

## CHAPTER XVIII

SOME RELEVANT PROBLEMS

The education of teachers is not complete with the training that they receive at the training college. The training college only initiates it and if the teachers are to keep themselves up-to-date, education has to be a continuous process. To create an urge for it among the teachers is the responsibility of the training college. Secondly, the training college cannot rest content with the ideal that every thing is satisfactory with the training programme that it follows. It has got to be tested continuously. It is this testing aspect which helps the training college to trend on surer grounds. Therefore, in its own interest, it is important for the training college to pay attention to this aspect. Thirdly, the training colleges cannot be under the impression that when once the trainees leave the portals of the college, their job is over. In fact, their responsibility starts then. Fourthly, time and again it has been pointed out by educationists that training colleges should not only be dynamic centres of education but of research as well. In fact it is from the result of these educational researches that the training college derives its real strength and the

training programme receives its vitality and dynamism. Therefore, to ignore such a strength giving aspect will be suicidal. And lastly, it has already been pointed out that in view of the changed educational and social objectives, the training college can no more enjoy its seclusion. It has to merge itself with many other institutions in the community and develop and strengthen its contact with them. This is essential for the attainment of its wider objectives.

Thus, the training college has not one function but a variety of functions to attend to and all these are closely associated with its major function of educating and providing efficient teacher-cum-citizens or in other words intelligent educational leaders for the schools and the community.

Therefore, this chapter is devoted to the discussion of these vital aspects and deals with problems like in-service education of teachers, their follow-up programme, evaluation of teacher education programme, educational research and the promotion of the relationship of the training college with other institutions in the community.

#### I. In-service Teacher Education :

Teachers should not rest contented with the securing of the degree in education. It is only the beginning and not the end of educational attainment, for the educational process is one of continuous growth processes and operates throughout life. The training period is not adequate to reveal all

the problems of the teacher nor can it cover the entire field of educational science. It can only give an insight into the educational principles, problems, methods and techniques of educating the children. Modern society does not rest content with this meagre preparation. It makes great demands on the time and energy of the teacher. Not only has he to act as an educational guide to the children but has also to plan their education. In addition to these professional responsibilities, he is also expected to assume the educational leadership of the community and organize various activities to promote its social welfare. With the limited time at its disposal, it is too much to expect all this of a training college. But at the same time, the training college cannot divest itself of this important responsibility. It should remember that it includes not pre-service teacher education alone but in-service teacher education as well and while the former releases his creative energies to enable him to put into practice the educational theories grasped, it is the latter which helps to turn out a fully developed and mature teacher. Therefore the in-service teacher education assumes as much importance as the pre-service teacher education, and this is very well pointed out by the University Education Commission, which said :

" It is extraordinary that our school teachers learn all of whatever subject they teach before

reaching the age of twenty-four or twenty-five and all their further education is left to 'experience' which in most cases is another name for stagnation. We must realize that experience needs to be supplemented by experiment before reaching its fullness and that a teacher, to keep alive and fresh, should become a learner from time to time. 'Constant outpouring' needs constant intaking; practice must be reinforced by theory and the old must be constantly tested by the new."

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(a) What is in-service teacher education?

Having realized the responsibility of the training colleges with regard to this aspect, the next question that naturally arises in one's mind is what do we mean by this in-service teacher education and what is its coverage. The term itself is self explanatory. It is the education of the teacher after he has entered the teaching profession and after he has had the necessary education in a training college. It is inclusive of all the extra-educational experiences that he gains in different institutions and by different means such as by way of short term, refresher and other professional courses, and the travels and visits that he undertakes. Every thing that enlarges his experiences, outlook and vision may be included under this aspect. In-service education is not merely filling the void but supplementing and enriching the experience gained during the training period. Therefore it embraces all kinds of teachers, less experienced as well

as more experienced and aims at the professional growth and stimulation of all. Further, in-service education is not synonymous with co-curricular or extra-curricular activities organized by the college. It is something which contributes to the professional and personal development of the teacher and enables him to become both an efficient teacher and an efficient citizen.

(b) Its importance to the teacher :

In-service education is important to a teacher from many points of view. On the growth of the teacher alone depends the progress and development of education and in order to achieve this, continuous striving on the part of the teacher for the removal of the educational and teaching defects is essential. For this, the in-service education alone can help.

When once the teacher gets into the profession, he finds very little time to attend to his professional or personal development unless opportunities are provided for him. If no provision for such an education is made, the fault of becoming out of date in his profession will not be that of the teacher but of the training and education received by him. When educational objectives change almost every day, the training cannot remain stationary. Therefore, the teacher if not given the proper opportunity to grow with the educational growth, will naturally become stunted in

his intellectual and professional growth. He must be constantly on the move in order to catch up with the spirit of the times. He must be constantly brought face to face with the modern educational ideas, principles and techniques and skill. It is only this which facilitates educational growth.

One factor which has been responsible for the deterioration of educational standards and efficiency is the lack of proper co-operation and co-ordination between various agencies working for the same purpose. This lack of co-operation between the training college, administrators, teachers and students has often resulted in the teacher's inefficiency and deterioration which in its turn has pulled down the educational standards. This non-cooperation has kept the schools ignorant of one another's activities and progress. Teachers can only grow when there is intermingling of minds and free and frank exchange of ideas and opinions and healthy and constructive criticism of the activities. Growth will be facilitated only when there are pooling of resources, ideas, and energies. And for this the different agencies working towards a common goal should be brought together on a common platform where they can discuss and thrash out the varied problems facing them.

Training colleges have often been blamed for their impractical teaching methods and education and the new

teachers often feel it difficult to adjust to the new situation that they face in their profession and thus become victims to indifferent treatment by the experienced teachers. Thus mutual suspicion is due to lack of opportunities to come together and study one another at close quarters. Also, very little opportunity is provided by the training college for the understanding and recognition of its significance among the society and community. They should be made to realize that the progress of the country in any field - economic, cultural, social or industrial - is solely dependent on its educational progress. All this is possible only through the creation of certain suitable opportunities for the coming together of the various interested parties.

In view of all these factors, the training colleges have a significant part to play specially in organizing, adequate and suitable programmes for the teachers in-service education. They should not merely be training institutions but play a dominant role in educational and social reconstruction and in the professional and individual growth of teachers and this could be achieved only through efficient in-service teacher education programme.

(c) Aspects of in-service teacher education :

In order to facilitate this programme, the latest move has been the creation of the extension services departments

in the training colleges. These departments have acted as a link between the training college and other institutions including the community and through their multifarious activities have brought them together for better understanding, better co-operation and further improvement. Because of their usefulness, most of the training colleges feel that these departments should be attached to every training college. They have also put forth a number of suggestions regarding the activities and the programme of work to be undertaken by this department, as could be seen from the following table :

Table No.116  
Outline of the programme of the extension  
service department

S. No.	Suggestions	No.of training colleges		
		Traditional	Basic	Total
1.	Publication of bulletins, Seminar reports, news letters, monographs, journals etc.	25	6	31
2.	Arranging short and long term seminars and refresher courses and educational conferences.	24	6	30
3.	Lending books, magazines, apparatus and teaching aids to schools and college staff.	22	4	27
4.	Mobile library service.	20	3	23
5.	Organizing study circles in different subjects including demonstration lessons.	17	5	22
6.	Visits to schools.	17	3	20
7.	Consultation services or guidance to local teachers with regard to their problems and projects.	18	3	21



S. No.	Suggestions	No. of training colleges		
		Traditional	Basic	Total
8.	Arranging extension lectures.	16	2	18
9.	Organizing teachers councils.	15	3	18
10.	Organizing audio-visual aids library.	16	3	19
11.	Organizing on campus or peripatetic courses.	13	3	16
12.	Participating in staff meetings.	13	3	16
13.	Organizing health days, educational fairs, exhibitions and educational films.	11	2	13
14.	Undertaking action-research programmes.	2	-	2
15.	Organising school subjects associations.	1	-	1
16.	Diffusion of new knowledge about methodology, psychological investigations etc. among the teachers in service.	1	-	1
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As revealed by the table, the aspects of in-service teacher education are many and varied and these could be classified under a few heads as :

- (1) Further education.
- (2) Participation in school development.
- (3) Participation in community development.
- (4) Educational tours and visits.
- (5) Publications.

(1) Further education :

It has already been pointed out that education is a continuous process and where this is not realized intellec-

tual stagnancy will be the natural result. This applies to all professions and more so to the teaching profession because of its dealing with human material. A thirst for new knowledge, new skills and new techniques and methods in teaching must be developed among the teachers and the demand for certain provisions to satisfy this thirst must come from teachers. A co-operative and joint effort may be made by the training college, the schools and the administrative authorities serving a particular area to discuss the problems, courses, duration and suitable time and place for undertaking the further education of teachers. Such a co-operative venture will ensure both the success of the programme and the development of the individuals. A variety of activities can be arranged under this head. These may consist of short term and long term refresher courses, seminars, symposia, workshops, study circles, teachers councils, educational conferences, extension lectures, educational film shows and educational exhibitions etc., as suggested under items 2, 3, 5, 8, 9, 10, 13, 14 and 15 in the table. Discussions may also be held on the results of experiments.

One way of keeping teachers upto-date is through refresher courses. They are a means of promoting teacher growth in service. These courses may either be full time courses lasting two to three weeks or one to one and a half months or they may be part-time courses held in the evenings

or at week-ends. The best time for conducting such courses would be the vacation when teachers have no classes and are free.

These courses should be real professional courses embracing the progress achieved in educational theory and practice and the needs and requirements of teachers themselves. These courses should cover as many important aspects as possible. They should acquaint the teachers with the latest development in educational and vocational guidance, educational psychology, sociology and mental hygiene; they should be trained in the preparation and administration of tests and measurements, preparation and maintenance of various types of school records and teaching aids and made to understand the results of researches and experiments, the important educational plans and schemes and the important educational reports published. They should also include demonstration lessons as suggested under item No. <sup>5</sup>13 by 27% of the colleges, practical work, visits to schools suggested by 29% of the colleges under Item No. <sup>6</sup>11, group discussions and preparation of the reports etc.

Content courses in school subjects is another aspect which is becoming a necessity now-a-days due to the continuous expansion of knowledge and every aspect almost becoming a specialized field. In order to enable the teachers to be up-to-date in their subjects, this aspect should also come

under the perview of the training colleges. Some of the refresher courses may solely be devoted for this purpose during which lectures by experts in the field, discussions on latest literature and articles, teaching techniques and aids, paper reading on certain topics etc., may be organized.

Workshops are another means to promote inter-communication among those working in the educational field and thus facilitating teacher growth. These provide ample opportunities to consider practical problems faced by teachers in their day-to-day experience and arrive at certain useful solutions. The duration of a workshop may range from 4 to 8 weeks and consist of discussion meetings, individual work, conferences, self-study, systematic lectures, study groups and general meetings. Besides, it should provide significant experience in democratic living. The workshops should be provided with proper library facilities, laboratories, films and other audio-visual aids.

Educational workshops are of great advantage. They provide a scope for free exchange of views on educational matters and help the teacher to arrive at some solutions. They promote social contacts and friendly relations and develop some of the latent potentialities in teachers. In addition, some important traits such as joint planning, group thinking, cooperative endeavour, adherence to democratic principles and methods are developed. Thus they are an

important means by which not only the professional growth but also the development of the personality of the teacher is achieved.

These courses should not be devoid of recreational aspect. If these vacation courses could be held in hill stations and picturesque places, it would be of great change and really refreshing for the hard worked teachers. But the facilities required by way of libraries, laboratories, workshops and equipment should not be bypassed. These courses should be organised by the training colleges in co-operation with the education department and Teachers' Associations. Besides the training college staff, the services of educationists and experienced teachers and headmasters could also be utilized for conducting the courses. The incentives provided by these personnel should be such that the participants should feel an attraction towards it. Thus refresher courses should be an important and attractive incentive for teachers to improve their personal and professional efficiency.

#### (2) Participation in school development :

School development depends on teacher development. There are many activities which could be organized in this field. The schools can be helped by the training college through lending of library books, magazines, teaching aids and educational apparatus etc. as suggested by 39% of the

colleges under item No.<sup>3</sup>4. The school projects suggested by 30% of the colleges may be helped through suitable guidance and counselling and sometimes even by participating in them. Study circles in different subjects pointed out by 31% of the colleges may be organized. Help may be rendered in solving school problems referred to by the schools and this is also suggested by 33% of the colleges. Educational exhibitions and films may be organized jointly by the training college and schools. On-campus or peri-patetic courses pointed out by 23% of the colleges may also be organized. Essential literature may be circulated among the schools. Discussion may be organized on the results of the projects undertaken and the training college may participate in such discussions. As suggested by 23% of the colleges, the training college may also participate in their staff meetings if desired by the schools. Most of these items could be undertaken by the training colleges through their extension services departments. In whatever way the training college offers its help, the aim should be to lead them towards self-help and self-development.

The development of the school to a great extent rests on the extent of cooperation between the training colleges and the schools. The contact should be so developed that the training colleges should be considered by the schools as an immediate and sure source for the required guidance and help in all the practical problems concerning them.

One way of promoting this cooperation is that the training college and the head of the school and his staff can work cooperatively in orienting the new teacher to the school and his new surroundings and environment. These orientation sessions should be held in the schools where the new teacher is to work. This will greatly facilitate the new teacher in understanding the purpose and spirit of the new institution, its staff and the various amenities and resources available. Such a procedure will go far in building up the morale of the institution and the new teacher will also not feel like a fish out of water in this new situation. The procedure will not only facilitate professional adjustment but his social, emotional and personal adjustments as well. For this purpose, pre-school conference with the school and the community may also be arranged. This will also demand special supervisory plans and careful assignment to the co-staff members. Thus this procedure will help in bringing the college, the community and the schools closer together and expedite the development of the school.

Another way by which the training colleges could help the schools and the teachers and thus promote closer cooperation is through undertaking of the spot studies of schools. Through such studies the possibilities for improving the school and the teachers are discovered. The college

staff may not find the necessary time for such studies. In that case, the students of the M.Ed. class and the research assistants attached to the college may be encouraged to take up such surveys and studies. These studies would be useful in undertaking action research programmes suggested by a couple of colleges under item No.<sup>14</sup>22 in the table.

(3) Participation in community development :

Teachers are also social beings and are closely linked with the society and its problems. And if they are to assume the educational leadership in the community, they should have closer relationship with the pupils and the community members. It is only by developing close co-operation with the community and strengthening their community programmes, activities and associations that teachers can help in bringing the school and community together. The teachers should penetrate into the community in such a way that they should make themselves better understood and they in turn should also obtain a clear picture of the community.

There are various organizations such as rural uplift associations, social welfare centres, child welfare centres, adult education associations, cooperatives, Red Cross Associations, Girl Guides and Boy Scouts' Centres, Y.W.C. Associations and Y.M.C. Associations, Women's Organizations, play centres for children etc., in the community and the teachers should be closely linked with them and their activities. Sometimes,



it is through them that the teachers get an insight into the community and its needs.

Our country has undertaken big community development projects through community development and national extension services departments. The main purpose of these projects is to bring social benefits and cultural amenities to our people and to eradicate poverty and ignorance. This is a good opportunity for the teachers to understand the community problems and to help in their development. The training colleges can take the initiative in cooperating with these departments, and organize both practical and theoretical courses on community development. This kind of programme will be a further integrating factor between the Traditional and the Basic Training Colleges.

There is still another way of attending to this aspect. The training college with the cooperation of some schools can undertake regular community development projects. For this purpose, a particular area may be selected and programmes consisting of health, sanitation, social service, educational and economic survey, youth camp, manual labour, recreational and cultural activities and so on, may be organized. The community may also be taken into confidence. For this purpose, the trainees may be divided into convenient groups under different members of the staff and each group may be put in charge of a particular area. As development

cannot be realized within <sup>the limited</sup> ~~counted~~ durations of their training, it will not be possible for any one particular batch to realize all the changes in the area selected. It is a continuous process and should be continued by the successive batches entering the training college. In order to facilitate the work of the new batches, maintenance of proper record of work and acquaintance by the staff member concerned with the work done are essential. The development standard should be gauged from the ability of the community to stand on their own feet with regard to their future welfare and not merely from the point of view of covering a number of areas.

Organizing educational exhibitions, educational films, educational weeks, mobile library service, special talks etc. suggested in the table and as revealed by the responses to the item 'relationship of the community with the training colleges' in the questionnaire, are other activities which could also be undertaken by the training colleges in co-operation with the schools of the area, the staff and the community leaders or through their own extension service departments. Organization of parents-teachers association in connection with their practising schools also help in bringing the training colleges and the community closer together for mutual benefit.

## (4) Educational tours and visits :

Another way of promoting the teacher growth is through educational tours and visits. By visiting historical places, industrial projects, progressive educational institutions, community development projects, experimental and research centres, the teacher gains <sup>new</sup> ~~new~~ inspiration, new knowledge and new experience and develops new attitudes and outlook. But unfortunately, the facility in this direction is usually very poor as far as the teachers are concerned. The opportunity that they usually get is to accompany the students on certain excursions or educational tours. With their poor pecuniary position, it is not possible for teachers to undertake such trips on individual basis. Therefore, the training college in cooperation with schools or other teacher associations or government may organize such trips from time to time.

Another method of encouraging this aspect would be to send teachers to other provinces for refresher courses. This gives them an opportunity to see new places, to meet new people, visit new projects and observe new schools and institutions. Thus travelling does widen the outlook which is very essential for teachers.

## (5) Publications :

One other way of promoting teacher growth is through undertaking and encouraging publications. The training colleges through their extension services departments may

take up a variety of publications useful to the schools and teachers. The publication section may direct its activities in several ways. As suggested by 44% of the colleges under item No.1, it can publish its own news letters, monographs and bulletins and circulate them among the schools. It can publish reports of educational undertakings and send them to the participants. It can publish important and successful experiments undertaken by teachers and schools and give them publicity and even invite suggestions and criticisms.

Another way of promoting this in-service teacher education is by making the required literature available to teachers. This literature should be such that teachers are able to find in them ready guidance on problems connected with organization, administration, teaching methods and techniques, pupil-teacher cooperation, teacher-teacher cooperation and teacher-community contact etc. It is the responsibility of the training colleges to create and produce new and required intellectual materials for schools. They should become production centres and in cooperation with one another should produce original works on all matters of school concern. The publication of this literature should be undertaken by the training colleges association and the state governments. Those of all India importance should be published by the Central Government while those of State importance

should be undertaken by the state governments.

Another way would be to encourage and guide the schools and teachers to undertake certain important publications and literature necessary for children. Guidance may be extended to their school magazines and journals.

Literature though not a source of direct experience, is yet of importance to the teacher for his further education and development. But whatever literature is encouraged it should be creative, thought provoking and based on facts.

Thus there are varied methods by which this in-service teacher education programme could be undertaken. This aspect has been dealt with in such detail because of its great importance both from the point of view of the profession and the school and the training college. The impact of these activities on the teacher has much to do with the educational development and progress.

## **II.** Follow-up Work :

The next aspect in which the training college should play an important part is the follow-up programme of teachers. The responsibility of the training college does not end with the trainees leaving the portals of the college. In fact it begins then. Just as the test of the pudding is in its eating, the test of the education imparted by the college is in the type of service rendered by its trained personnel. And this can only be learnt from a follow-up study.

(a) Its importance :

This follow-up programme is important from many respects. In fact the name and efficiency of the college is largely determined by the results that are revealed from various quarters where the trained persons get appointed. If the service rendered by them is satisfactory and exemplary, the credit will naturally go to the training college and vice-versa. Since the persons trained by the college are bound to be posted in different areas, the name of the college also spreads to all those areas.

Secondly, this follow-up programme is a good technique for finding out the professional needs and requirements of the trained personnel. The real professional difficulty is not experienced by the trainees as long as they are within the walls of the training college. It is only when they enter the profession and face the practical situation that their problems start. In many cases the new teachers have to face inadequate and ugly accommodation for children, poor furniture, inadequate and sometimes even broken apparatus and equipment, lack of teaching aids, dearth of proper library books, non-cooperative authorities and administration, suspicious colleagues and indisciplined pupils etc. Under these circumstances it will not be surprising if the spirit of the fresh and enthusiastic teachers is soon damped, and all the new ideas and high ideals are soon put into cold storage reverting to the same old out-

dated methods and techniques. The fresh teacher feels depressed, frustrated and disheartened and it will not be his fault if he thrusts the blame on the training college and the education imparted by it. It is the responsibility of the training college to step in to remove their doubts and difficulties and guide them in proper direction and more than all, enthuse them in their work and new responsibility. This is possible only when the training college has knowledge of the activities and whereabouts of its trained personnel. For this, a follow-up programme is essential and without it, the training college cannot go far.

Thirdly, it is this programme which enables the training college to understand its strength and loop holes. By the reports gathered regarding the service rendered by the trained personnel and by the difficulties experienced by them, the training college will be in a position to gauge its own training programme and make the necessary changes and adjustments for the better. If carried on scientifically, it is one of the techniques by which the training programme could be successfully evaluated.

Thus, this follow-up work has many advantages to its credit and is useful for the development of the training college. In view of this, it is essential for every college to undertake such a programme and most of the training colleges are in its favour as evinced by the data collected by the

writer on the basis of the questionnaire. Of course, only a couple of training colleges out of all those that have responded to the questionnaire, are not in favour of undertaking this programme. The reasons for it may not be far to seek. This programme certainly involves lot of work and continuous work too. Secondly, due to the appointment of these teachers in different places and sometimes even out of the province, the training college may find it difficult to keep in touch regularly with all of them. Thirdly, with their crowded and multifarious programme, the time factor may stand in the way. Hence, it may be considered as too much and not practicable to undertake this programme. Yet, these difficulties should not lead the training college to avoid or ignore such an important aspect. But in undertaking this programme, it should be remembered that it should be carried on systematically and as far as possible scientifically. It is only then that valid results could be obtained and it is only such results which would be useful in the evaluation of the training programme and in its revision as well as guidance and counselling work that it may undertake for its trained personnel.

(b) Measures to be adopted :

As regards the measures to be adopted for this purpose, the following are suggestions put forth by some of the training colleges.



Table No.117

Measures to be adopted for undertaking follow-up work

S.No.	Suggestions	<u>No. of training colleges</u>		
		<u>Traditional</u>	<u>Basic</u>	<u>Total</u>
1.	Maintenance of record of the service and activities of the old students.	17	5	22
2.	Offering guidance to the old students to enable them to meet the difficulties in their school work.	22	8	30
3.	Organization of seminars, workshops, symposia, discussions and old student associations.	24	7	31

Three measures are suggested by the training colleges. The first item namely maintenance of service and activities record of the old students, suggested by 31% of the colleges, is no doubt a good suggestion but the question is how to maintain this record. What measures could be adopted for maintaining this record? One way of doing it would be to ask the trained personnel to send their work report periodically and the interval between two reports may be fixed. In order to maintain uniformity in the submission of reports, they may be asked to submit it on a definite form which should be worked out by the training college and should be based on certain definite principles, criteria and objectives. This would enable the training college to collect the required data about the work of the teachers and would also acquaint the college with their shortcomings and the necessary guidance required.

The second suggestion put forth by 43% of the colleges refers to the guidance aspect. But this guidance could be given only on the basis of certain definite reports and requirements and for this, the suggestion put forth in connection with the first item may be considered. In addition to this, wherever necessary, correspondence between the training college and the trained personnel may also be encouraged. This will facilitate the teachers to inform the training college regarding the difficulties experienced by them from time to time and the measures successfully adopted by them in their work etc. This will enable the training college to provide guidance whenever required and not wait till the periodical reports are received. Besides this, personal contact may also be encouraged. Whenever the teachers happen to visit the area where the training college is situated, they may be asked to make it a point to visit the college, discuss about their problems and acquaint the college of their work and even the changes that may be effected in the training programme to make up for any of its shortcomings.

The third suggestion namely, organization of seminars, workshops, symposia, discussions and old students' associations, put forth by 44% of the colleges is also valuable for this will enable the teachers to come face to face with one another and thrash out solutions for common problems and difficulties. In order that these measures adopted may really

prove useful both to the teachers and the training college, the problems undertaken for discussion should be those experienced by the teachers and secondly, the discussion should be relevant to the situations faced and the amenities available. In order to make these gatherings profitable, it would be better to call for topics from the teachers before hand and the agenda may be fixed on the basis of it.

A word regarding the suggestion of an old students' association may not be out of place. No doubt, it is a very welcome idea to have an old students' union in every college and to organize an old students' day every year. But the possibility of most of the students attending it would rather be doubtful because of the expenditure involved for attending the function. It may be possible for local teachers to attend but may not be so for those working outside. Such a function may result in waste and unnecessary expenditure for the training colleges. If this is to be successfully introduced it would be advisable to undertake it as a joint venture by the Association of training institutions of the state in co-ordination with the education department who should through financial help facilitate the trained teachers working in different schools to attend the same. It is only then that the full benefits of such an organization may be reaped.

In addition to the measures suggested by the colleges, some other measures such as the following may also be con-

sidered.

After a certain period of service, a questionnaire may be issued to the trained teachers and the heads of schools where the teachers are posted and the response may be analysed. The aspects in the questionnaire may pertain to the extent of usefulness of the training received, problems faced by the teachers in their day-to-day work in relation to the principles and techniques studied, the kind of help that the training college could render under the circumstances, suggestions for revising the training programme, suggestions of educational topics for research etc. This may reveal certain glaring facts which may be attended to by the college.

Another way of carrying on this follow-up work would be to undertake on-the-spot study by the training colleges. This may be rather difficult from the point of view of all trained personnel. But an attempt may be made wherever possible and this will not create a problem as far as teachers who are appointed in the local schools and nearby schools are concerned. This study will give the training college first hand information regarding the problems of teachers and of the weakness of the training college. Even this study should be based on systematic and definite lines and should be undertaken at definite intervals.

One other method would be to collect the required data about the trained teachers from the inspection reports of

schools.

All these measures discussed above may also facilitate to a certain extent in helping the education department in the placement programme of the trained personnel. The candidates may be placed in schools in relation to the needs and requirements of the schools and abilities of the trained teachers and thus avoid square pegs in round holes.

In considering this aspect, one important point arises as to how long should a trained teacher be followed? This question should be viewed from the different functions of this programme. As far as the fresh teacher is concerned, his difficulties would be most in the beginning and in course of time may reduce gradually as he gets used to his work and environment. The need for guidance is keenly felt at this stage and this need may continue for 3 to 4 years.

In view of these factors, a period of five years may be considered as an appropriate duration for review and evaluation based on follow-up. A trained teacher in service may be followed for five years and necessary guidance may be offered to him. After this period his further education should be through his own efforts and through in-service education. At the same time, he should be provided the required opportunities for keeping contacts with the college and seeking advice and guidance whenever necessary.

Thus, follow-up work encourages two way traffic. While

the trained teacher is benefited in one aspect, the training college gains in another way. Such a study reveals the impact of the training programme upon the teachers, their change of outlook and attitude towards the pupils, the school, the parents and the community. These investigations bring to the forefront many facts of vital importance. The training colleges cannot become the nucleus of effective reform of education unless these problems are squarely faced and the teachers get proper conditions to work. It is the responsibility of the training college to see that its trained personnel have imbibed a positive outlook and a system of values.

### III Evaluation of Teacher Education Programme :

A third important aspect to which the training college should pay attention to, is the evaluation of teacher education programme. Any progressive plan or programme if not reviewed and evaluated is bound to result in chaos and confusion and much more true is this of a training college programme. With the fast changing of educational theories and techniques and with the constant evolution of a new society, no teacher training programme can afford to be static for with its stagnancy the educational growth will become stunted and with it, the social structure will deteriorate. In order that the training programme may always be dynamic and in tune with the changing ideals and ideas in the educational and social

fields, it is necessary that this programme is reviewed from time to time.

Out of a total of 62 colleges from which opinions were called on this point, only one college has expressed its opinion against this programme. So we might take it as almost universal approval.

(a) Its importance :

What is the importance of this programme that most of the training colleges should support it? It has already been pointed out in the beginning that the dynamism of a programme is maintained by its periodical review. The teacher education programme being a programme meant for educational leaders who deal with human material and social beings, cannot in any way remain static for long. The personnel that it prepares, according to the modern requirements, are to assume the educational leadership in the community and are also to prepare efficient and useful citizens for the nation. As far as the modern society is concerned, its needs and demands are well known. And as regards the educational and psychological theories, their development and progress cannot be doubted. In view of these, the training colleges should be constantly on the move in order to catch up with the fast developing educational and psychological theories and social ideals. In the light of these factors, it has got to be studied and evaluated.

While discussing the follow-up programme in the foregoing paragraphs, it was pointed out that the training college should be able to cater to the needs and requirements of teachers. The training programme should be so adjusted that the demands of teachers are fulfilled and that it is able to provide a practically useful education to them.

Thirdly, evaluation of this programme will also help in the removal of its loop holes and weaknesses and thus add to its strength. Thus, its position as the key-point of effective educational reform will be maintained.

Further, this programme also keeps the staff of the training colleges up-to-date in their profession, provides them a scope for thinking and moving with times. It keeps them intellectually alive and develops in them important traits like planning, ability, critical outlook, foresight and correct thinking.

Fifthly, this programme does not keep the training college alone busy. It takes into its fold its trained personnel as well and keeps them busy too. It demands thinking on their part also and makes them alive to the various educational and social problems, for, it is they who are the resources for the evaluation programme. The teachers educated by the training colleges, thus, would also be initiated into further thinking, analysing, planning, criticising and offering constructive suggestions. This is definitely a healthy sign



both from the point of view of the college, the teachers and the system of education as a whole.

Thus, this programme is of varied advantage and the opinions expressed by the various training colleges are fully justified.

(b) Measures to be adopted :

Having realised the importance of this programme, the problem now arises as to what measures should be adopted for this purpose. The following suggestions put forth by some of the training colleges may be considered :

Table No. 118

Methods to be adopted for evaluating the training programme

S.No.	Suggestions	No. of Training Colleges		
		Traditional	Basic	Total
1.	Reports of the staff members.	13	3	16
2.	By holding a frank discussion with the heads of the practising schools at the end of the course.	11	3	14
3.	Review work by the assessment committee in consultation with the staff.	11	3	14
4.	On the basis of the results in the final examination.	10	2	12
5.	Periodical survey of the whole programme in the staff meeting.	9	3	12
6.	On the basis of the progress of the students in the class.	10	-	10
7.	By collecting the students impressions at the end of the course.	7	3	10

S.No.	Suggestions	No. of Training Colleges		
		Traditional	Basic	Total
8.	Finding the correlatives of internal evaluation with success in the final examination.	7	2	9
9.	By maintaining the record of information about old students.	7	1	8
10.	By interviewing old students.	7	1	8
11.	By organising seminars and conferences pertaining to the problem.	7	1	8
12.	On the basis of the success of the teachers in their profession.	6	2	8
13.	Through questionnaires.	1	-	1

There are altogether 13 suggestions offered. Items 3, 4 and 8 suggested by 3 to 20% of the colleges are based on the results of the final examination. Items 1, 5 and 6 put forth by 14 to 23% of the colleges are based on the opinion of the staff members, while items 2 and 12 suggested by 11 to 20% of the colleges are based on the opinions of the persons under whom the teachers serve. Items 7, 9, 10, 11 and 13 pertain to the opinions and impressions of the trained teachers themselves. Thus, different suggestions involve different agencies in the evaluation programme.

As long as the examination system is a recognised and important factor, to ignore it while evaluating the programme is not a wise step. It has its own importance and yields certain definite data for the purpose. Therefore, this may

be accepted as one of the factors in the evaluation work. All the three suggestions put forth in this direction may be taken into consideration. The data obtained from this factor would be more valid if our examination system is, as far as possible, devoid of defects.

Turning to the second suggestion regarding the opinion of the staff members, it may be pointed out that the college staff is a very important entity and since it is they who are responsible for the training programme, their opinions cannot be ignored. Because of their constant touch with the training programme, the schools and the teachers, they would be a good source to help in the evaluation work.

The heads of the schools are another important source to help in this matter. It is they who would be in a position to give an opinion about the work of the trained teachers and the impact of the training programme on the schools. Therefore, their opinions in the matter should count and should certainly be taken into consideration.

Now coming to the trained personnel, it is found that it is on them that the impact of the training programme is most felt. Through their experiences and difficulties, it is they who would be in a position to give their real impressions of the training programme, criticise it and suggest remedial measures. Therefore, the trained personnel forms an important factor in the evaluation programme.

In addition to the examination results, achievement tests and aptitude tests may be introduced. The results of these should form one aspect of the data required for the purpose. Secondly, the opinions of the trained personnel and the heads of the schools should be collected through properly devised <sup>pro</sup> forms based on certain definite principles, objectives and criteria, on-the-spot study and interviews. The training college staff should be encouraged to make a study of the educational problems in the country, the various training programmes sponsored by some of the progressive training institutions in other parts of the world and also in the country, on-the-spot study of the trained teachers and the working conditions of and amenities provided by the schools for the teachers. All these studies must be undertaken on definite scientific lines. Their opinions should be based on all these various factors as well as on their own experience with the trainees.

In addition to these agencies, the community, the social welfare institutions and other educationists interested in the training programme, the Education Departments and the Planning Commission are other important institutions which should also be taken into consideration. Suitable questionnaires may be devised for these various agencies in order to elicit their opinion. In addition, they may also be personally contacted by the training college and discussions may be

conducted on certain definite lines. For instance, the discussion with the Planning Commission may be based on the present and the next Plans while the discussion with the community may be held on the basis of the impact of the training programme on their children and the future requirements of the society etc.

As a supplement to the data collected from these various methods and techniques, seminars and conferences of teachers, social welfare workers, educationists, and training colleges may also be organised and the problem may be discussed thoroughly and solutions thrashed out. This will prove an additional data for evaluating the programme.

Thus, it is seen that the evaluation of the teacher education programme is neither an easy one nor can it be undertaken at very short intervals. It is a continuous process based on varied data collected from all the sources connected with the training programme and on whom its impact is felt. On its success alone rests the success of the training programme and the educational progress.

#### IV Research Programme :

This aspect is a weak link in the programme of the training colleges. Apart from the Master's and Doctorate degrees, not much of systematic and useful research work is undertaken on a large scale by the training colleges. There are a few cases where some work is being done but in view of its importance

and demand the work done is not satisfactory and sufficient. Secondly, very little attempt is made by the training colleges to acquaint the trainees with the techniques of research as applied to education. Therefore, the work that is done in this direction is in majority of cases, not on very sound lines. Even in subjects like psychology, there is no encouraging sign.

(a) Its importance and need :

Research is a very important aspect of the training programme. In fact, this is the aspect which contributes to the educational growth and progress and this should not be lost sight of by the training colleges. Their responsibility is not merely to provide the professional education to teachers but to become the "dynamic centres of teaching and research." In fact, they should encourage research work to such an extent that it becomes the concern of every teacher and every school in the country.

Research work is important from two angles. It is useful to the teacher from the professional point of view. Through this, his originality, insight and expertness are established and he becomes sure of his ground. In his professional work, he will always follow a scientific approach and becomes capable of tackling any problem or situation that he faces in his work. This sort of an outlook is very essential for a teacher and especially so for a modern teacher who is not only concerned

with the children whom he has to educate but the society and the social structure. Apart from these there are many problems in the educational field which need attention and solutions. These problems are of varied nature pertaining to the psychological, philosophical, sociological, organisational, administrative and <sup>ed</sup>mythological aspects and every aspect is important.

#### 1. Psychological aspect :

Inspite of certain attempts in the psychological field, there is a great void as far as research in this area is concerned. Attempts have mostly been centered on adapting the foreign tests to our conditions. But there is a great dearth as far as finding our own models and norms are concerned. What we need is a reliable tool of our own, for the norms of our children will be different from those of foreign children. There is a great need for establishing intelligence scales at various levels and of constructing and standardising of achievement tests, aptitude tests, and tests measuring interests and personality of both children and adults. These investigations are bound to yield results which are very essential for our own country. It is in these aspects that the research worker should be interested.

As far as training colleges are concerned, a great need is felt for testing the aptitude of those who opt for the teaching profession. This need is keenly felt especially

when candidates are to be selected for admission into the training colleges. Construction of aptitude tests is another important aspect for the research worker.

There is another field which demands exploration and it is the emotional life of the children and adults both at the conscious and unconscious levels. A study of this aspect is very important in view of our large differences in cultural, religious, social and economic backgrounds, traditions and family structure. These have to be studied and unearthed.

In addition, we also have problems pertaining to delinquency, super-normality, fear, inferiority, frustration, cooperative attitude, competition, aggression, manual skill, attitude towards work etc.

Also, there is another problem which is of importance. According to the social needs and demands various subjects are introduced into the school curriculum but the part played by each subject in the development of the personality is not yet investigated. The psychology of curriculum is a very important study which demands immediate attention. Thus there are a number of psychological problems which demand immediate investigations and solutions.

## 2. The Philosophical and Sociological aspect :

Education is now becoming closer and closer to society and the social problems are also becoming most challenging. Ultimately, these problems of the society are the problems



of education. In fact, the social disorders and evils have been attributed to lack of right kind of education. It is true, that whatever may be the pattern of education, it should reflect the social order and contribute towards its evolution. At the same time, it is also true that education conditions the social progress and growth. It has been accepted by educationists that in order to usher in a new social era, radical changes must be effected in our educational system. This is possible only through undertaking systematic educational research on scientific lines. If the need for research is realised in higher branches of learning, it should be much more so in the field of education on which our social and national progress is dependent.

In the light of the new social set up, Indian education is also undergoing a change. Its aims and objectives need to be viewed in the new light. All those elements of enduring value in our ancient culture and philosophical and spiritual heritage have to be rediscovered, adapted and orientated in order to fit into the dynamic and rapidly changing social order of today. It is only on this that the national educational structure has to be built. But what are those enduring elements? It is the task of the research worker to discover them and make them available to the educationists to formulate the educational objectives in tune with the modern requirements and needs and at the same time preserve

the ancient culture and heritage. The formulation of proper aims is the basis for a successful system of education.

In view of the importance of the impact of education on society and of the social structure on education, new subjects like educational sociology, comparative education etc., are introduced into the curriculum. But these studies throw very little light regarding the influence of education on the social set up and education as a significant product of the social dynamism of the nation. It is the responsibility of the research worker to investigate into the sociological formalities and functions of our education and the thoughts and practices which prevailed at various periods in history. The study of the interaction between the social structure and the prevailing educational system is of utmost importance and greatly helps in the removal of social disabilities and frustration and shows the way for the adjustment of man to the rapidly evolving society. Therefore, the study of this mutual influence of society and education is also of great importance for the building up of a proper educational system.

In view of the close relationship of education with society, socio-economic survey has assumed a new importance in education. It is not the mere statistical aspect but the closer relationship of facts to the social structure and the cultural pattern that is of importance to education. It is

only in the light of this study that education can be re-oriented.

### 3. Administrative, Organisational and Methodological aspects:

In addition to these problems, there are also problems concerned with the administrative, organisational and methodological aspects. These problems are becoming more and more complex and are assuming greater importance in view of the establishment of new types of schools, introduction of dynamic methods of teaching and reforms in their assessment and evaluation programme. The validity of these has to be tested and it is for the research worker to tackle.

With the introduction of craft work, manual labour and community life into the school and college programme, new problems such as introduction of different types of crafts suitable for different levels of children, targets in craft, changes envisaged as a result of introduction of community life, types of records for different purposes and their evaluation procedures etc. have cropped up. They have also to be considered. Thus a number of important problems in the various fields still remain unexplored and demand immediate attention. In order to facilitate this work, an agency as a research section is necessary.

#### (b) Research Section :

The importance of research work is now realized almost by all the training colleges and according to the 54 responses

received in this <sup>di</sup>section, all of them feel the need for having a research section attached to each one of them.

When once the idea of research section is accepted various problems such as the financing authority, authority to suggest problems for research, criteria for acceptance of problems, competent authority to undertake research work and measures for co-ordinating research work, are bound to crop up. As such, the following few pages are devoted to the discussion of these aspects.

#### 1. Financing authority :

If every college is to have a research section of its own, the question now arises as to who should finance this section. The following are certain suggestions put forth by some of the training colleges :

Table No: 119

Financing authority for the research section.

S.No.	Suggestions	No. of Training Colleges		
		Traditional	Basic	Total
1.	Govt. of India (Ministry of Edn.)	19	4	23
2.	The State Government	16	4	20
3.	The University	14	3	17
4.	The University Grants Commission	12	4	16
5.	The Management	11	3	14
6.	Foreign aid	5	1	6
7.	Independent Edn. Societies	4	1	5
8.	Charitable agencies.	2	3	5
9.	Teachers' Association.	2	1	3

<sup>Nine</sup>  
The suggestions have been offered by the training colleges. The Central and the State Governments rank first and second in the list suggested by 33% and 29% of the colleges. These are the authorities which provide certain grants to the Universities but do not directly make any special provision for the research section of the training college.

The University, as the financing authority is suggested by 24% of the colleges. If the suggestion that the training colleges should be under the University is accepted, then it devolves on this authority to create provision for the research section also.

The University Grants Commission, suggested by 23% of the colleges, is an authority which could offer financial assistance <sup>for</sup> undertaking certain research work but cannot finance the research sections of all the colleges.

The question of management suggested by 20% of the colleges does not arise when once the authority of the University is accepted. The management in that case would mean the University.

Foreign aid is the sixth suggestion put forth by 9% of the colleges. This can only be secured by the Central Government but not independently by the training colleges for their research sections only.

Independent Educational Societies and Charitable agencies suggested by a few colleges could certainly co-operate with

the training colleges in jointly undertaking certain research work and partly bearing the expenditure but it will not be possible for them to finance the research sections of the training colleges. Aid may also be sought by the Universities <sup>from</sup> ~~for~~ charitable agencies suggested by 9% of the colleges. This is as far as different agencies are concerned. But with regard to the research section, the normal budget to the training college should create provision for this section also. It is only then that the establishment of a permanent section is possible. This provision will facilitate not only the provision of the necessary equipment but also the undertaking of certain reasonable work of importance. The expansion of the work of this section will depend on the cooperation that the training college receives from other suggested agencies. But in order to initiate the work, provision in the normal budget is necessary.

2. Authority to suggest problems for research :

With the question of finances, the authority to suggest the problems for research will naturally arise. The following suggestions are put forth by some of the training colleges:

Table No.120

Authority to suggest problems for research

S.No.	Suggestions	No. of Training Colleges		
		Traditional	Basic	Total
1.	The Training College	16	6	22
2.	The Teachers' Association	16	3	19

S.No.	Suggestions	No. of Training Colleges		
		Traditional	Basic	Total
3.	The State Government	12	2	14
4.	Government of India	10	2	12
5.	The University	10	1	11
6.	Parents' Association	9	1	10
7.	The financing authority	6	3	9
8.	Suitably constituted State Councils.	1	-	1

According to the table, eight suggestions are put forth. 31% of the colleges have suggested the training college as the authority for suggesting the research problems. Since the research work is to be undertaken by the training college, it should definitely be the main agency for suggesting problems for research.

State Government, Government of India and the Universities suggested by 20% and 16% of the colleges, are very closely connected with educational problems in the States and the Country. To expect suggestions from them is but natural. In order to facilitate this work, every state government should have a suitably constituted state council as suggested by a single college. At the national level, there should be a similarly constituted national council. Since such a council is constantly in touch with the needs and requirements in the educational field, its suggestions could be regarded as practicable.

Teachers' association and Parents' association suggested by 27% and 14% of the colleges, may put up proposals only when they are actively engaged in the education work and are constantly in touch with the educational problems.

Lastly 13% of the colleges have suggested the financial authority for suggesting problems for research. This covers all the suggestions put forth in this and the previous tables. But whichever agency is the suggesting authority, if a problem is to be undertaken for research by the training college, the college should be the final authority to decide its acceptance and undertaking. In coming to such decisions, the interests of education and the facilities available in the college should both be taken into consideration.

### 3. Criteria for acceptance of problems for research :

In order to accept the proposals put forth by different agencies, the training colleges should have certain definite criteria in view and judge them in that light. In this connection, the following are certain suggestions put forth by some of the colleges.

Table No. 121

#### Criteria for acceptance of problems for research

S.No.	Suggestions	<u>No. of Training Colleges</u>		
		Traditional	Basic	Total
1.	Common difficulty experienced by the school or the Dept. of Edn. and which needs urgent solution for the smooth and efficient running of schools.	27	6	33



S.No.	Suggestions	No. of Training Colleges		
		Traditional	Basic	Total
2.	To experiment a new method, technique or equipment in the classroom situation.	23	6	29
3.	To test the validity of the conclusions arrived at by others.	17	4	21

From the above Table, it will be seen that while taking up research work, first priority should be given to those which require urgent solutions and which are faced by a majority of the schools. Therefore, this will be an important criteria for deciding the undertaking of a problem for research. Secondly, research work is not merely confined to finding solutions to problems. Real experimentation in the practical field is equally important. With so many changes in the psychological and educational theories, with the introduction of dynamic methods of teaching and use of a variety of teaching aids and equipments, experimentation in this field has become a necessity. Every method and every technique that is introduced, and every equipment that is used needs to be tested in the practical field before it could be accepted as practicable and useful. Therefore, while accepting a problem for research this will form another criterion. There is also a third factor involved in research work. Arriving at a solution to a problem may be easy but

for the solution to be acceptable, it should be valid. To test this validity is the responsibility of the research worker. Therefore, any problem suggested should be viewed in the light of these criteria.

4. Who should take up research work? :

When the importance of research work is realised, then the competent authority to undertake is the next question that arises. The following are certain suggestions from some of the training colleges :

Table No. 122

Competent authority to take up research work :

S.No.	Suggestions	No. of Training Colleges		
		Traditional	Basic	Total
1.	The college staff	25	10	35
2.	Senior members of the college staff with the assistance of the research assistants.	20	8	28
3.	Any teacher working in the school with periodical guidance from the research section of the college.	13	5	18
4.	The research assistant	12	2	14
5.	Retired teachers and officers of the education department.	8	2	10
6.	Any one (even a fresh graduate) who has an aptitude for research.	1	-	1

It has been suggested above that the college staff especially the senior members of the staff should undertake. One of the main aims of establishing a research section in the

training college is to encourage the college staff to undertake research work. Moreover, if the college staff is to guide the Master and Doctorate degrees or even simple research work at the degree level, it is essential that they are in the know of it and are experienced in the field. Research work cannot successfully be guided by merely reading about it. One has to go through it in order to be on surer foundation. Therefore it is essential that every member especially the senior members of the training college undertakes some important piece of research work.

In the case of school teachers (suggested by 26% of the colleges) who are interested in the work, the training college should provide all the necessary help and guidance. In fact, it is one of the responsibilities of the training college to encourage teachers in schools to undertake research work. In such cases, it can be a joint venture of the schools and the training college or even individual teacher and the training college.

As pointed out by 20% of the colleges, at times even research assistants may be attached to the training college and they may undertake the work under the guidance of the staff of the training college.

There may be some retired teachers and officers of the education departments who may be interested in certain aspects in the educational field. But they may not have the

necessary amenities to undertake the work. Under such circumstances, the training college may provide them the necessary facility or even undertake projects in co-operation with them.

One college has stated that research could be undertaken by any one who has an aptitude for it. No doubt, it may be good to encourage everyone to undertake such work but it is not practicable. The research worker should have a clear grasp of the research techniques. In addition, a certain maturity in the field is also essential. Therefore, in the interests of real and useful research, it would not be wise to allow every one to undertake it.

Apart from the agencies or institutions suggested, educational researches should be undertaken by teachers' associations and educational societies. The training college should enlist their co-operation in such work and problems may be taken up jointly with these bodies. Since they are in close touch with educational problems and the workers in the field, they would be in a better position to take up such work and the necessary amenities may be provided by the training college.

Thus research work should involve as many educational workers as possible and the training college should take the lead in this field and promote research work.

##### 5. Publication and co-ordination of research work :

With the undertaking and expansion of research work the need also arises for its publications, circulation, dissemination and co-ordination. Every educational research undertaken and successfully completed, in order to be useful to the educational world, should be widely circulated, discussed and used. This work will not be possible by the training colleges alone for it involves time, money, extra personnel and other amenities. Therefore, the need for an All India Body may be necessary for coordinating these educational researches.

For this purpose a National Council for Educational Research with a Central Research Bureau attached may be set up at the Central Government level but located in the heart of the country so that it is easily approachable from all directions. The objective of the council would be to formulate problems of only all India importance, offer advice and help to institutions and individuals regarding the work undertaken by them, collect and disseminate results of research, prepare and publish abstracts of researches completed in our country and outside, publish periodically bibliographies on educational researches, provide statistical and mechanical aids where needed, maintain a central reference library, keep records of researches in progress and even undertake important studies. Research work can be taken up by the

council either independently or in association with other institutions. It should even hold short courses on the techniques of research for the benefit of workers in the field and for the benefit of all the training colleges. The opportunity may be exploited for even discussing certain finished research work. It can also discourage duplication of work and effort. The National Research Council may also guide the State Councils for Educational Research. The State Council need not necessarily be a branch of the National Council. It can be a body set up by the state governments to deal with all educational problems concerning the state. The co-ordination work may be undertaken by the National Council through the State Councils.

In this connection, the training colleges have suggested the following proposals :

Table No. 123

Measures for co-ordinating the research work :

S.No.	Suggestions	No. of Training Colleges		
		Traditional	Basic	Total
1.	A Central Co-ordinating agency for the collecting and distribution of research problems to different training colleges.	24	6	30
2.	Publication of articles of researches completed and in progress.	21	5	26

According to the above table, 43% of the training colleges also suggest a Central Co-ordinating Agency for the purpose.

This could be the National Council for research suggested previously.

Regarding the second item suggested by 37% of the colleges, as already suggested above, publication of articles of researches completed and in progress could be a part of the Central and State Councils and need not be considered as a separate measure.

Thus, through such measures, educational research should be encouraged in the country. The results obtained by any one institution should reach all the educational corners of the country and the benefits reaped. It is only then that real educational progress is ensured.

#### V. Relationship of the Training College with other institutions:

If the training college is to become a leader in the educational field, its first duty would be to build up a very cordial relationship with many other institutions. These institutions need not only be sister institutions but should embrace all those with which the training college has something to do. They will consist of the attached practising schools and other local schools, the education department, other sister institutions both in our country and outside and teachers' professional associations. Its activities should be planned in such a way that its relationship is constantly strengthened for mutual good.

(a) Attached practising and other schools :

As regards the measures to be adopted for building up the relationship between the training college and the schools, the following measures have been suggested by the training colleges :

Table No: 124

Relationship of the training college with schools.

S.No.	Measures	No. of Training Colleges		
		Traditional	Basic	Total
1.	By inviting school staff to college functions.	23	4	27
2.	By organising refresher courses, seminars, workshops and extension lectures.	20	3	23
3.	By paying visits to schools and meeting the heads and staff.	19	4	23
4.	By participating in and guiding the curricular and co-curricular activities of the school.	18	5	23
5.	Through practice teaching	17	4	21
6.	By extending to the schools, library and laboratory facilities.	16	5	21
7.	By sending college magazine to schools.	15	4	19
8.	Through demonstration lessons.	10	5	15
9.	Inviting the school staff for participating in the annual education week organized by the college.	11	3	14
10.	Through frequent combined meetings of the staff of the college and schools.	10	4	14



S.No.	Measures	No. of Training Colleges		
		Traditional	Basic	Total
11.	By organizing exhibitions of films and film strips.	10	3	13
12.	Through addressing teachers' association meetings.	10	3	13
13.	Through correspondence.	9	2	11
14.	By organizing inter-school tourments.	8	3	11
15.	The members of the college staff doing regular teaching in schools when the trainees have preparation leave.	6	3	9

The suggestions put forth reveal that not only should academic relationship but social and cultural relationship should also be strengthened. Most of the suggestions such as organizing refresher courses, seminars, workshops and extension lectures, extending to the school, library and laboratory facilities, sending college magazine to schools, helping the schools to solve their problems and organizing their various activities and projects, inviting the heads of schools to lecture during seminars organizing combined meetings of the staff of the college and schools, exhibition of films and film-strips and addressing teachers' associations and meetings etc. putforth by more than 18% of the colleges could easily be undertaken by the extension services department attached to the training college.

The teaching practice period is another great opportunity to cover some of the other items such as paying visits to schools and meeting the heads and staff corresponding with the school and organizing demonstration lessons etc.

College social functions provide further opportunities to invite the heads of schools and their staff to the college and thus strengthen their relationship.

Organisation of inter-school sports suggested by 16% of the colleges, is usually undertaken by the schools or the sports associations and very rarely by the training college. But this could be one of the features during the annual education week of the college suggested by 20% of the colleges or it may even be undertaken through its practising schools.

Another suggestion put forth by 13% of the colleges, is that the members of the college staff should undertake regular teaching work in schools, when the trainees have preparation leave. As far as its own practising schools are concerned, there will not be any difficulty in its implementation. But it may not be possible as far as other schools are concerned. They may do so if required and requested by the schools. This will enable them to keep themselves more in touch with school situations.

(b) The education department :

The education department is the main link between the training college and the schools and therefore, it is very

essential that this relationship is cordial. The following are the suggestions put forth by the training colleges for building up this relationship :

Table No.125

Relationship of the training college with the education department

S.No.	Measures	No. of Training Colleges		
		Traditional	Basic	Total
1.	Working in collaboration with the department during seminars, conferences, special courses and projects arranged by the department.	21	6	27
2.	By informing the department regularly about the working of the college.	19	5	24
3.	By inviting the department officers to guide the deliberations of the seminars, workshops and conferences etc. and to deliver lectures.	17	6	23
4.	By visit of the authorities of the Edn.Dept. to the college in connection with college functions and social gatherings.	17	5	22
5.	By having representatives of the department in the advisory council of the extension service department.	14	5	19
6.	Through the appointment of the college staff as examiners for practice teaching etc.	13	6	19
7.	Department officers' visit to the college on inspection and offering guidance.	6	5	11

These suggestions reveal how the training college could cooperate with the department. As far as the 1st, 3rd and

5th items namely, co-operating with and enlisting the co-operation of the departments for seminars, workshops, conferences and projects organized by them and the college suggested by 33 to 37% of the colleges and having representatives of the department in the advisory councils of the extension service departments as put forth by 27% of the colleges, are concerned, there should be no difficulty as these could be undertaken through the extension service departments of the colleges.

Doubt arises with regard to the 2nd and 7th items namely, informing the department regularly about the working of the college and visit of the departmental officials for inspecting the college and offering guidance suggested by 34% and 16% of the colleges respectively. Perhaps these are suggested with the idea that the training colleges are under the departments. In that case these measures would be acceptable. But if the suggestion that the training colleges should be under the Universities, put forth previously (Page 280, Ch. X) is accepted, then the above suggestions will not be practicable. Instead other measures, suggested above in connection with extension service departments and social gatherings put forth by 31% of the colleges, may be adopted to strengthen the relationship between the departments and the training colleges.

As suggested by 13% of the colleges, the services of the college staff could also be made use of through appointing them as examiners for practice teaching of trainees in undergraduate training institutions under the departments. This service could further be extended to their secondary level examinations also.

The Government can do much in strengthening its ties with the training colleges and the best opportunity is through its in-service teacher education programme. The Government is responsible for the efficient running of schools and for this purpose, government officials are appointed for inspection and supervision. These officials with their first hand experience of the schools, would be in a very advantageous position to recommend to the training colleges the areas for in-service teachers education. Secondly, they can send their efficient and capable representatives to actively participate and to provide dynamic leadership and guidance to schools. They should also make available the resources at their disposal for the successful operation of these programmes and facilitate these programmes by catering to the financial needs of teachers. Thirdly, they themselves can organise a few courses and request the co-operation and participation of the training colleges in those programmes.

## (c) Other training institutions in the country :

The training institutions include not only those of the college level but of undergraduate level as well and it is important that the relationship is strengthened not only between training colleges but between all training institutions. A feeling of oneness should be created between the training institutions. The following are some suggestions put forth by the training colleges in this respect.

Table No. 126

Relationship of the training colleges with other training institutions in the country.

S.No.	Measures	No. of Training Colleges		
		Traditional	Basic	Total
1.	Through seminars, conferences and extension lectures etc.	20	6	26
2.	Through visits and contacts.	20	5	25
3.	Through mutual exchange of journals and magazines.	20	5	25
4.	Through a state association of training colleges.	18	4	22
5.	Through training colleges conferences.	16	5	21
6.	By organising co-curricular and recreational and cultural activities on a cooperative basis.	15	5	20
7.	By organising exhibitions of educational films under the audio-visual and vocational guidance unit of the college.	15	3	18

Altogether seven suggestions have been offered. Organising seminars, conferences and extension lectures etc., suggested by 37% of the colleges could be undertaken either through the extension service departments or through State Associations of training institutions or even by the National Association of Training Institutions. If organised at different places, they provide a good opportunity for mutual visits <sup>and</sup> contacts suggested by 36% of the colleges, exhibiting educational films pointed out by 30% of the colleges, for organizing co-curricular and cultural activities on a co-operative basis put forth by 29% of the colleges and for even arranging good demonstration lessons.

Not only free exchange of college magazines and journals but contribution of articles to the magazines of institutions (as suggested by 36% of the colleges) should also be encouraged.

31% of the training colleges have suggested a State Association of training colleges. But we might even suggest that it may be the State Association of training institutions and not colleges alone and this could be followed by the establishment of an association of training institutions. <sup>This</sup> would go far in strengthening the relationship between them and in facilitating the organization of a number of activities on local, State and national levels. Thus all these various measures will help to bring the training colleges and their activities with undergraduate training institutions

close together for their mutual benefit.

(d) Training institutions outside the country :

Though the development of relationship with institutions outside the country is welcome, yet, it is not possible for all the institutions to develop in the same measure because of the limited opportunities. In spite of it, if the training colleges could move in this direction, it would be of great benefit. The following measures are suggested for this purpose :

Table No. 127

Relationship of the training colleges with the training institutions outside the country

S.No.	Measures	No. of Training Colleges		
		Traditional	Basic	Total
1.	Through deputation to other countries for refresher courses.	23	6	29
2.	Through exchange of magazines and journals.	23	4	27
3.	Through the visits of educationists from other lands.	22	5	27
4.	Through international conferences and seminars.	17	6	23
5.	Through correspondence.	14	4	18

Deputation to other countries for refresher courses ranks first in the order and is suggested by 41% of the colleges. Though it is a welcome suggestion, it is practicable to a limited extent only. Such courses provide an opportunity especially for educationally backward countries to study and



understand the progress in the educational field and will also facilitate to discuss these developments in the light of their own national conditions and adopt progressive measures with necessary adaptation to suit the local needs and situations. The experience of these refresher courses should be given wide publicity for the benefit of others working in the field. Organization of such refresher courses could be undertaken by educational associations and teaching associations of different countries and also by the educational organizations of international bodies.

Exchange of literature should form an important aspect of the training college. It is not sufficient to merely exchange magazines and journals as suggested by 39% of the colleges. As suggested previously under item (c) - Page 583 - the staff should be encouraged to contribute articles to outside magazines and outsiders should be invited to write for their magazines and thus the views should be exchanged. If any suggestion offered could be experimented or implemented by the training college, it should do so and the results of the experiment or project should be conveyed to the respective colleges.

Visits of educationists from other lands is the next suggestion offered by 39% of the colleges. This has also a limited scope as it depends upon the financial position of countries. It could still be undertaken through teacher

exchange programmes, through invitations to educationists as visiting professors. It could even be in the form of aid to educating<sup>onally</sup> backward countries.

Participating in international conferences and seminars suggested by 33% of the colleges is another measure, for free exchange of views and ideas on educational matters and should be encouraged inspite of its limitations.

Maintaining regular correspondence with foreign institutions put forth by 26% of the colleges is not an easy measure to be adopted by all the colleges due to the expenditure involved. But it could be developed according to needs such as for research purposes, in connection with magazines, journals and other educational literature and outstanding experiments and projects etc.

If this relationship is to be built, the University should encourage on a large scale study tours to foreign countries for the training college staff and the benefit should be extended to as many as possible. On their return, facilities should be created for them to extend their experiences to as many training institutions as possible. This may be done either by allowing them to tour different parts of the country or in conferences through special seminars etc.

(e) Teachers' professional associations :

This is an important body and to have a cordial relationship with it is very essential and will be of mutual benefit since their interests are common. This institution could do much to bring the teachers together and promote personal and professional efficiency and solidarity. This is the organ of the teachers and they can voice their opinions freely.

In spite of their importance, these associations are not playing their part fully in contributing to the professional efficiency. This may be due to financial and other drawbacks. Under these circumstances, the training colleges can do much by co-operating with these institutions and exploiting them fully for mutual professional advantage. They should be made to realize that the financial improvement of teachers is not their only concern and that their greater responsibility lies in promoting better class-room teaching, better schools, better teachers, better education for children and better community. For this purpose they should be encouraged to undertake a variety of activities. In this connection, the following are some suggestions put forth by the training colleges.

Table No.128  
Relationship of the training college with teachers'  
professional associations.

S.No.	Measures	No. of Training Colleges		
		Traditional	Basic	Total
1.	By inviting problems facing the teacher community with a view to study and understand the scheme.	25	5	30
2.	Offering expert advice for running the academic activities of the association.	19	5	24
3.	Arranging discussion on educational problems between the college and the association.	19	4	23
4.	Undertaking joint researches and publications.	16	4	20
5.	Exchange of literature.	16	4	20
6.	Co-operation with the association for contesting seats in the legislative council.	8	3	11

43% of the colleges have suggested inviting problems facing the teacher community with a view to study and understand the scheme. In order to do this, the association should be in close and regular contact with the day-to-day working of the schools, the new developments in the theory and practice of education both in the country and outside and the prevailing economic, social and educational conditions in the country and especially in the areas where the schools are situated. For this purpose different study councils under the association catering to different levels of education, different subjects and different aspects of education as organization, administra-

tion, techniques of teaching, teaching aids, curriculum, syllabus, evaluation etc. may be formed and entrusted with the responsibility of developing themselves into expert bodies through critical study, discussions, experiments etc. It is only then that they would be in a position to offer expert advice for running the professional and academic activities of the association as suggested by 34% of the colleges and thus serve the teacher community and schools better. The activities of the association may pertain to schools improvement programmes including action research, improvement of professional skill, experimenting new methods and techniques, production of suitable literature for the use of teachers, visits and educational excursions etc.

Some of the problems faced by the training colleges in relation to schools may also be taken up for study and discussion by the association in co-operation with the training colleges.

Undertaking joint researches and publication is another measure suggested by 29% of the colleges. When the teachers' association keeps close contact with the schools and training colleges, problems which need real research are bound to crop up. Since the training colleges are in the know of research techniques, it is they who would be in a better position to guide the association in undertaking researches on problems of importance and which need early solution.

In addition, production of suitable literature in all the fields where the dearth is experienced could also be jointly ventured. This literature may be in the form of text books, reference books, guide books, reports of surveys, experiments and remarks etc.

The fifth item put forth is exchange of literature and is suggested by 29% of the colleges. It would serve very little purpose if literature produced is not given due publicity. It may be easy for the schools and training colleges to send their publications to the teachers' association of the area but for the association to send its literature to all these institutions would be difficult because of the great number involved. In order to facilitate this and at the same time make available the literature produced, it is in the interests of the association to build a library of its own which could be freely made use of by the teachers and the staff of the training college. The publications of the association may be kept for reference purpose only. This kind of an arrangement will also save the association from incurring unnecessary expenditure.

The last suggestion put forth by 16% of the colleges relates to contesting the seats for the legislative councils. It is only when the training colleges are in close contact with the association and its varied activities that they would be in a position to guide the association in selecting

suitable candidates for the purpose. This is an important item for the candidates selected are not merely to represent the teacher community but should be in a position to voice their opinions on various other aspects of national importance and even offer constructive and acceptable suggestions. This is one way of raising the status of the teacher community.

Other activities of this association may be in the form of seminars, workshops, conferences etc. at the State as well as National levels.

The training college should assure its leadership even here through its ready, active and intelligent co-operation and guidance in all its activities and thus help the association to serve the teacher community to the best of its abilities and in a fitting manner.

(4) The training colleges association :-

There are many problems which are of mutual interest to the training colleges and about which they may wish to discuss, criticise and solve. Such a discussion would be of mutual benefit. To facilitate this, a common platform is essential. The need for this was realized by the training colleges some time ago and this resulted in the establishment of a training colleges association and the organization of conferences of training colleges in the country. Having realized the importance of such an association, one question in the questionnaire was devoted to elicit the opinions of

the training colleges with regard to their desirability of being a member of the association and these major activities that this association should undertake.

With regard to the membership of the association, 40 Traditional and 10 Basic Training Colleges responded and there was universal approval expressed. As regards the second aspect, namely, three major activities, the following table will indicate their suggestions and their rank order :

Table No. 129

Major activities of the training colleges association.

S.No.	Suggestions	Training Colleges	Rank Order :							
			1	2	3	4	5	6		
			Trad. Basic	T.B.	T.B.	T.B.	T.B.	T.B.		
1.	Organising pro- fessional meet- ings and exchange of information.	15	4	9-1	6-2	1-1	-	-	-	-
2.	Undertaking publi- cations & distri- bution of litera- ture.	10	2	3-1	2 -	4-1	-	-	1 -	-
3.	Coordination of the work of the training colleges for the upkeep of the standards of training.	7	1	4 -	3 -	-	-	1	-	-
4.	Undertaking and promotion of re- search work.	5	3	3 1	2 2	-	-	-	-	-
5	Promoting the con- ditions of trained teachers & safe- guarding their in- terests-academic and pecuniary.	4	1	- 1	2 -	2 -	-	-	-	-



S.No.	Suggestions	Training Colleges	Rank Order :									
			1	2	3	4	5	6				
			Trad.	Basic	T.B.	T.B.	T.B.	T.B.	T.B.	T.B.		
6	Undertaking the evaluation of the training programme.	2	1	1	-	-	1	-	-	-	-	-
7	Arrangement for international & national exchanges of teachers.	2	-	-	-	-	2	-	-	-	-	-
8	Pooling of resources.	1	-	-	-	-	1	-	-	-	-	-
9	Issuing authoritative & expert advice on important educational problems in the States & Centre.	1	-	-	-	-	1	-	-	-	-	-
10	Securing coordination between the deptts. and the training colleges.	1	-	-	-	1	-	-	-	-	-	-
11	Undertaking follow-up programmes of trained teachers.	1	-	-	-	1	-	-	-	-	-	-
12	Advice to university academic bodies in respect of programmes not merely of teacher education but also of post-graduate studies.	-	1	-	-	-	-	1	-	-	-	-
13	Preparation of good, suitable & cheap literature for various groups of school going children.	-	1	-	-	-	1	-	-	-	-	-

The first two columns reveal the number of colleges supporting a particular suggestion and the smaller columns reveal their rank order. From the Table it is clear that the first suggestion namely, organizing professional meetings and exchange of information, is favoured by a majority of the colleges (i.e. 29%) and even in the rank order, it is the first preference. This is but natural. It is a platform for expression and exchange of views. Therefore, this suggestion would naturally be upheld by most of the colleges. As revealed by the responses, this aspect may include conferences, seminars, workshops, group-meetings and extension lectures etc. As pointed out by one college, this also provides an opportunity for pooling of resources and undertaking the evaluation of training programme suggested by 3 colleges.

The second suggestion namely, undertaking publications and distribution of literature, is favoured by quite a <sup>a few</sup> number of <sup>the</sup> colleges (17%) as one of its activities and in the rank order it may be considered as the second major activity to be undertaken by the training colleges. When a number of activities as suggested above are undertaken by the association, publication of their reports and other relevant literature is inevitable and in order to make known to the training colleges and other bodies interested in the educational field with regard to the opinions and suggestions voiced jointly in the light of varied ~~exper~~ experience, distribution of the literature

produced becomes essential. This literature could even be in the form of priced publications and purchased by all the libraries of the training colleges, universities, education departments and educational research bodies. They should even be sent to libraries maintained by the Indian Diplomatic Missions in different parts of the world so that they may be readily available for reference by the educational institutions there.

The third and the fourth suggestions namely, co-ordination of work for the maintenance of standards and promotion of research are supported by an equal number of colleges (11% each). Even in rank order, more or less, they stand together. But with the establishment of national and state councils for research and research sections in the training colleges, the responsibility for research work would be shifted to them. Under these circumstances, for the training colleges association to take it up entirely would be to duplicate the work and would not be economical. Therefore, the problem of research need not form an important activity of the association but it may take up a few in co-operation with the training colleges as suggested.

The third is an important suggestion and in view of the different syllabi and regulations followed by different colleges, it is essential to see that the standards do not vary very much from one another and that a certain standard is maintained

by all the colleges. Hence it becomes essential to coordinate the work of all the colleges. The 9th and the 12th suggestions namely, expert advice to universities and other bodies on post-graduate studies and other educational problems, may be incorporated in the third. The expert advice may be based on the study of the work carried on in various colleges.

The fifth suggestion namely, promotion of the conditions of trained teachers and safe-guarding their interest - academic and pecuniary, is upheld by 7% of the colleges but this association is only concerned with the training colleges. The interests of the trained teachers should be the concern not of this association but of the teachers' association and a number of suggestions have already been put forth in this connection (pp. 587 )

As far as the 7th item is concerned, it should be the responsibility of the university or the Central Government to arrange for international or national exchanges of teachers. But the training colleges association should be in a position to suggest names for the purpose when approached by the concerned authorities.

As regards the securing of coordination between the training colleges and the department suggested by one college, the training colleges themselves should be able to work it up and not depend upon this association. The measures to be adopted for this purpose are already discussed (pp. 578 ).

One college has put forth the suggestion that this association should undertake follow-up programmes. As already discussed (pp. 541 ) this is the work of the training colleges and not that of the association.

Another college has suggested the production of suitable literature for school going children as one of the activities to be undertaken by this association. This work could be done better by those who are closely connected with the different age groups of children. The training colleges, the teachers associations and the state governments would be better authorities to take up this responsibility. In cooperation with one another, efficient teachers may be encouraged to write suitable books for children of different age groups.

Thus from the above discussions we may infer that the main activities of the Training Colleges Association may be as follows :-

- (1) Organising professional meetings and exchange of information.
- (2) Undertaking publications and distribution of literature.
- (3) Co-ordination of the work of the training colleges for the maintenance of the standard of teacher education.

Apart from educating prospective teachers, training colleges have multifarious responsibilities as in-service education of teachers, evaluation of the training programme, the follow-up programme of the trained teachers, undertaking

important research work, developing cordial relationship with other institutions interested in education and building a common platform for the exchange of views and jointly voicing their opinions and suggestions. It is only through the successful undertaking of everyone of these aspects that they can really hope to achieve their objectives and make themselves worthy of the confidence bestowed in them. Thus, the new training colleges will not only be centres of teacher preparation but of teacher growth and development as well.

The next chapter is the final chapter and as would be revealed by the <sup>little</sup> ~~little~~, this chapter would be devoted to summary of all the previous chapters and few recommendations arrived at on the basis of critical study of the present conditions and opinions expressed by educationists and training colleges.