

## CHAPTER XII

THE INTEGRATED PATTERN

According to the discussion in the previous chapter, an integrated pattern for the teacher-education programme was realised to be the most suitable under the present circumstances and this course was to lead to a graduate degree. It becomes essential at the outset therefore, to recall the strengths and weaknesses of the two types of training colleges.

1. The strengths and weaknesses in the Traditional and Basic Training Colleges.-

The very first difference lies in the approach to the whole problem. This difference while it contributes to the strength of one, becomes the loop hole in another. In Basic Training Colleges, the whole problem is approached with a broader concept as revealed in Chapter VII Page ( 130 ) and the entire training is considered as a way of life. This is obviously reflected in the programme of work of the college. While giving effect to the various aspects, care is taken to see that this way of life is gradually developed in the trainee. In Traditional Training Colleges, the stress is comparatively greater on the methods of teaching and on the techniques to be adopted. This is naturally a reflection of our aims of education where the emphasis is mostly on the academic aspects as revealed in Chapter VII, Page ( 130 ). But even in these

training colleges attempts are made to develop not only techniques of teaching but also the procedures for the development of the personality of teachers, as far as possible, through varied programmes.

The programmes of both the colleges have mainly two aspects. One is the theoretical aspect and the other, the practical aspect. But the difference lies in the degree and nature of emphasis laid on these two aspects by the different training colleges. In Basic Training Colleges, the importance seems to be on the practical aspect of the course. No doubt, the Traditional Training Colleges also lay stress on the practical aspect but the degree of emphasis is different because of the different approaches to the problem. As indicated in Chapter V, Page ( 89 ) the emphasis in Basic Training Colleges is to give the trainees an experience in running a self-reliant, self-controlled and even self-supporting community and hence, they insist on an active community life. They are convinced that a particular way of life cannot be developed by merely listening to or reading about it but by practising it and by actually participating in such a life. It becomes essential for them to get in touch with the actual conditions existing in the surrounding life. Thus the life outside and the life inside the college are closely knit together. This is naturally reflected in the methods or techniques of teaching

adopted by these colleges. Attempts are made to correlate them to the life activities and thus they are made meaningful and purposeful. Thus, the emphasis is on the 'Activity method' and correlated teaching.

In this respect, the Traditional Training Colleges might perhaps be regarded as rather lagging behind. This difference may again be due to a fundamental difference in their thinking. While Basic Training Colleges feel that anything to become part and parcel of one's life should be practised constantly, the Traditional Training Colleges might be of the view that since the trainees are mature adults, a little initiation into the practices and techniques could be sufficient.

But fortunately, this is not the condition in all the colleges. Enough scope is given for developing a healthy attitude towards practical and manual work also and this is done not with a view to increase production but for gaining experience in work, for realising the value of dignity of labour and for exploiting the educational value implicit in it for the good of the individual and the society. As revealed in Chapter VI, Page ( 119 ) this aspect is developed in the Basic Training Colleges through the adoption of certain crafts and other manual activities, and providing necessary facilities for the same. No doubt, in many of the Traditional Training Colleges, crafts also are introduced and practised

but this is mostly done with a view to aid in the preparation of teaching aids etc., and as pointed out in Chapter V, Page ( 99 ), it is merely a side show and not intended for developing a love for labour or to realise the dignity of labour.

The above discussion is not intended to mean that the Traditional Training Colleges are without any credit side in their favour. If that were to be the case, they would certainly have ceased to exist long ago, and if everything was rosy in the case of Basic Training Colleges, they would have long ago replaced the Traditional Training Colleges. Neither are the Traditional Training Colleges fast disappearing nor are the Basic Training Colleges able to replace them. In spite of the general feeling that too much stress on methods and techniques of teaching to the negligence of developing a way of life is not desirable, the Traditional Training Colleges have contributed a good deal in developing different methods of teaching and class-room techniques.

Similarly, there is no denying the fact at the same time that the Activity aspect is still very much undeveloped in the Basic Training Colleges. This aspect and the correlated teaching techniques that are to be adopted are still in experimental stages and not fully and satisfactorily developed. A clear conception of the whole technique is still not caught by the teachers. And secondly, its application to all aspects of knowledge is still doubted. Because of too much of sen-

Concentration on activities, the technique is to a large extent neglected and not adopted by most of these colleges as pointed out in Chapter VII, Page ( 151 ). Moreover, how far a single technique would work with all types of children, is also doubtful. The Basic Training Colleges have perhaps not been able so far to contribute much in developing suitable solutions to the various doubts expressed in this aspect. In order to carry on efficiently the many good aspects introduced in these colleges, a thorough grounding in theory is essential and unless sufficient thought is bestowed on the development of this aspect, the practical aspect is bound to become merely mechanical and thus lose its significance.

The above aspect leads us to another important and much debated factor and this is the system of examination adopted in training colleges. Because of greater emphasis on theory, it has become essential on the part of Traditional Training Colleges to institute a definite system of examination at the end of the course and great importance is attached to it, so much so that it is even being considered as a defeat. But it may be said to the credit of these colleges, that in view of its importance, they have also been able to introduce a variety of reforms into the system and constant attempts are being made to put it on sounder lines.

Turning to the Basic Training Colleges, it is found that examinations occupy a secondary place and are more and more

localised. But because of their secondary position and also because of minimising more and more of the external element in it, the system and the techniques adopted are becoming rather slipshod and this naturally has its effect on the work of the trainees and on their attitude towards the theoretical aspect. It may perhaps be said that their attempts have only resulted in trying to avoid the prevailing system of examination without being able to discover and develop a new and conducive system which could help in replacing the defective elements in the present system.

Regarding the question of the absence of community life in the Traditional Training Colleges, it can be said that as revealed in Chapter VII, Page ( 170 ) this lack is made up to a certain extent by the introduction of other aspects of <sup>Community</sup> country life of which the more outstanding are the citizenship training camps, students union and clubs, literary and social gatherings, excursions, house systems and recreational and cultural activities. By the introduction of these aspects, not only have they provided a scope for giving training in a sort of community life to the trainees but also helped in bringing the colleges closer to the community by bridging the gulf between theory and practice. In the Basic Training Colleges, even though stress is laid on community life, yet due to lack of time and the short duration of the course, the various aspects of community life have found not much scope

for complete development in successfully covering a wide range of activities embracing academic, intellectual, social, cultural, recreational and social service aspects.

In continuation, we may also mention another point with regard to the Basic Training Colleges. Too much of stress on the practical aspect, is perhaps leading these colleges towards making the training programmes too mechanical and is pushing their educational significance to the background. Therefore, however good the ideology may be, if it is practised inadequately, it is likely to fade into insignificance.

Thus it is seen that both the types of colleges have the good as well as weak points to their score. At the same time the difference in them is not something unbridgeable.

## 2. The integrated training programme.-

Education is a dynamic process and any change in the pattern of the social order which it is expected to serve is bound to be reflected in it sooner or later. The contents of teacher education cannot likewise be static. They must follow progressive trends in the theory and practice of education and adjust themselves to the changing pattern of the society and the educational system. Moreover, training colleges are to assume the educational leadership of the community. This is inevitable under the circumstances when more and more stress is laid on the schools becoming community centres and the stress in the social field is on co-existence & co-operation.

Teaching today has assumed the status of a profession ~~with~~ definite professional objectives. The teachers who pass out of the portals of the training colleges are expected to take up teaching work in secondary schools and training schools. Hence, the contents or the syllabus of teacher education should be closely related to the educational objectives and needs of the pupils belonging to those stages.

Further, it should not be forgotten that the teacher is also a human being and a citizen as any other individual with his feelings, ideas, thoughts, aspirations and a craving for self-expression and development. This development will have to be with reference to the society in which he has to live as a contributing factor to that society. Hence, sufficient scope should be provided in content and programme of the training colleges for this aspect as well.

Lastly, this is an age of scientific advancement and outlook. At every stage of development, more and more problems crop up which demand satisfactory solutions. This is possible only when approached scientifically. Moreover, even to assume the educational leadership, it becomes necessary to convince the society and community on scientific grounds and with facts and figures. Thus, there is constant demand for scientific attitude, approach and research.

In view of the above factors, teacher education may be interpreted to centre round the following aspects :



- (a) Professional knowledge and skill.
- (b) Development of self-expression - oral and manual.
- (c) Individual and social development.
- (d) Development of the spirit of inquiry and research or development of the scientific attitude and approach.

Let us now analyse these aspects of the training programme.

Professional knowledge and skill is the first factor. Without a sound philosophical, psychological and pedagogical background or foundation, no teacher would be in a position to deal effectively with the material on hand. Hence, to equip the teacher-trainee with the necessary theory, should be <sup>the</sup> first and foremost responsibility of the training college.

But mere acquisition of theory without the skill to apply it on the hard rock of practicability would also be futile.

Therefore, it becomes important that the teacher-pupil is provided ample opportunities to test his theoretical knowledge in practical fields and thus acquire the necessary professional outlook, skill, vision and attitude. Thus, theory and practice should go hand in hand for professional efficiency and success.

The second aspect is the development of self-expression - oral and manual. This could be achieved in several ways.

Art in its various forms as music, dance, acting, drawing and painting and decorative arts constitutes the most important

media of self-expression. But unfortunately, it is perhaps the most neglected aspect both in our schools and training colleges. The reason for this 'artless' education is generally attributed to the 'artless' tradition in teacher-education and the paucity of competent teachers in this area.

Craft is another important area for the development of self-expression and the educational value of craft work is so widely recognised in modern education that there is hardly any need to labour the point. It is unfortunate again, that inspite of its great educational value, no strong tradition of craft work is developed in our schools. The stress is still on only literary aspects, thus preventing children from developing many of their most important constructive abilities and skills. So long as this over-literary bias in education in our country is not brought under control, there is a danger that instead of serving really useful purpose, education will tend to prevent large sections of the population from fully and harmoniously developing their personalities and taking their rightful place in the society. Teacher training colleges are the right places to prevent the occurrence of such a situation. It is the teachers who should be first initiated and directed in these areas so that they may be instrumental in building a healthy educational tradition in our schools.

Games, physical education and what are termed as 'co-curricular activities' are other areas where there is sufficient

scope for the development of self-expression. It is now an accepted principle of education that children at school should be given the fullest scope to participate in these activities and thus helped to acquire the necessary neuro-muscular control and co-ordination. It is the teachers who should first be made to realise this clearly and the responsibility for this rests on the shoulders of the training colleges.

The third aspect is concerned with the individual and social development. Any society or community consists of individuals and its standard is also judged by the standard of its individuals. Thus, on the development of the individual alone, rests the development of the society. In these days of quick transportation and communication, and scientific and industrial developments, the individual becomes important and is recognised only with reference to the society, nation and the world. Hence, the stress in modern education is more and more towards co-operative living. It has been realized that the full development of the individual is possible only when he is placed in a society where there is constant interaction between him and the community, thus facilitating his development. Unless the teacher is made to experience this impact of the individual on the society and that of the society on the individual, he will not be in a position to realize and help the children under his care to fit into the continuously evolving modern society.

The last aspect is the development of the scientific attitude and approach. In these days of tremendous scientific advancement and discoveries, to point out the importance of scientific spirit would be redundant. As education is an ever changing process, scientific attitude and outlook is all the more necessary in this field. Moreover, in these days of democracy, it becomes the responsibility of an educational leader to convince even a lay man about any issue with the help of facts, figures and techniques. Hence, to achieve this educational leadership and move with the spirit of the times, it is essential that the seed is sown for it in the training college by making proper provision in its educational programme.

It would perhaps be more logical to organize the programme of teacher-education under such broad headings. The proposed syllabus should not only be in tune with modern trends of educational theory and practice but should also be expected to meet adequately the needs of the socialistic pattern of society, the scientific age and individual or personal demands and urges. But, in order to facilitate the work of the training college and staff, it is necessary to interpret them in terms of a more generally understood nomenclature keeping in view the different parts of the syllabus.

### 3. The essential aspects.-

This acceptance will naturally lead to the aspects that this integrated training pattern should embrace. It may be

worth while here to consider what the training colleges have to offer in this regard and this is revealed in the following table.

Table No.86  
Essential aspects of the training programme :

S.No.	Items	No. of Training Colleges		
		Traditional	Basic	Total
1.	Practical work including teaching practice.	47	13	60
2.	Theory	47	12	59
3.	Craft work	25	13	38
4.	Community life	23	13	36
5.	Tutorials	27	4	31
6.	Library work	1	-	1
7.	Co-curricular activities	1	-	1
8.	Shramadan	-	1	1
9.	Village contact & survey work	-	1	1
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According to the table, practical work including teaching practice and theory are the most approved items. As regards the inclusion of craft work and community life, even though 65% of the Basic Training Colleges are in their favour, the opinion is divided so far as the Traditional Training Colleges are concerned. A majority of the colleges, especially 54% of the Traditional type have also suggested tutorials. Perhaps they wish to replace community life by tutorials and give that aspect also an important place in the programme.

This could easily be a part of theory and community life. The other items suggested namely, library work, co-curricular activities, shramadan and village contact and survey work could be incorporated along with the first four items.

In the light of the above table and previous discussion, it may be suggested that the entire structure of the training programme could be built up in such a way as to include the following workable elements :

- (a) Theory
- (b) Practical work
  - 1. School teaching experience
  - 2. Art and Craft work
- (c) Community life
- (d) Experimental and field work

Even though art work and experimental and field work are indicated in the list, they will not be dealt separately. Art in the form of music, drawing, dramatics and decorative arts etc., is a part of community life and, as pedagogical drawing, it is a part of theory and practice of teaching. Experimental and field work is a part and parcel of all the first three items mentioned in the list. Hence, both these items will be dealt with in relation to the relevant aspects.

What these various aspects should comprise and how these should be developed in order to present an efficient training programme, will be our next consideration. These will be dealt with in detail in the following chapters, retaining the order presented above. As such, in the next chapter, the first item, namely the theoretical aspect will be considered.