the colleges is in favour of a mixed staff and a few colleges are in favour of separate staff for separate colleges. When we have accepted co-education at the training college level, there is no cause for dispute regarding the composition of its staff. It has also been stated earlier that in exceptional cases, there may be separate colleges, only in the case of women. All men's colleges should be co-educational. Even in such separate colleges, a mixed staff may be advisable. This will to a great extent help in broadening the outlook of both the staff and the students.

(c) Work load.--

The staff of a training college has a variety of functions to perform and generally have a heavy agenda. They have the teaching work in the college and teaching work in the schools, guiding and supervising the teaching work of the trainees, guiding the tutorial groups and participating and guiding in all the other activities of the college. Much of their time is occupied in guiding and supervising the teaching work of the trainees and in the remaining short duration a heavy syllabus awaits them. This sort of rushing up naturally affects the efficiency and standard of work and in many cases, they are unable to do full justice to their portion of work. Secondly, it leaves them no time for improvement of their own knowledge or for attending and devoting their attention to any sort of researchⁱⁿ educational problem. This is largely due to two factors. Firstly, since the duration of the training is very short and the programme of work is heavy and the trainees are to be prepared for the final examination, there is no other go but just to rush through things. Secondly, in many cases, the student-teacher ratio not being satisfactory, more work is thrust upon the staff members and the blame for non-performance of duty is thus averted by the head of the institution. Both these factors are to a great extent responsible in pulling down the standard and efficiency of both the institution and the staff.

If the training college is to maintain a certain standard and if it is to do full justice to the trainees and to the responsibilities entrusted to it, one of the factors that it should consider carefully is the work load of its staff. It is only a contented staff in this respect that will be able to give its best. On the possession of best goods and on the delivery of best goods alone, the name and fame of the institution rests. Therefore, it is important on the part of the institution to attend carefully to this aspect. It should also see that work is divided equally among all the members of its staff. The following table will reveal the views of some of the training colleges in this respect.

Table No. 68

The work load of the staff of the training college

Min.No.of hours per week for a staff member.	No. of training colleges.			Max.No.of hours per week for a staff member.	No. of training colleges		
	Tradi- tional.	Basic	Total		Tradi- tional.	Basic	Total
3 hours	2	1	3	4 hours	-	2	2
5	3	-	3	5	1	-	1
6	2	1	3	10	5	-	5
8	2	-	2	11	-	2	2
10	4	-	4	13	2	-	2
12	20	2	22	14	3	-	3
13	1	-	1	15	6	4	10
15	3	4	7	18	2	-	2
16	3	-	3	19	2	-	2

Min.No.of hours per week for a staff member	No. of training colleges			Max.No.of hours per week for a staff member	No. of training colleges		
	Tradi- tional.	Basic	Total		Tradi- tional	Basic	Total
18 hours	2	2	4	20 hours	18	-	18
24	2	-	2	22	2	-	2
6 lectures+ tutorials	2	-	2	24	2	3	5
25 hours	2	-	2	30	4	-	4
				10 lectures+ tutorials	1	-	1

According to the above table, 26 to 31% of the colleges suggest 12 to 20 hours per week per staff member. This is inclusive of the theory and practical aspect of the work. This works out to about 2 to 4 hours per day. This may be quite reasonable as far as the minimum is concerned. This should be inclusive of his teaching work and supervisory and criticism work of the practice lessons and should not include the tutorials or any other guidance work. The remaining time may be devoted to the rest. After all, tutorials etc., are not a daily routine and need to be attended to occasionally. This limit is necessary because of the various factors stated above. This will allow sufficient time for the staff to attend efficiently to other aspects of the training programme, to prepare themselves well for guiding their students, to improve their own stock of knowledge and to keep themselves up-to-date in all educational

matters, and to devote their time to carry on certain piece of research in their own field. It may also give them scope for actively and intelligently participating in some of the activities of the extension Services Departments and might enthuse them to throw a little thought on the development of the institution. It is a well known fact that in a majority of the colleges the staff have contributed very little in the field of research or publication. This is to a great extent due to the heavy work load and not because they are incapable of undertaking such work. When once this aspect is satisfactorily solved, the staff themselves will come forward with their plans and programmes.

This question of work load brings us to another important and interesting point. It has already been pointed out that the hours of work per week should be inclusive of the supervisory work of the practice lessons. As regards this supervision work, attention is mainly centred on somehow completing the portion of work of each trainee under his charge. And when the work load is heavy, the supervisory work becomes a drudgery for the staff and in a hurry to complete the work, as many lessons as possible are supervised in a day and in a period by the staff member. The question of guidance and efficiency are both relegated to the background. It should be remembered that it is not the completion of the lessons but the preparing

and guiding the trainee to deliver his best that is important. Therefore in order to maintain the professional efficiency, a limit will have to be imposed on the number of lessons supervised by a staff member per period and per day.

The following two tables will reveal the trend of thoughts of some of the training colleges in this direction.

Table No.69

Number of lessons to be supervised by a staff member per period

Minimum No. of lessons	No. of training colleges			Max.No. of le- ssons	No. of training colleges		
	Tradi- tional	Basic	Total		Tradi- tional	Basic	Total
1	40	9	49	1	12	2	14
2	6	1	7	2	28	6	34
3	1	-	1	3	5	1	6
5	1	-	1	4	1	1	2
				10	1	-	1

Table No. 70

Number of lessons to be supervised by a staff member per day

Minimum No. of lessons	No. of training colleges			Maximum No. of lessons	No. of training colleges		
	Tradi- tional	Basic	Total		Tradi- tional	Basic	Total
1	15	-	15	2	15	1	16
2	20	4	24	3	5	-	5

Minimum No. of lessons.	No. of training Colleges			Maximum No. of lessons.	No. of training Colleges		
	Tradi- tional.	Basic	Total		Tradi- tional.	Basic	Total
3	4	-	4	4	14	4	18
4	2	-	2	5	3	3	6
5	2	-	2	6	2	-	2
6	2	1	3	8	2	-	2
15	2	-	2	10	2	1	3
Depends on work load)				18	-	1	1
and college schedule)				20	2	-	2

According to the table 50 to 70% of the training colleges are of the opinion that the minimum number of lessons to be supervised by a staff member per period should be one while the maximum should be two.

In the beginning every trainee needs full guidance and for this it becomes necessary for the staff member to observe fully his lessons. It is only after certain number of lessons have been delivered that the trainee gains some confidence in facing a class and doing his job fairly well. Gaining of this confidence varies from trainee to trainee depending on his ability, interest and aptitude for teaching, his quick grasp of his shortcomings and readiness to improve, his capacity to manage a class and understand and win the confidence of the children. Some trainees may be able to carry on their work with very little guidance and supervision while there may be some who may require

a prolonged guidance and supervision. It is for the staff to understand these differences and act accordingly. In the beginning, it is important for the staff member to supervise the lessons of each trainee completely which means that he should supervise only one lesson per period. But later when he feels that the trainee may be left to himself, he may undertake to supervise even 2 lessons per period. But in no case, should he exceed this limit for he will not be doing full justice to the trainee.

The second table indicates that while 21% of the training colleges suggest one lesson, 34% suggest two as the minimum number of lessons to be supervised by a staff member per day. As regards the maximum number of lessons to be supervised, while 23% suggest two, 26% of the colleges are of the opinion that it should be four. Even in this case, the argument extended in connection with the previous table holds good. Supervision includes criticism and discussions of the lesson as well. And it is always better to hold the criticism and discussion of the lesson soon after it is delivered for every detail will be fresh in the minds of the trainee and the staff member and the discussion and guidance thus becomes lively, healthy and useful.

In view of this, the minimum number of lessons per day should in no way be less than two and the maximum may be between 3 and 6 according to one or two lessons per period. It is

only by maintaining these limits that the staff member will be able to give full and satisfactory guidance to the trainees and that the trainees will be able to gain the maximum benefit.

(d) Facilities for the staff.-

Whatever efforts the administration may make in reducing the work load of the staff members and allowing free time to their credit, nothing will be of avail unless they are provided with the necessary facilities to utilize profitably the free time at their disposal. Otherwise there is every possibility of pulling down the institution in every way. The work load is reduced with a definite purpose which is to raise the efficiency and standard of the institution and the staff. And this aspect should under no circumstances be forgotten for otherwise the reduction in work-load becomes meaningless.

There are certain definite facilities which every staff member should enjoy for his own uplift and for the good of the institution. These facilities may be classified as personal, academic and professional and recreational and all are of equal importance.

1. Personal - residential and medical facilities.-

Under personal, we may consider the residential and medical facilities. The following two tables will throw light on this aspect.

Table No. 71
Residential facilities for the staff

Items	No. of training colleges		
	Traditional	Basic	Total
1. Provision for residential accommodation.	22	5	27
2. Advancing loans to teachers for building houses.	15	2	17
3. Facility to own quarters on hire purchase basis.	11	3	14
4. Houses hired by the college and rented to staff.	11	1	12
5. Co-operative housing scheme.	10	2	12
6. House rent allowance.	9	1	10
7. Membership of the college tenancy housing society.	7	1	8

Table No. 72
Medical facilities for the staff

Items	No. of training colleges		
	Traditional	Basic	Total
1. Medical facilities enjoyed by all Govt. servants to be extended to all training colleges.	22	3	25
2. Free services by the university medical college.	11	1	12
3. Dispensary run by the management.	10	4	14
4. Attendance by the college medical officer during college hours.	8	2	10
5. Free medical service for college staff and concession to the family members.	2	-	2
6. Some kind of a health insurance scheme such as Central Govt. Contributory health service scheme.	-	1	1

As regards the residential facilities a number of good suggestions have been put forth, and all are worth consideration. The table reveals that 70% of the colleges do agree that some arrangement either by providing a house on rent or giving rent allowance should be made in this regard. Each of the suggestions put forth in the table has its own importance and will have to be considered with due regard to the local conditions and the administrative set up. As far as possible every teacher should be encouraged to own a house and this may be encouraged to by any of the suggestions indicated under items 2, 3, 5 and 7.

But will our objective be achieved by merely helping him to own a house? There should be some purpose in providing a certain facility. Residential accommodation should be provided so that the staff member may be free from any mental disturbance on that score and when once the problem of his physical comfort is solved he will surely be able to devote his attention fully to his duties and responsibilities. At the same time, the facility provided should be such that it does not inconvenience him in other respects especially that of spending time and money (in other respects especially that of spending time and money) in travelling great distances.

Secondly, the stress these days is more on building a society based on co-operative endeavour and closer contact between the staff and students etc. Under these circumstances,

will it not be advisable to provide the facility in such a way that all these factors are duly covered? Therefore, the best solution may be to provide residential facilities to the staff in the college campus itself. Such a facility will not only go a long way in promoting many of the aspects mentioned above, but will also help the staff member to conveniently utilize the college library and the recreational facilities provided and to devote much of his time for professional and academic developments.

As regards medical facilities, the training colleges have put forth six suggestions which not only go to support the importance of good health but some kind of definite medical aid to the staff so that they are free from this worry as well. This facility should not be confined to the staff alone but as suggested by a couple of training colleges, be extended to the members of their ^{families} ~~facilities~~ as well. In order to meet the immediate needs, it is of great advantage to set up on co-operative basis a small local dispensary run on rotation basis by trainees and the staff trained in first aid and simple nursing. To facilitate the running of the dispensary, it may be better if the family members of the staff could devote a part of their time by rotation. This would really be commendable and help to save much time of the staff and trainees and will help in bringing the community closer to one another. This dispensary

may be supervised and guided occasionally by the local medical officer and it should be purely for non-serious and simple ailments and could be made use of by both the staff, their families and the trainees.

On a permanent basis, the suggestion put forth by a single training college, namely some kind of a health insurance scheme more or less based on the Central Government Contributory Health Service Scheme may be considered.

2. Professional and academic development.-

The second category of facilities which should be provided pertain to academic and professional development. These are of a varied nature and relate to improvement of professional knowledge and qualifications, experimental and research work, contact with other training colleges, study of educational problems in schools, expression of personal views on educational matters and student-staff contact and relationship.

(a) Improvement of professional knowledge and qualifications:

Every teacher is also a regular student. It is very necessary that he should constantly keep in touch with all the educational developments. It is equally necessary for him to improve his qualification whenever chances arise. There should be continuous effort on his part in these directions. The following suggestions put forth by some of the training colleges are worth considering.

Table No. 73

Essential facilities regarding development of professional knowledge and improvement of their qualifications.

Suggestions	No. of training colleges		
	Traditional	Basic	Total
1. Library.	25	6	31
2. Facilities for attending seminars, symposia, lectures, conferences and workshops.	23	6	29
3. Extension Service Department.	21	5	26
4. Staff council for discussion.	20	5	25
5. Educational journals and magazines.	19	6	25
6. Financial help for studies abroad.	19	6	25
7. Science, psychology and subject laboratories.	19	5	24
8. Separate Reading room.	18	5	23
9. Educational tours & excursions.	18	5	23
10. Encouragement for writing articles on educational problems.	17	5	22
11. Relaxation of the restriction of the presence of the staff member in the college premises after finishing the teaching work.	17	5	22
12. Permission to appear for examination by private study.	16	6	22
13. Reducing the number of teaching periods to the minimum.	16	5	21
14. Reading of papers in education society.	15	4	19
15. Separate room for each member of the staff.	15	4	19
16. Regular guidance by the principal.	9	4	13

Items 1, 5 and 8 namely, library, magazines and journals and separate Reading room suggested by 44%, 36% and 31% respectively of the training colleges could be considered together as they fall under the same category of library facilities.

Every college has a library and gets some magazines and journals. It is not the quantity but the quality and need that matters. For the exclusive benefit of the staff, the college should try to equip its library with specific books, magazines and journals of a very high standard and catering to their needs and requirements. This aspect could be developed with the help of the staff themselves. The reference library section and the reading room for the staff should be separate from the common library and reading room. This will provide a great incentive to the staff.

41% of the colleges suggest facilities for attending conferences, seminars and workshops. As regards this aspect, generally very few members of the staff get the opportunities. Moreover, it is not possible for every training college to provide this facility on a large scale. But it can extend its facility to as many as possible by providing chances by turns and also through its Extension Service Department suggested by 37% of the colleges.

Staff Council for discussion is another item suggested by 36% of the colleges. Even though all the colleges conduct staff

meetings, very few colleges encourage organisation of separate staff councils. Here the discussion should centre round important educational developments and changes in the country and abroad, the various educational reports published by the Government, the Five Year Plans and new publications etc. This will certainly compel the staff members to make a serious and detail study of the various developments and progress and keeps them up-to-date and enlightened in their profession.

Another suggestion put forth by 36% of the colleges is financial help for studies abroad. This depends on the financial position of the administrative authorities of the colleges. But the colleges may encourage their staff to take advantage of the various Indian and foreign scholarship schemes that are offered from time to time.

As regards the Science, Psychology and subject laboratories suggested by 34% of the colleges, it may not be possible for every college to provide separate amenities for the staff. But the existing facilities could be made upto-date with all the necessary requirements and equipments thus facilitating their work. And this could be developed with the aid of the staff members themselves.

The next item in the list is educational tours and excursions suggested by 33% of the colleges. As far as this is concerned, no colleges seem to arrange a separate excursion for the staff. They generally accompany the trainees on their excursion.

In order to compensate for this, the staff may in turn be entitled for some sort of sabbatical leave with full pay and extra allowances for undertaking useful educational tours. Such facilities help to a great extent in getting first hand information of the conditions prevailing in the country and elsewhere about different aspects of educational importance. In addition, the various schemes for educational tours offered by our Government and other foreign agencies may also be taken advantage of by the training colleges. This sort of educational study is of great advantage both to the staff and the colleges. The aspects observed and studied may even be taken up for discussion in the Staff Councils suggested earlier. This will also provide them with a stimulus for writing articles on educational problems suggested by 31% of the colleges or preparing and reading papers in education societies as suggested by 27% of the training colleges.

In most of the colleges, the staff members are made to remain in the college throughout the college hours. This restriction should as far as possible be relaxed and this is also pointed out by 31% of the colleges. The staff should be left free to utilise their free time in the way they think fit. The college should have full confidence in them. ⁹ If the colleges provide separate rooms for the staff as suggested by 27% of the colleges, perhaps, they may not wish to leave the college

premises. Facilities must be provided to carry on their work undisturbed.

Permission to appear for examination by private study is another facility suggested by 31% of the colleges. No doubt this is one of the ways of encouraging the staff to develop their academic and professional aspect. While extending such a facility care should be taken to see that the college work is not sacrificed and that the study undertaken is useful ~~better~~ to the member of the staff and the college and not merely meant for securing another degree.

30% of the colleges have put forth the suggestion of reducing the number of teaching periods to the minimum. It is not a question of reducing the number but setting a minimum and maximum limit, that matters. The advantages of this sort of a limit has already been discussed under work load.

The last item suggested by 19% of the colleges relates to regular guidance by the Principal. This needs no comment as this is a responsibility which should be realised by every responsible Principal of a Training College.

(b) Experimental and research work.-

The second aspect of the facilities pertains to experimental and research work and the following are some suggestions putforth by some of the training colleges.

Table No. 74
Essential facilities regarding experimental and
research work.

S.No.	Suggestions	No. of Training Colleges		
		Traditional	Basic	Total
1.	Research section attached.	22	6	28
2.	Permission for experimental work.	21	5	26
3.	Science, Psychology and subject laboratories.	20	6	26
4.	Financial help by the college.	20	5	25
5.	Facilities to publish research papers and to exchange them with other training colleges.	20	5	25
6.	Library.	19	6	25
7.	Attached practising school.	19	6	25
8.	Facilities provided by the State Bureau of education and Psy. Research Laboratories attached to other training colleges, made available.	19	5	24
9.	Extension Service Department.	17	5	22
10.	Providing research assistants.	18	3	21
11.	Facilities to utilise local schools for laboratory experiments.	17	3	20
12.	Audio-visual library.	16	4	20
13.	College museum.	15	4	19
14.	Taking advantage of the schemes of the Ministry of Education.	15	4	19
15.	Educational journals.	13	2	15
16.	College workshop.	10	1	11

Attachment of a research section to the training college tops the list. Research in every field is assuming great

importance in modern times and education is no exception. As far as possible, the training colleges should provide sufficient scope for this aspect and as suggested by 40% of the colleges, it would be worthwhile to have a research section attached to every training college. This section should not only undertake research work but encourage research work by the staff of both the training college and the schools, publish, co-ordinate and exchange research work as pointed out by 36% of the colleges. All completed work should be given wide publicity.

This would also facilitate taking advantage of the research schemes offered by the Ministry of Education and the State Bureau of Education suggested by 27 to 34% of the colleges. It will further provide scope for the appointment of research assistants as pointed out by 30% of the colleges. The research problems could either be taken up directly by the members of the staff or by research assistants under the guidance of experienced and qualified members of the staff.

It could also undertake problems either independently or in coordination with the Extension Service Department of the College and Research Sections attached to other training colleges as suggested by 31 and 34% of the colleges respectively.

Further, it could also take up the responsibility of guiding the research work taken up by the teachers of the practising schools. From time to time it could organize seminars and

workshops on techniques of research, locating areas and problems for research and study and discussion of researches undertaken and completed by the Research Section and elsewhere.

All these measures would help the training college to become aware of the latest techniques of research, the educational problems of significance, the developing trends in education and locating areas where no research is done and need to be explored. This will further encourage the staff to keep in close and constant touch with the latest literature in the field and help them in their own research work as well as guiding others efficiently. In fact, every member of the staff should be encouraged to undertake research work in some aspect of his specialized field.

When once the college accepts either to encourage research work or have a research section attached, provision for certain facilities as good laboratories, libraries, research journals, museums, workshop and attached practising schools etc., become essential. Without sufficient and proper facilities, no research work could be successfully undertaken.

In case the college is unable to make the necessary provision for a research section, it should at least provide the staff with the necessary facilities or encourage them to take advantage of the facilities provided elsewhere and thus undertake useful research work.

- (c) Exchange of views with other training colleges on educational matters.-

The third aspect of the professional development relates to exchange of views with other training colleges on educational matters and the following facilities are suggested by some of the training colleges.

Table No.75

Essential facilities regarding exchange of views with other training colleges on educational matters

S.No.	Suggestions	No. of Training Colleges		
		Traditional	Basic	Total
1.	Facilities to attend seminars, workshops and conferences.	26	6	32
2.	Visits to other colleges.	24	5	29
3.	Organising discussion groups between training colleges.	23	5	28
4.	Through Inter Collegiate conferences.	22	5	27
5.	Participating in Extension Service Deptt. programme.	19	6	25
6.	Organising extension lectures by other college lecturers.	19	6	25
7.	Exchange of college magazines, other educational journals and publication.	18	6	24
8.	Inviting other training colleges for educational weeks.	18	5	23
9.	Invitation to lecturers of other training colleges to accept examinership with a view to promote close understanding.	14	6	20
10.	Attending annual teacher's assembly.	15	3	18
11.	Becoming members of teacher's associations.	15	3	18

Sufficient discussion has already taken place under (a) regarding facilities to attend seminars, workshops and conferences suggested by 46% of the colleges. Such opportunities also facilitate visits to other colleges as suggested by 41% of the colleges, organizing extension lectures by other college lecturers pointed out by 36% of the colleges or organising inter-collegiate discussion groups or conferences suggested by 40% of the colleges. These programmes may also be organised in connection with the celebration of education weeks suggested by 33% of the colleges.

36% of the colleges have suggested participation in Extension Service Department programme. These departments generally organise programmes for the benefit of the secondary school teachers and invite their own college staff to act as resource personnel. If they could some times extend their invitations to the staff of other colleges also, it will provide an opportunity for them to visit other colleges and come in contact with their staff.

Exchange of college magazine, other educational journals and publications is another measure suggested by 34% of the colleges. In addition to mere exchange, the staff of other colleges may also ^{be} sometimes invited to contribute articles for the magazines or journals or review their publications or even comment on their articles. This is a further step towards exchange of views.

Becoming members of teachers' association and attending annual teachers' assembly are other suggestions put forth by 26% of the colleges. If these assemblies and associations are merely meant for raising the economic status, they may not serve much purpose by way of professional development. On the other hand, if they are dynamic centres for the origin and development of new thought and educational outlook, becoming a member is worth considering.

29% of the colleges have suggested invitation to lecturers of other training colleges to accept examinership with a view to promote close understanding. This practice is already in vogue but how far it has helped in resulting closer understanding cannot be definitely stated. The comments of the examiners are generally taken note of by members of the staff concerned but this does not further provide a change for exchange of views on the comments with the examiners. To facilitate this, these comments could be taken up for discussion during inter-collegiate conferences, seminars and workshops. By this not only will there be a chance for fair exchange of views but will also help to improve the standard of work in the colleges.

(d) Study of educational problems in schools.-

Knowledge and study of educational problems in schools is the next aspect of discussion. To facilitate this, the

following suggestions are offered by some of the training colleges.

Table No. 76

Essential facilities regarding knowledge and study of educational problems in schools.

S.No.	Suggestions	No. of Training Colleges		
		Traditional	Basic	Total
1.	Organisation of seminars and workshops of school teachers by the training colleges.	25	6	31
2.	Visits to schools during supervision work and demonstration lessons.	24	6	30
3.	Participation in the activities of Extension Service Deptt.	20	6	26
4.	Co-operation with the educational projects of the schools.	19	6	25
5.	Attached practising schools.	20	4	24
6.	Through news papers.	19	4	23
7.	Observation of each others teaching for discussion on points of mutual interest.	18	5	23
8.	Participation in the educational weeks organised by schools.	17	6	23
9.	Study of publications by the school and about the school.	18	4	22
10.	Visits to educational exhibitions and museums organised by schools.	17	4	21

Organization of seminars and workshops by the training colleges ranks first and is suggested by 44% of the colleges. This work is generally undertaken by the Extension Service Department of the college and the staff of the college partici-

pate in such activities as pointed out by 37% of the colleges. This gives an opportunity for the college staff to come into closer contact with the teachers and their school problems and facilitate free exchange of views.

These occasions and also the educational weeks organised by the schools provide an opportunity for the staff of the college to discuss even the projects undertaken by the schools and if necessary guide them and this is supported by 36% of the colleges. Educational weeks suggested by 33% of the colleges provide an opportunity for the schools to reveal their work and for the staff of the training college to understand and study the work of the school.

Visits to school for supervision work and demonstration lessons as pointed out by 44% of the colleges is a common feature of every training college. This opportunity could even be exploited for the purpose of observation of each others teaching and discussion on points of mutual interest as suggested by 33% of the colleges under the seventh item in the table.

Attached practising schools pointed out by 34% of the colleges will go a long way in understanding the school problems provided the staff of the college keep in close contact with the organization, administration and work of the school and use it as a laboratory for their practices^{al} and experimental work.

Study of educational problems in schools could also be undertaken through the school magazines and publications provided there is a free exchange of these between the schools and the training colleges. This could be worked on an exchange basis, the training college sending their magazines to the schools and in return the schools sending their magazines to the colleges. This could easily be implemented with regard to local schools. It could even be on a priced basis provided the standard of work is high.

33% of the colleges have suggested the study of school problems through news papers. Unfortunately, very little comes out in the news papers regarding the problems of the schools. What is generally published pertains to the celebrations of annual or school days and to the visits of important official and non-official personalities. If the news paper could become an organ of publicity not only of the school and its commendable work but of its problems also, then they would certainly add to the knowledge of the college staff regarding the schools. The news papers should consider it as their responsibility to give publicity to deserving educational problems of the schools. This will educate the parents and the public as well.

Thus, great opportunities do exist for the study of educational problems in schools. But these opportunities are not profitably made use of. The general study made should be undertaken in a systematic and scientific manner. This kind of a

study will not only help the training colleges to develop new techniques and new methods and approaches but will be of great service to the schools. Also this sort of a study demands a closer contact with the schools and this will be for mutual good. In such studies the cooperation of the school staff could easily be enlisted. When such studies are completed, wide discussions should be arranged and constructive criticism should be invited. This provides for their wide publicity as well.

(e) Expression of personal views on educational matters.-

Along with other kinds of amenities, facilities should also be provided for the staff for expression of their personal views on educational matters. The individual views of the staff should in no way be suppressed. It is through frank expression that healthy discussion could take place and the opinions already held could be enriched. The following suggestions put forth in this regard are worth consideration.

Table No.77

Essential facilities regarding expression of personal views on educational matters.

S.No.	Suggestions	No. of Training Colleges		
		Traditional	Basic	Total
1.	Participation in seminars, workshops and conferences.	24	6	30
2.	Contribution of articles to newspapers and magazines.	23	6	29
3.	Freedom to point out the drawbacks of the education administration without any fear of punishment.	21	6	27

S.No.	Suggestions	No. of Training Colleges		
		Traditional	Basic	Total
4.	Participation in staff meeting.	20	5	25
5.	Addressing the gathering of teachers during education weeks.	18	5	23
6.	Through Extension Service Department.	17	6	23
7.	Participating in debates, panel discussions and symposiums.	17	5	22
8.	Freedom to develop different aspects of the curriculum.	15	5	20
9.	By writing books.	15	4	19
10.	Speaking in the morning assembly.	11	4	15

Sufficient comments have already been offered with regard to items 1, 2, 5 and 6. ^{regarding} ~~Owing to~~ the third item, namely, freedom to point out the draw backs of the education administration without any fear of punishment, suggested by 39% of the colleges, it may be stressed that these comments should as far as possible ^{be} ~~be~~ confined to academic and pedagogical aspects and not encroach upon the administrative affairs.

Staff meeting suggested by 36% of the colleges is a common feature of the training colleges. Free and frank expression of their opinions depend to a great extent on the relationship of the staff with the Principal and the extent of freedom allowed to the staff. If these meetings could be beneficially exploited, they could go a long way in enriching the views of the staff and raising the standard of efficiency of the college as well.

Debates, panel discussions and symposia etc. put forth by 31% of the colleges could be organised at the college level or school level or through Extension Service Departments or even through certain official and non-official agencies. These opportunities should be fully taken advantage of by the staff to express their views not only on education^{al} problems but on other important ^{national} ~~material~~ and international problems as well.

29% of the colleges have voiced their opinion regarding freedom for developing different aspects of the curriculum. From their experience in their own areas of work and in other fields, they will be in a position to offer valid suggestions for the improvement of the curriculum which is a necessity for the maintenance and development of a proper standard of efficiency. The opinions and suggestions offered should freely be discussed and debated in the staff meetings before they are incorporated in the curriculum.

Writing books suggested by 27% of the colleges is another way of giving vent to personal views. These may be either text books for colleges or schools, translation of standard books, hand-books on education or publications on trends and thoughts on education. If they are confined to the areas of their specialization and special interest, they could certainly be of certain standard and would be helpful both to the pupils and teachers. In order to facilitate this aspect of the work, it is worth while for every training college to have a publication section. Any

standard work undertaken by the staff should be published by this section and wide publicity for the same should be given.

(f) Staff-student relationship.-

From the point of view of the welfare of the institution, it is essential to build a close contact between the staff and the trainees and this could be encouraged in a number of ways as suggested below.

Table No. 78

Facilities regarding promotion of better relations with the trainees.

S.No.	Suggestions	No. of Training Colleges		
		Traditional	Basic	Total
1.	Organisation of tutorial groups.	25	5	30
2.	Excursions, picnics and camps.	20	5	25
3.	Social gatherings of the staff and the students.	19	6	25
4.	Taking students as assistants for the research work by the lecturers.	18	6	24
5.	Joint cultural, recreational and literary pursuits.	16	5	21
6.	Fixation of consultative hours by each lecturer.	14	3	17
7.	Inviting students to lecturer's houses.	14	3	17
8.	Visits to the houses of the trainees.	9	2	11

Organisation of tutorial groups ranks first in the order and is suggested by 43% of the colleges. The method of organizing these groups depend on the objectives of these tutorials. If it

is to serve purely academic and pedagogical aspects, the groups may be organised on the basis of the subjects dealt with by the staff in the college. On the other hand if they are to serve a wider purpose of helping every individual to develop to the maximum of his abilities and interests, the groups may be organised taking also the factors other than the areas of specialization into consideration. The approach adopted by different members of the staff for building up this contact should be discussed freely in the staff meetings for mutual benefit. Tutorials may also provide opportunities for mutual visits by the staff and the trainees to one another's houses and understanding their problems better.

Excursions, picnics and camps suggested by 36% of the colleges serve as another way of cementing this contact. Excursions provide opportunity for only a few members of the staff or even sometimes the same members of the staff. If these could be organised on rotation basis as far as the staff is concerned, the benefit of the influence of greater number of staff members could be reaped by the trainees.

Joint cultural, recreational and literary pursuits suggested by 30% of the colleges also provide opportunities for better contact with the trainees. These aspects may pertain to games, sports, dramas, fine arts, debates and discussions etc. and the interests of the staff and the trainees should be taken into consideration while entrusting such responsibilities and under-

taking such activities. These will not only promote closer contact but will help to draw out the latest talents of both the staff and the trainees.

Enlisting the cooperation of interested and capable trainees for assisting in the research work undertaken by the staff is suggested by 34% of the colleges. Besides developing close understanding and contact, the work of the staff is facilitated and the trainees also derive the benefit ^{of} research experience.

All these various measures will naturally demand fixation of certain consultative hours ^{by} ~~in~~ the staff suggested by 24% of the colleges. Consultation would depend on the needs, requirements and interests of both the trainees and the staff.

3. Recreational facilities :

The third kind of facility relates to recreation. Recreation does not in any way mean mere play. Any change of work should be able to give the necessary mental and physical solace. Recreation ^{could} be of any type as games, light reading or something of an audio-visual nature, sight seeing or out-door trips or even small gatherings and hobbies. The following are some suggestions put forth by some of the training colleges.

Table No.79
Recreational facilities.

S.No.	Suggestions	No. of Training Colleges		
		Traditional	Basic	Total
1.	Staff clubs	23	6	29
2.	Excursions and picnics.	21	5	26

S.No.	Suggestions	No. of Training Colleges		
		Traditional	Basic	Total
3.	Games	20	5	25
4.	Films	18	4	22
5.	College variety entertainments and cultural and social activities.	17	4	21
6.	Research club.	16	5	21
7.	Reading room.	16	3	19
8.	R a d i o	15	4	19
9.	C a m p s	14	5	19
10.	Daily newspapers and magazines.	15	3	18
11.	College Fine Art Association.	13	4	17

Staff clubs have been recommended by 41% of the colleges. This provides an opportunity for the staff to come together and pursue their interests provided it is organised and run on proper lines and the staff take sufficient interest in it. It could provide for different types of interests as dramatics, music, games, picnics, excursions etc., and people interested in respective area may be entrusted with the responsibility of organizing that aspect for the benefit of others.

Picnics and excursions exclusively for the staff, suggested by 37% of the colleges are rarely arranged by the training colleges. The only opportunity is when they accompany the trainees on educational tours. These could be organized either directly by the colleges or through their staff clubs and this gives them

an opportunity to visit places of historical, educational and developmental interests and importance. They would then be both educational and recreational. Such occasional outings are a necessity to the hard worked members of the staff.

Games stand third in the list and are recommended by 36% of the colleges. These are generally played by the staff along with the trainees. It could also be provided separately through its staff club and every member should be encouraged to play some game or the other. Certain incentives like tournaments with trainees, staff of the other colleges and members of other clubs etc. could be provided as a means of encouragement.

As regards films suggested by 31% of the colleges, they should be both recreational and educational. In the case of the latter, they should be followed by healthy discussions.

Variety entertainments and cultural and social activities suggested by 30% of the colleges are generally organised by the staff without involving themselves. As this is another opportunity for the staff to mix with trainees and to express their interests and show their worth. They should also freely participate in them. These could be organised by the college along with the trainees or by the staff club.

Research club is another aspect suggested by 30% of the colleges. If a research wing is attached to the college, there is no need for this. Instead, there could be a hobby club.

Reading room, radio and daily newspapers and magazines suggested by 26% to 27% of the colleges are a necessity in every training college and sufficient stress has already been laid on these.

College fine art association is another suggestion thrown by 24% of the colleges. Stress has already been laid on this while discussing ~~in~~ the staff club. It could also be taken up as hobbies and organised through the hobby club.

Camps, suggested by 27% of the colleges are generally organised for students with a specific purpose and even this is rare in a training college perhaps due to the short duration and heavy work. But on certain occasions at least as teacher's day, educational week etc. these could be organised for both the trainees and the staff and could be of the social service type. All the members of the staff should be encouraged to actively participate in them. If taken in a proper spirit, they could certainly be a source of recreation.

Thus as far as possible every training college should try to provide as many facilities as possible for the benefit of the staff. This is not in the interest of the staff alone but in the interest of the college as well.

In most of the items discussed above, there is an overlapping of suggestions and this is but natural for the aspects discussed are not independent entities but are closely allied with one another. Secondly, the suggestions contained in the table

may be enlarged according to the capacity of the college. On the whole certain minimum facilities should be provided for the development of the staff in various aspects.

III The Trainees :

Another important administrative aspect is with regard to the trainees and the problems connected with them. The main problems relate to their admission qualifications, selection procedures, coordination of the various ^{rel}ative agencies and reservation of seats for various categories of candidates. All of them are of equal importance and are closely allied with other organisational aspects of the training college.

(a) Admission qualifications.--

It has been stated earlier that the basic educational standard for admission into a training college may for the present be considered as graduation and that the duration of the training course should extend a year. If this is considered as the proper standard, the question of minimum qualification for admission into a training college should no more remain a problem. But this aspect is not as simple as it looks.

There are two faces to this aspect. One is the main qualification and the other, the subsidiary qualification. If it is only the basic qualification, the question of selection would not arise at all for every graduate would have become eligible for the training college.

But the question here is whether all types of graduates be accepted or should there be a restriction. The restrictions will be of two kinds. One pertains to the nature of subjects in the degree course and the second relates to the division obtained.

Taking the first aspect, it is found that the subjects at the secondary level are becoming more and more broad based and an attempt is made to strengthen the relationship that exists between the various subjects rather than viewing them as separate entities. The gulf that existed between various subjects does not exist today and constant efforts are made to bridge it as early as possible. Secondly, every subject is assuming equal importance at the secondary level and the variety of subjects are increasing day by day.

Under these circumstances, to limit the admission to only those with certain special subjects would not be in the interests of both the college and the schools.

As regards the second aspect, ^{namely,} the division at the degree level, it is true that the best candidates should be admitted to the training college but it is no guarantee that candidates with first or second divisions alone are the best. There might be a variety of reasons for failing to secure a higher division and many of these reasons could be quite genuine. Moreover, some of the candidates securing low divisions at the degree level

may prove to be some of the best teachers. Therefore, to judge a candidate merely on the basis of divisions does not seem to be proper.

But besides this main qualification, there are other equally important aspects to be considered if the training colleges are to have a really selective group. A teacher's profession is not an easy profession that every graduate can undertake without difficulty. It is a profession which demands a variety of qualifications. A person who possesses this variety alone can really prove his worth and succeed.

Secondly, the term 'teacher education' has considerably expanded in its scope and meaning and the teacher's job has become more widened embracing the entire life of the community. Therefore, under these changed circumstances, to limit the admission qualification only to one aspect will not be proper. The teachers' college should certainly have the best and this could be judged by many other subsidiary qualifications as suggested by some of the training colleges.

Table No.80

Subsidiary qualifications and experience for admission
to the training college.

S.No.	Suggestions	No. of training colleges		
		Traditional	Basic	Total
1.	Teaching experience.	23	2	25
2.	Physical fitness.	16	6	22
3.	An aptitude for teaching.	15	2	17
4.	Certificate of character.	10	3	13

S.No.	Suggestions	No. of training colleges		
		Traditional	Basic	Total
5.	Success in the admission test.	7	4	11
6.	Age limit.	6	5	11
7.	Good performance in the interview.	8	2	10
8.	Adjustment to the new social order.	7	3	10
9.	Interest and organizing capacity in co-curricular activities.	8	1	9
10.	Simplicity of life.	8	1	9
11.	Dedication to the service of the country.	8	-	8
12.	Sociability.	6	2	8
13.	Knowledge of Hindi and Regional language.	6	2	8
14.	No objection to community life.	6	1	7
15.	Knowledge of some craft.	6	1	7
16.	A good knowledge of the English language.	6	2	8
17.	Record of social service and ability to bear hardships.	5	1	6
18.	Leadership.	5	-	5
19.	Teacher's son, daughter or relative.	4	-	4
20.	Proficiency in music or dramatics.	3	-	3
21.	Interest in constructive work.	3	-	3
22.	Bonafide of a particular state.	2	-	2
23.	Previous training qualifications.	2	-	2
24.	Training in St. John Ambulance or Home Nursing.	2	-	2
25.	Experience of rural uplift work.	1	1	2
26.	Proficiency in sports.	1	-	1
27.	Training in scouting.	1	-	1
28.	Experience of inspection of schools.	1	-	1

Out of all the items suggested, teaching experience tops the list with 36% of the colleges supporting it. This is no doubt desirable and proves of help to the candidate during his training period. But under the circumstances when there is a dearth of trained teachers, on one hand and introduction of even short term training courses on the other hand, to insist on teaching experience as a necessary qualification for training may not be advisable. And to-day, with the changed programme of secondary education, graduation with training has become the minimum qualification.

Physical fitness ranks second in the list and is suggested by 31% of the colleges. Good health is essential for the strenuous work to be undertaken by a teacher. This does not mean a muscular body or a heavy weight but free from physical defects as deafness, dumbness, blindness or being crippled and also free from contagious diseases. To this extent, physical fitness may be stressed upon.

An aptitude for teaching is suggested by 24% of the colleges. This will go a long way for professional success. It has often been pointed out that when all the doors of other colleges are closed, pupils enter the training college as the last resort and thus the teaching profession gets into its fold a large number with no teaching aptitude. Insisting on this aptitude ^{as} ~~expect~~ may help to nullify this criticism and get only the desirables into the profession. This could be known by the previous records in

the case of experienced candidates and through aptitude tests in the case of fresh candidates.

Many of the items such as character, age, proficiency in sports, music and dramatics, organizing capacity in co-curricular activities, sociability, leadership, ability to bear hardship, community life, interest in constructive work, simplicity of life, knowledge of English, Regional language and some craft, service minded and experience in rural uplift work etc. could be covered without any difficulty if only the cumulative records of the candidates were maintained by the institutions where the candidates obtained their previous qualifications.

As regards certain other items as previous training qualifications, training in scouting, St. John Ambulance, Home Nursing etc., certificates from the respective authorities may be obtained.

The training college will have merely to request the candidates to produce their cumulative records and other certificates and a study of them could be made. Thus by resorting to various measures, the candidates different aspects could be taken into consideration for selection into the training college.

Success in the admission test and performance in the interview suggested by 14 to 16% of the colleges would only be known after the administration of the test and the interview and these measures are considered further under selection procedures.

Four colleges have suggested preference to be given to teachers' son, daughter or relative. This is no doubt welcome

provided the candidate concerned possesses the necessary qualifications and has an aptitude for the profession.

A couple of colleges have also pointed out that bonafide of a particular state to be considered as an admission qualification. All eligible candidates of the state should no doubt receive preference but worthy candidates from other states may also be entertained subject to provision and facilities. This may prove as one of the ways of promoting national integration.

Regarding the age limit of candidates entering the training college the following table throws more light.

Table No. 81

Age limits

Minimum age limit	No. of training colleges.			Maximum age limit	No. of training colleges		
	Tradi- tional.	Basic	Total		Tradi- tional.	Basic	Total
17	2	-	2	25	5	2	7
19	5	2	7	30	7	2	9
20	25	4	29	35	29	6	35
21	8	-	8	40	6	-	6
22	2	4	6				
23	2	-	2				
24	2	-	2				

From the table it is found that admission should be restricted to those between the ages of 20 and 35. This certainly has some significance. By the time the candidate is graduated, he will be 19 or 20. Therefore, he will not be in a position to

enter the training college before this age. In the case of those who complete their graduation earlier they may wait till the age of 20 and meanwhile may obtain some experience of the school if they are serious to enter the teaching profession. A certain extent of maturity is necessary to enter the training college.

In the case of the upper limit, it is all the more essential than the lower limit. Persons beyond certain age limits will not easily give up their old convictions and adapt themselves easily to new methods, techniques and situations. When they have got into the rut it is difficult to drag them out of it. In such cases certain short refresher courses would be better than deputing them for long training. Every person in the teaching profession should receive his training within five years of his entering the service and this should later be supplemented by periodical short refresher courses etc.

It has also been pointed out previously that physical fitness should be one of the qualifying factors to be considered for admission. This could only be known through a medical examination at the beginning and from the data collected, it is found that a majority of the colleges are in favour of such an examination for the candidates before they are accepted by the training college.

This sort of medical check up is useful in two ways. It will help to eliminate people with certain chronic diseases and

also those with certain defects and disabilities as deafness and very poor eyesight or crippled etc. This medical check up is specially useful in the case of fresh candidates. But in the case of those already in service, it does not serve much purpose if conducted at the training college level. It should be conducted before they are taken into the profession.

Many of these arguments will lead us to another important factor regarding the admission aspect. It has been pointed out earlier what aspects should be considered while admitting candidates to the training college. This is the positive approach to the problem. There is also a negative approach which is also equally interesting and well worth considering. According to the opinions expressed by some of the training colleges, there are certain factors which disqualify a person from seeking admission to the training college and these are revealed in the following table.

Table No.82

Factors that should disqualify a person from seeking admission to the training college.

S.No.	Suggestions	No. of training colleges		
		Traditional	Basic	Total
1.	Physically and mentally disabled.	24	6	30
2.	Those who have no interest & aptitude for the teaching profession.	23	6	29
3.	Those graduates who have specialised in subjects not taught at the secondary stage.	10	2	12

S.No.	Suggestions	No. of training colleges		
		Traditional	Basic	Total
4.	Those who have passed by groups.	8	1	9
5.	Those who have passed in :			
	(a) III Class	4	1	5
	(b) II Class	1	-	1
6.	Those who have served in Police or Revenue.	1	-	1

43% of the colleges have pointed out that mentally and physically disabled persons should be disqualified from seeking admission to the training college. As regards physical disabilities, opinion has already been expressed earlier and this holds good with regard to mental disability also for, no profession would entertain a mentally disabled person.

Coming to the second item, the opinion expressed by 41% of the colleges can in no way be contradicted. But proper scientific techniques and measures should be made use of in order to assess the interest and aptitude. It is only after a thorough and proper checking that such candidates be rejected. As regards the third item namely, rejection of graduates who have specialised in subjects not taught at the secondary stage suggested by 17% of the colleges, it has been stated earlier that as far as possible graduates with all subjects should be entertained. As regards the fourth and the fifth items, namely, those passed by groups and in second and third divisions, sufficient discussion has

already taken place and it may once again be pointed out that the selection should not be based merely on class or divisions but that the subsidiary factors should also be taken into consideration. The last item suggested by one college is quite interesting to note. Generally, people in other professions may never wish to enter the teaching profession because of the low remuneration. If by chance, some persons were to seek admission into the teaching profession, they should be admitted with caution and after a thorough investigation into their past career. If their intentions are genuine, there is no reason why they should be debarred from seeking admission.

(b) Selection procedures.-

The admission qualifications will naturally lead to the procedure to be adopted by the training college for selecting candidates. Without a proper procedure, it is difficult to check the undesirable from entering the training college.

So far, in most of the training colleges, the common procedures have been to judge the candidates on the basis of their previous qualifications and merit and interviewing them. No doubt these measures do throw some light on the ability and fitness of the candidates. In the absence of proper cumulative records these measures may not give correct information required and will not be scientific assessment. Therefore, it is essential that whatever measures or techniques are adopted, they should be on scientific lines.

Secondly, lengthy procedures or techniques should be avoided. They should not become cumbersome or impracticable.

Thirdly, it is not possible to assess all the qualities by adopting the same techniques. Therefore, it is essential to adopt different kinds of techniques for different purposes. Thus an all round picture of the candidates may be obtained. At the same time, it should be remembered that these techniques should not be too many. A set of well defined techniques will go a long way in selecting the proper candidates. In order to facilitate the selection, different selecting groups may be entrusted with different aspects of selection.

Keeping these factors in view, the following table may be examined.

Table No. 83

Selection of candidates for training

Sl. No.	Procedures	No. of training colleges		Rank order				
		Traditional	Total	1	2	3	4	5
				T.B.	T.B.	T.B.	T.B.	T.B.
1.	Interview.	26	6	32	4-	4-3	8-3	5- 3-
2.	On the basis of previous qualifications and merit.	26	5	31	8-3	10-1	6-	1-1
3.	An admission test assessing							
	(a) Intelligence	21	6	27	10-3	3-2	3-	1-1
	(b) Achievement	13	4	17	7-1	1-1	2-	1-2
	(c) Aptitude	13	4	17	5-2	1-1	2-	2-1
	(d) Interest in the profession.	13	4	17	7-2	1-1	2-	1-1
	(e) Sociability	11	3	14	5-1	1-1	2-	1-1
4.	On the basis of teaching experience.	14	3	17	1-	4-	1-	2-1 1-
5.	Probationary period for a month to observe the candidate.	10	5	15	2-	1-	2-	1-1
6.	Deputation by government	12	2	14	3-	1-	1-	1-
7.	On the basis of previous records of work in schools	8	4	12	3-	2-	2-1	2- -1
8.	General information test	8	3	11			1-1	
9.	Two special subjects achievement test.	6	2	8			1-	-1 2-
10.	Test in the knowledge of English.	5	2	7	1-		1-	-1
11.	Organising group discussions	3	4	7		1-	1-	-1 1-
12.	Essay writing.	5	1	6	1-			1-
13.	Recommendations by the departmental officials.	3	1	4		1-		

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Interview ranks first in the table and is suggested by 46% of the colleges. This and group discussions pointed out by 10% of the colleges will give an insight into certain personality traits.

Items 2, 4 and 7 namely, previous qualifications and merit, teaching experience and previous record of work in school suggested by 44%, 24% and 17% of the colleges respectively, may be combined and with the submission of the applications, certain certificates pertaining to the last two items may also be demanded.

The third item, namely, administering an admission test, is a scientific technique and if it is to be used, proper tests should be prepared and then administered. General intelligence test suggested by 39% of the colleges could be regarded as sufficient in many respects even if there are no achievements tests.

As regards subject achievement tests supported by 11% of the colleges, they may be insisted upon at the time of selecting the special methods. This argument holds good in the case of item No.10 namely, test in the knowledge of English as well. This should be only for those who wish to select English method as one of the special methods. Essay writing supported by 9% of the colleges may be included under general information test suggested by 16% of the colleges and need not be a separate procedure.

In view of the previous discussions, deputation by the government and recommendations by the departmental officials suggested by 20% and 6% of the colleges respectively, may not be considered as selection procedures by the training college.

As regards the fifth item namely, probationary period for a month put forth by 21% of the colleges, it seems quite impracticable. This may be replaced by careful selection by other methods. This is too lengthy a procedure and to reject a candidate after a month may produce a negative effect on the minds of the candidate and this in turn may produce an unhealthy influence over others selected. Hence to avoid such lengthy procedures would be wise.

Thus there are a number of techniques which could be adopted for selecting candidates. But before adopting any measure, the purpose of the aspects to be tested should be clear.

As far as the teaching profession is concerned, three factors may be considered. Firstly, the general intelligence and academic background of the candidate should be of a particular standard. These could be tested and found out by adopting measures suggested in the table under items 2, 3, 4, 7, 8, 9, 10 and 12.

Secondly, the candidate should possess certain personality traits by which he could be ^asuccessful citizen and an efficient educational leader. Traits like sociability, decision, quick grasping power, leadership, ability to abide by majority decision,

co-operation and humour etc., may be tested either by devising and administering certain tests or through interview and organizing group discussion and projects as pointed out in the table under items 1, 3(e) and 11.

The third aspect to be tested is the aptitude for and interest in the profession. For this purpose aptitude tests suggested under item 3(c), could be administered.

Thus various ways should be devised to assess the candidates correctly and then admitted. Even from the data collected it is found that sufficient stress is laid on interview, previous qualifications and merits and tests. Whatever measure is adopted, it should be based as far as possible on scientific lines and should have a definite purpose behind it.

(c) Co-ordination of the various selective agencies.-

Three types of candidates enter the training institution, that is, those deputed by the government, by private institutions and the fresh candidates. In the case of the government candidate, the government generally selects him on the basis of his seniority and sends him for training. Neither the head of the institution where the candidate is working is consulted nor the head of the training college is given the authority regarding his final selection. The government candidate is accepted without any hitch by the training colleges. In the case of those coming from private institutions, either the management deposes them or

they come on their own foregoing the salary etc. The selection procedure adopted by the training colleges applies mostly to fresh candidates. There is very little coordination between the training college, the government and the institutions from where the candidates come as far as their selection is concerned. Thus to a certain extent, the efforts of the training college to proceed on certain definite lines regarding admission are nullified. Therefore it is very essential that the various agencies work in coordination with one another. As revealed from the analysis of the data, it has also been realized by almost all the training colleges that the head of the training college and the head of the school from where the candidate comes, should both have a say in the selection of deputed candidates.

Secondly, a training college cannot have different measures for different candidates. If a certain set procedure is adopted, it should be equally applicable to all without any distinction. If the fresh candidates are selected on certain basis, other candidates should also be measured with the same rod. It is only then that departments and schools will encourage only those with certain standards to enter the teaching profession.

In view of the above factors, it is essential that certain measures are adopted to coordinate the various selective agencies. The following measures are suggested by some of the training colleges.

Table No.84

Coordination of the various selective agencies :

Measures	No. of training colleges		
	Traditional	Basic	Total
1. By allowing the head of the training college and the D.P.I. to select certain percentage of teachers.	5	1	6
2. The D.P.I. in consultation with the heads of the schools preparing a preliminary list of candidates and then along with the head of the training college interviewing them.	15	2	17
3. By appointing a committee consisting of the representatives of the education department, the training college and the schools.	26	7	33

By taking the first item suggested by 9% of the colleges into consideration it is found that it will not be a just solution because the measuring rods applied by the department would be something entirely different from that applied by the training college and the candidates selected by the two agencies will entirely be on different basis and this measure will not bring any sort of coordination between the different agencies and it will not be doing justice as far as the candidates are concerned.

Coming to the second item pointed out by 24% of the colleges, it is found that this method gives some voice to the heads of the schools in the selection of their teachers and the training colleges in the selection of their trainees. But government

candidates are not the only candidates entering the training college. There are candidates from other institutions also. Heads of these schools and the managements also come into the picture and cannot be ignored by the training college.

There is again the third suggestion which is a step forward. This brings into the picture other institutes also and 47% of the colleges are in favour of it.

From the analysis of the data collected, it is also found that certain colleges have stated that the selection should be left entirely to the training colleges. This may not be proper. After all the teachers trained by the training colleges go to different kinds of schools and those who come for training come from these schools. The relationship between the training college and the schools is a continuous affair and the more cordial it is, the better it is for both of them. Therefore, to ignore other institutions would not be wise.

In view of all these facts, it may be wise for the training college to appoint a selection committee as representative as possible. The preliminary selection of government candidates and the candidates from private institutions may be made by the respective agencies in consultation with the heads of the respective schools. But the final selection should be by the committee appointed. This should consist of representatives of the training college, the department, the managing board of private

schools, certain non-official agencies interested in education or certain retired educationists. While appointing such a committee, it should be constantly kept in mind that it does not become unwieldy.

(d) Reservation of seats for various categories of candidates.-

The above discussion will lead us to another related aspect. It has already been pointed out that three types of candidates enter the portals of the training college. The question now arises whether any definite percentage of seats should be reserved for each category of candidates. As regards this aspect, the following are the views of some of the training colleges.

Table No.85

Desirability of reservation of seats for various candidates

Opinion	No. of training colleges		
	Traditional	Basic	Total
Yes	25	4	29
No	22	6	28

The opinion is in favour of reservation only by a slight majority. Quite a number of colleges do not seem to favour it. This is quite an interesting problem. If the seats are not to be reserved for various categories of candidates, there is bound to be confusion. The entire seats may be taken up by the fresh candidates. But, on the other hand, it is the duty of the government and the management to see that all those in the teaching profession

are duly trained. Therefore, it is important that certain percentage of seats are reserved exclusively for them. If this is accepted, then the next question would naturally be, what percentage should be reserved.

According to the responses from the training colleges to this aspect, it is found that a variety of percentages have been suggested. This ranges from 15% to 75% in the case of government candidates, 15% to 50% in the case of candidates from private schools and 5% to 70% in the case of fresh candidates. Perhaps the suggestions might have been based on the conditions existing in their respective areas. Also, the frequencies against the various suggestions range from only 1 to 5. To come to any definite conclusion on the basis of such frequencies is not possible and advisable. Conditions vary from place to place and a thorough study of the needs and demands should be taken into consideration. Therefore the percentages cannot be uniformly fixed for all the colleges. As suggested by a couple of training colleges, it may also be worked out on the basis of the distribution of untrained teachers in the various schools and probable vacancies and need for trained teachers per year. Correct statistics should be maintained regarding these and the percentage can be fixed accordingly. These statistics should be worked out by the training colleges in cooperation with the departments and private managements. Also, the percentages set may not be rigidly adhered to. They should be liable for change according to the changes experienced.

Thus, if the integrated training college is organised on the above basis, the organization of the training programme would greatly be facilitated. On the basis of the aims and objectives specified in the previous chapter, the programme of the new training college will be worked out and this aspect will be dealt with in detail in the chapters that follow.