

CHAPTER NO: XIX
CONCLUSION AND RECOMMENDATIONS

As indicated in the previous chapter, this is the last and the concluding chapter. This has two clear parts. The first part is concerned with a Summary and an Analysis of the existing situations while in the second part, certain recommendations regarding an integrated pattern of a training college based on the above findings are made.

I. Summary and an Analysis of the existing situations.-

The birth of training institutions could be traced to the beginning of the 19th Century. But the education of teachers as conceived today is of recent origin. It was only after 1882 that it extended beyond the Primary stage of education. Before teacher education assumed this final shape, it underwent other stages of development such as the pupil-teacher system, the monitorial system and the teacher training.

The importance of the training of secondary school teachers began to be realized only during the last two decades of the 19th Century. In the beginning, the stress was only on the mastery over the subject matter. It was the Indian Education Commission (1882) that first brought about a few changes by

way of the introduction of an examination in the principles and practice of education and making success in it a condition for permanent employment as a teacher in any government or aided secondary school. It also recommended the separation of the training for graduates from that of the undergraduates.

The second progressive lead in this direction was given by the Government of India's Resolution on Educational Policy, 1904, and this lay stress on training in the art of teaching and made other valuable recommendations. This policy was further strengthened by the declaration in Government of India's Resolution on Educational Policy, 1913. This made the training compulsory for any one who wished to enter the teaching profession.

In 1929, the Hartog Committee suggested further improvement with regard to the content, technique, duration of training, in-service education and service conditions especially of Primary School teachers. Those Declarations resulted in the establishment of departments of education in some universities, institution of research degree in education, organization of refresher courses for teachers, better equipped libraries and laboratories, organization of practising schools and the improvement of service conditions etc.

Between 1921-36, the movement for the training of secondary school teachers gained great momentum and continued with greater force. Because of the expansion in the secondary education field, new subjects began to be introduced into the training course and measures to improve the pay and service conditions were undertaken by many provinces which recognised the importance of raising the teaching efficiency in secondary schools. Thus by 1936-37 the training of secondary school teachers took a concrete shape and brought in its wake the realization of its necessity and urgency and the number of training colleges also rose considerably.

In spite of these various efforts, the provision made for training of secondary school teachers was highly inadequate. There was a lack of coordination of courses and different practices were adopted by different provinces with regard to the final award. This diverse state of affairs was naturally confusing and necessitated some uniformity regarding organization of training colleges, nomenclature, programme of work etc.

The year 1937 was a turning point in the history of our educational development. This was a period of national awakening and the educational consequences of the national movement was far reaching. This was the period of the revival of our

national culture and civilization and had its repercussions on the educational institutions and their programme of work.

With the attainment of independence and the establishment of a national government, there arose new requirements and needs which resulted in the emergence of a national system of education called Basic education based on a new educational philosophy. This new philosophy brought into the forefront new types of institutions called Basic schools and Basic Training Colleges.

The nation also began to realize that the national reconstruction was possible only when the educational system of the country was improved and remodelled. This necessitated the establishment of various committees and commissions such as the committee headed by Sir John Sargent, the University Commission and the Secondary Education Commission and the organizing of various educational conferences.

Thus there were constant efforts to reorganize the teacher education programme at the graduate level and a change was also visible in the conception of the education of teachers. The emphasis gradually shifted from the training of teachers to the education of teachers.

But inspite of all these efforts, the training colleges were not free from defects. There still remained two types of

training colleges catering to different interests at the secondary level and with different programmes of work. It was in the third All India Conference of Training Colleges that the strength and limitations of both these types of colleges were considered and the need for evolving a single pattern of teacher education was appreciated and even attempted.

In view of the urgency of the problem, from the point of view of economy and also the interests of teacher education as a whole, it was felt necessary to work out in detail an integrated pattern of graduate teacher education and hence the problem under discussion was taken up for research.

The establishment of a national pattern of education and the springing up of new types of institutions gradually began to make their influence felt even in other spheres of education. In order to understand this impact of Basic education, an insight into its origin, development and main features becomes essential.

Though a small article in the Harijan July, 1937, is said to be the beginning of this new philosophy of education, the experience behind these ideas dates back to those days of experimentation by Gandhiji in South Africa, at Sabarmati Ashram and Sevagram Ashram. And these ideas were given shape

at the Basic education conference held at Wardha in October, 1937 under the presidentship of Gandhiji himself. This gave birth to a small committee under the chairmanship of Dr. Zakir Hussain and through its report gave birth to a new system of education called Basic education. In 1938, a board of education under the title of Hindustani Talimi Sangh was also established to promote the cause of Basic education.

Since then constant efforts were made by the centre and the state governments to establish the new system of education on a more firm footing. Various committees were established to go into the details of its programme and various Basic education conferences were organized to find solution to the various problems arising out of the new venture. Gradually, this was accepted by our government as the national system of education for the primary stage and all the schools began to be converted into the basic pattern.

Realizing the importance of Basic education, the government set up a National Centre for Research in Basic Education in the year 1956 and it also appointed an assessment committee to survey the prevailing conditions with regard to Basic education. Thus through various measures this system of education gradually spread throughout the country and the experiment

began to be gradually established on sound foundations. A fresh outlook was brought to bear on the problems of education, educational administration and supervision. A new technique was evolved and new literature began to pour in.

Basic education was not merely a system of education. It had a deeper significance and a deeper philosophy behind it. It aimed at revolutionizing the entire society through education based on certain fundamental principles as truth, non-violence, justice, co-operation and work. The ultimate aim was the establishment of an ideal, and inspiring society which was self-disciplined, self-regulated where everyone aimed at individual development having always in view the social development. Basic education was to translate this philosophy into action. According to this, education was to draw the best in child and man and embraced the entire life. The growth of the individual to his highest possible development so as to be a contributing factor for the welfare and evolution of a progressive and ideal society was its main objective. For the realization of these objectives, manual and productive work and co-operative life were made the media of education. Thus knowledge became closely linked with life and its experiences and activities. The schools, became the centres of community activities and a new technique of instruction called

correlated technique also came into prominence.

With the establishment of this system, the need for the training of teachers was greatly felt. This gave rise to Basic training schools and in due course, the normal training schools began to be replaced by the new training schools. This system gradually began to influence the secondary education field also and new types of secondary schools called post-basic schools came into existence. A new outlook was also brought to bear on supervision and guidance work of schools. The supervision work gradually changed into sympathetic guidance, personal co-operation and help.

As basic education began to influence the higher fields of education, the need for trained personnel to man the higher classes began to be keenly felt. This gave rise to new types of training colleges called Basic Training Colleges where teachers were made to understand the implications of the new philosophy and technique. Craft, physical and social environments as media of education, the co-ordination and correlation of the content of the curriculum, the close relationship of education with life, the importance of learning by doing the individual initiative and the sense of actual responsibility were some of the aspects stressed in these colleges.

The result was that two types of training colleges with divergent ideology, objectives, programme of work and divergent techniques of teaching came into existence and began to work parallel to one another. But the lofty ideals and objectives governing the Basic Training Colleges could not be passed off unheeded. Because of their intrinsic value they gradually began to influence the Traditional Training Colleges which were rather narrow in their outlook and objectives and followed a rigid academic programme and had not become alive to the radical changes in national, international, social and educational fields. In order to save them from becoming out of date, educationists began to think of orientating them with wider objectives and more realistic programme of work, thus bringing them closer to life and life situations. The influence of Basic ideology began to percolate into the life of these colleges and changes were witnessed in some of the aspects of their programme. Committees were established to revise their syllabi. The courses were made more practical, the concept of teacher education was gradually broadened and their sphere of activities was widened. New topics and new subjects were introduced, changes were effected in their teaching practice and attempts were made to make the training colleges progressive centres of experiments and research. Thus the seed for bridging the

gulf between the two types of training colleges was sown.

But inspite of their influence, the Basic Training Colleges were not able to replace the Traditional Training Colleges completely and inspite of the various changes effected in the Traditional Training Colleges, the educationists did not derive a complete satisfaction. Doubts began to rise in their minds as to the ability of these colleges to cope up with the new demands that arose as a result of national independence and changes in the field of education. They began to think whether there was no way to bring these two types of colleges together. This was voiced openly in the third All India Conference of Training Colleges wherein the need for evolving an integrated pattern was clearly pointed out and even attempted.

In order to study the problem in detail and work out a practical solution, the required data was collected through two detailed questionnaires. The purpose of the first questionnaire was to survey the actual existing situation of the graduate teacher training programme throughout the country. The data thus collected was also to form the basis for the second questionnaire. The purpose of the second questionnaire was to collect the views of educationists

regarding the existing practice and secondly, it was to elicit their opinions and suggestions for an integrated pattern.

The first questionnaire was sent to all the training colleges in the country while the second questionnaire was sent to educationists in India and outside as well. The responses received were more than expected both qualitatively and quantitatively. On the basis of the data thus collected, an integrated training programme leading to a graduate degree was evolved.

The following facts regarding the prevailing conditions are revealed as a result of the findings of the first questionnaire.

(a) The position of training colleges in the pre-independence and the post-independence era :

1. There are at present two types of training colleges in our country - the Traditional and the Basic. They may be classified as those that existed before 1937, those that came into existence between 1937 and 1947 and those that were established after 1947. The training college Saidapet, Madras, is the oldest.
2. Due to various factors especially political disturbance, the rise of new training colleges between 1937 and 1947 is very insignificant. But all the same it is the period of the birth of an important educational revolution in our country bringing into existence the first Basic Training College.

3. Due to the establishment of a national government, expansion in elementary and secondary education fields and the realisation of the importance of teacher education as a profession, the post-independence period witnessed a considerable increase both in the Traditional and Basic Training Colleges.

(b) The existing general pattern of the training colleges :

4. The Traditional Training Colleges are of three types - independent colleges, sections of arts colleges and departments of universities - and are controlled by four different authorities namely, the Central Government, the State Governments, the Universities and the Private Agencies. But a majority of these colleges are either under the State Governments or Private Agencies.

The Basic Training Colleges are controlled either by the State Governments or by Private Agencies but a majority of them are under the State Governments.

5. With the exception of a few colleges under the Universities, the majority of the rest of the training colleges are under dual control. While the administration is vested in the State Government or Private Agencies, the academic control is in the hands of the University or the Education Department.

This variety resulted in great disparity among the training colleges regarding educational standard, amenities and status.

6. A majority of the Traditional Training Colleges are partly residential. Hostels are attached to them only as a matter of convenience and residence in the hostel is not compulsory. But most of the Basic Training Colleges are residential and hostel life is compulsory.
7. About 75% of the Traditional and 65% of the Basic Training Colleges have practising schools attached. One Traditional Training College included in our survey has a Basic School attached as its experimental school. Some training colleges have more than one practising school.

8. The strength of the trainees in Traditional Training Colleges varies from 25 to 240 while in Basic Training Colleges, it varies from 50 to 150. But in majority of both types of colleges, the variation is from 75 to 100. Thus the strength varies from authority to authority and state to state.
9. As regards the duration of the course, there is not much difference between the Traditional and the Basic Training Colleges. It is roughly one academic year covering actually 7 to 8 months of working days.
10. At present four languages namely English, Hindi, Regional languages and Urdu are used as media of instruction in the training colleges but English is used by a majority while in a few colleges both Hindi or Urdu and English are used.

In almost all the colleges, provision is made for two languages. While theory is dealt with in English, teaching practice is carried on in the regional languages.

In a few colleges, even though teaching work is done in English, preference is given to the trainees to answer the examination papers in English, Hindi or the Regional language.

(c) The staff of the training colleges :

11. In a majority of both types of training colleges that responded, the student teacher ratio is 10:1. But those colleges which have a particular ratio, do not all have the same strength nor those with the same strength have the same ratio. Thus there does not seem to be any uniform approach to the problem.
12. The minimum qualification accepted in the Traditional Training Colleges for their teaching staff is either a graduation with a teaching degree or a Master's degree in education or in any school subjects.

But in the Basic Training Colleges, the minimum qualification accepted is graduation. But this is not the state of affairs in all the colleges. Many of them have very highly qualified staff.

13. As regards physical instructors, besides graduation, a diploma in physical education is also insisted upon in Traditional Training Colleges.

But in most of the Basic Training Colleges we do not find in general any specially qualified staff for this purpose. But there are exceptions. In certain colleges, the minimum qualification insisted upon is the same as that recognised by the Traditional Training Colleges.

14. In both types of colleges the qualification for craft instructors not only varies from place to place but ranges from matriculation to Master's Degree and from mere wide experience to proper technical training.
 15. In most of the colleges there are art instructors and their qualifications range from ordinary middle training to Master's Degree with technical qualifications. But unlike the craft instructors, the art instructors are not accepted on mere wide experience. Some sort of definite qualification is insisted upon even though there does not seem to be any minimum fixed.
- (d) The admission qualifications and selection procedures of the trainees :
16. As regards admission qualifications in both types of colleges, graduation especially in school subjects and a good division in the examination is the minimum stressed. But in Basic Training Colleges, stress is also laid on certain other aspects such as not objecting to participation in community life, having interest in constructive work and simplicity in life.
 17. Regarding desirable qualifications, the Traditional Training Colleges stress on experience in organizing group activities, interest and proficiency in extra-curricular activities such as games, scouting, home nursing, St. John Ambulance, Social service, higher academic qualifications, special talents and sociability.

But Basic Training Colleges prefer candidates with knowledge of some craft, capacity to organize group activities and previous Basic Training qualifications.

18. The most popular procedures in both types of colleges for the selection of candidates for training are to select on the basis of their previous qualifications and performance in the interview. The next in order are the intelligence tests and general information tests. The third procedure is to consider their teaching experience in schools or their previous professional training.

As far as government candidates are concerned, selection is mostly on the basis of their seniority.

19. The composition of the selecting agency varies from college to college and this may be due to the variety in the management of the training colleges.

(e) Facilities available in the training colleges :

20. The general facilities offered to the practising schools and teachers by most of the training colleges are concerned with lending of teaching aids, exhibits, library books, magazines and journals, organizing of seminars and workshops and encouraging teachers to undertake research projects and community survey.
21. The facilities offered for the members of the staff by both types of colleges pertain to various aspects as self-study and improvement of professional knowledge, experimental and research work, exchange of views with other training colleges on educational problems, knowledge and study of educational problems in schools, expression of personal views on educational problems, financial help, residential facility, medical aid and recreational facilities.

(For details refer Table No.1, Page 655).

22. As regards the trainees, the facilities relate to academic development, teaching practice, art and craft work, community life, experimental, practical and field work, co-curricular activities, tutorials, financial aid, expression of views on educational problems and medical aid. (Table No.2, Page 657).

(f) The aims of the training programme :

23. The emphasis in the Traditional Training Colleges is more on the techniques and methods of teaching and the application of the theory into the class-room situation.

But in Basic Training Colleges, attention is also paid to the development of co-operative spirit and certain other personality traits.

Even though there is no ~~not~~ general agreement among the colleges regarding the aims, yet the different aims emphasized do not seem to differ radically from one another. But the aims of the Basic Training Colleges go a step further and bring into the field of education the other aspects of life, thus broadening the aims of the training colleges.

(g) The training programme in general :

24. The general pattern of the training programme comprises a number of aspects as theory, teaching practice, craft work, community life, practical and field work, tutorials and co-curricular activities. But co-curricular activities in Traditional Training Colleges form a separate aspect while ~~the~~ Basic Training Colleges, they are a part of the community life.
25. With regard to theory, teaching practice and tutorials, the course is expressed as adequate by a majority of the Traditional Training Colleges. But as regards craft work and community life, the opinion is rather divided. And the opinion is towards inadequacy as far as field work is concerned.

But in the case of Basic Training Colleges, it is found that while the course in theory is expressed by a majority as not completely adequate, community life and craft work are satisfactory. But the opinions regarding teaching practice and practical work are equally divided between adequacy and inadequacy while field work and tutorials are said to be inadequate.
(Table No. 16 , Page 134).

26. Due to a wide variation in the responses to the questionnaire from both types of training colleges, no clear picture is obtained regarding the relative weightage for different items of the training programme.

(h) The Theory :

27. Certain subjects like Principles of Education, Educational and Child Psychology, Specific Methods of Teaching and School Organization and Administration find an important place in the programme of both types of training colleges. History of Education still finds a place in the programme of some of the colleges as a full paper.

But technical subjects have not yet found their way into the training colleges.

28. With regard to combination of subjects, a variety of practices seem to exist in both types of colleges. Certain combinations as health education and citizenship training are peculiar to particular states (page 145).
29. In a majority of training colleges the number of special methods offered for the final examination is the same as those selected for the course. But in a few colleges of both the types, it differs. (Table No. 19, Page 147).
30. In some colleges certain restrictions such as collegiate education in the subject, teaching experience in the subject or success in the subject test are imposed with regard to the selection of special methods by the trainees.
31. In both types of colleges, provision is also made for specialized study in certain fields such as visual education, basic education, guidance, experimental education, nursery education and phonetics etc.

But in Basic Training Colleges the choice of subjects is less than in Traditional Training Colleges.

32. Among the techniques adopted by the staff of the training colleges for instruction, lecturing and discussion methods seem to be the most popular. Next in rank are guidance for self-study and assignments.

The position is the same with regard to Basic Training Colleges. But at the same time, it is surprising to note the unpopularity of the adoption of the correlated technique of teaching by the members of the staff of these colleges.

33. From the meagre responses to the questionnaire with regard to the maintenance of the types of records in theory, it is revealed that apart from essay writing or assignments, term papers and cumulative record work book, other types of records are not very popular. And the position in Basic Training Colleges is still worse (Table No. 23, Page 152.).

(i) Demonstration lessons :

34. In almost all the cases, the demonstration lessons are given by the members of the training college staff.
35. These demonstration lessons vary from 2 to 10 and 4 to 12 with regard to correlated lessons and 2 to 15 and 2 to 7 with regard to Traditional type of lessons in the case of Traditional and Basic Training Colleges respectively.
36. From the responses it is further revealed that in a few Traditional Training Colleges, these lessons are spread over the first two terms of the course and in others, they are arranged in the beginning of the session.

In Basic Training Colleges, the position is not quite clear.

(j) Observation of lessons by the trainees :

37. Regarding observation of lessons by the trainees, very few Traditional Training Colleges encourage observation of correlated lessons.

38. The number of lessons observed by the trainees also varies from college to college from 2 to 5 (correlated type) and 2 to 70 (Traditional type) in the Traditional Training Colleges and 2 to a not fixed number (correlated type) and 2 to 25 (traditional type) in the Basic Training Colleges.

(k) Teaching experience of trainees :

39. The teaching practice of trainees is divided into discontinuous teaching periods and block teaching practice.
40. The lessons given by the trainees are of both traditional and correlated types.

Correlated lessons are mostly given by the trainees in Basic Training Colleges and the average number of such lessons is about 20.

But the traditional type of lessons are given by trainees of both types of colleges and they range from 30 to 40 in Traditional Training Colleges and 10 to 20 in Basic Training Colleges.

41. Block teaching practice is arranged by both types of colleges but they seem to be more popular with Traditional Training Colleges than with Basic Training Colleges.

But the responses to the questionnaire do not reveal any definite clue regarding the principles adopted either for fixing the number of lessons or duration for the same or the spread over of the teaching practice during the whole course.

42. An insignificant number of colleges also encourage unsupervised lessons. Unsupervised correlated lessons are encouraged by only a couple of Basic Training Colleges while unsupervised traditional lessons are encouraged by one Basic and a few Traditional Training Colleges.

These are so varied that no definite conclusion could be drawn with regard to the definite number of such lessons.

43. Regarding criticism lessons the responses to the questionnaire reveal that the traditional type of criticism lessons range from nil to five in Traditional Training Colleges and nil to two in Basic Training Colleges. But a majority of the Traditional Training Colleges seem to encourage only one or two criticisms lessons.

As regards correlated type of criticism lessons, two lessons are arranged by a majority of the Basic Training Colleges and nil by the Traditional Training Colleges.

44. As revealed by the responses from the Traditional Training Colleges, the minimum strength in the class for teaching practice varies from 10 to 50 and maximum strength goes even upto 65.

In the case of Basic Training Colleges, the minimum varies from 10 to 35 and the maximum reaches to 45.

The variety of figures is an indication of the existing position in schools.

45. Regarding class records in teaching practice maintained by the trainees, notes of lessons seem to be the only record maintained strictly by almost all the training colleges. Other records such as records of observation of lessons, criticism lessons and teaching aids are maintained by only 13 to 27% of the Traditional and 15 to 35% of the Basic Training Colleges.

In a few colleges, these records have weightage while in others no weightage is given from the examination point of view.

Records of children's work and self evaluation are peculiar to Basic Training Colleges only and even these are maintained by only 20% of these colleges that responded.

(1) Craft work :

46. In most of the Traditional Training Colleges, the trainees offer only one craft and in a few cases, two crafts are also allowed.

In most of the Basic Training Colleges, one main and one subsidiary craft are offered. In a few colleges, one main and two or three subsidiary crafts are allowed.

47. In the Traditional Training Colleges four kinds of targets, such as qualitative, quantitative, money value and educational value are considered while in Basic Training Colleges, qualitative, quantitative, money value and individual and community needs are taken into consideration.

Among the targets indicated, qualitative and quantitative values are stressed by 27 to 35% of the Traditional and 50 to 55% of the Basic Training Colleges. The other targets are emphasized by an insignificant number of colleges (2 to 5%).

48. The most important items of class records maintained by the trainees in the Traditional Training Colleges (17 to 33%) with regard to craft work are the class notes, list of articles prepared and record of craft work.

But in Basic Training Colleges as revealed in Table No. 30, Page 167, the variety of records outnumber those maintained by Traditional Training Colleges and some of them such as correlated lesson plans, graphs of targets achieved and record of self-assessment are peculiar to Basic Training Colleges.

With the exception of class notes and list of articles prepared, even the frequencies against the various items are better (ranging from 40 to 75%) with regard to Basic Training Colleges than in the case of Traditional Training Colleges.

(m) Community life :

49. From the responses to the questionnaire it is revealed that 55% of the Traditional Training Colleges have a favourable attitude towards community life. Almost all the Basic Training Colleges have community life as an essential feature of their programme of work.

50. In Traditional Training Colleges, the deficiency in compulsory hostel life is made up by introduction of other activities of which the most outstanding are citizenship training camps, students' union, literary gatherings, students' clubs, social gatherings, excursions and recreational and cultural activities.

Community life is encouraged in Basic Training Colleges through compulsory hostel life, recreational, literary and cultural activities, social service, common dining, self-government activities and community prayer.

51. The type of records of work in community life encouraged by 20 to 42% of the Traditional Training Colleges pertain to citizenship training camps, visits, social, cultural and recreational activities and participation in community activities.

Those encouraged by most of the Basic Training Colleges (50 to 85%) are records of visits, participation in community work and daily diaries.

While record of citizenship training is peculiar to Traditional Training Colleges, daily diary is peculiar to Basic Training Colleges.

(n) Tutorials :

52. In 88% (53 out of 60) of the Traditional and 60% (12 out of 20) of the Basic Training Colleges, tutorial system is introduced.
53. The main part of this system is the division of trainees into tutorial groups under different members of staff.
54. The most popular tutorial activities are the submission of written assignments and these encouraged by 42% of the Traditional and 50% of the Basic Training Colleges. Other activities pertain to group discussions, group contests, seminars, visits, consulting on academic and private matters and tutorial classes in theory and these are adopted by 30% and less than 30% of the training colleges.

55. Even though tutorial system is introduced in most of the training colleges, the details of records indicated in Table No. 36 on Page 178 do not reveal how far it is carried on in the right direction and right spirit.

(o) Practical and field work :

56. The practical and field work introduced in various training colleges may be classified under :
- (a) training courses and programmes,
 - (b) activities pertaining to school & school subjects,
 - (c) activities pertaining to the community.

(a) As regards the first namely training courses and programmes, with the exception of organizer's training, no other item finds place in the Basic Training Colleges.

The Traditional Training Colleges have introduced a number of activities such as training in audio-visual education, physical education, educational and vocational guidance, Junior Red Cross and Organizer's Training.

(b) Regarding the second aspect namely activities pertaining to school and school subjects, with the exception of case study, all other items indicated in Table No. 36, Page 179 are introduced in both types of colleges even though the frequencies against them are low.

Case study is introduced by a very few Traditional Training Colleges (12%).

(c) Coming to the third aspect namely, activities pertaining to the community it is found that both types of colleges have introduced activities such as social work, village survey, rural uplift work, parent-teacher contact and adult education. But the frequencies indicated against the various items are better with regard to Basic Training Colleges than in the case of Traditional Training Colleges.

Activities like social work and village survey are undertaken by 50 to 65% of the Basic Training Colleges and only 12 to 20% of the Traditional Training Colleges. With regard to the rest of the items, while the frequency ranges between 25 to 35% in the case of Basic Training Colleges, it is only 7 to 10% in the case of Traditional Training Colleges.

- 57(a) Even though a number of items have been indicated in Table No.38, page 177 under training courses and programmes in Traditional Training Colleges, the records maintained pertain only to audio-visual course and physical education course. With regard to Basic Training Colleges, even the one activity namely, organizer's training seem to go unrecorded.
- (b) The position seems to be brighter in both types of colleges with regard to maintenance of records pertaining to school and school subjects.

Daily chart of work is indicated by Basic Training Colleges only while record of case study and picture albums are indicated by Traditional Training Colleges.

- (c) The position with regard to community activities seems to be encouraging in both types of colleges and comparatively, it is better in Basic Training Colleges (Table No.38).

(p) Examination :

58. From Table No.39, page 184 it is revealed on the whole that as far as theory is concerned external element dominates in Traditional Training Colleges but with regard to teaching practice and craft work, both internal and external elements are introduced.

As regards Basic Training Colleges in theory, teaching practice and craft work, both internal and external elements are introduced.

And with respect to community life, tutorials and practical and field work, there is more of internal than external element in both types of colleges.

59. As regards marking, percentile system dominates in both the colleges.
60. With respect to the marks allotted for various items and the total marks, it can only be said that there is a wide variation from college to college (Table No. 37 Page 193).
- 61 (A) Three kinds of practices seem to be adopted by the training colleges with regard to the procedure adopted for the internal assessment of teaching practice.
- (a) In about 45 to 47% of the Traditional and 35 to 40% of the Basic Training Colleges, the practice is either by finding the average of the marks given by different supervisors or on the basis of the remarks through out the session.
 - (b) In a few colleges, more importance seems to be given to one or two test lessons or criticism lessons given during the final stages of the training course.
 - (c) The third practice in some Traditional Training Colleges is to take into consideration the block-teaching practice also.
- (B) As regards the procedure adopted for the external assessment of teaching practice, the following two practices seem to be popular in a majority of both types of colleges :
- (a) assessment by only external examiners,
 - (b) assessment by a combination of both internal and external examiners.

But the number of these external and internal examiners varies from college to college though in 53% of the Traditional and 40% of the Basic Training Colleges, the Assessment Board consists of one internal and one external examiner.

- 62 (a) In 90% of the Traditional and 53% of the Basic Training Colleges, a degree is awarded while in 10% of the Traditional and 41% of the Basic Training Colleges, a diploma is awarded. In one Basic Training College, a certificate is given.

(b) As regards the nomenclature, four different kinds as B.Ed., B.T., Dip.Ed. and L.T. are used by the Traditional Training Colleges while with regard to Basic Training Colleges, B.Ed., and Dip.Ed. are used.

The most popular among them is B.Ed., in the case of Traditional Training Colleges and 'Dip.Ed.' in the case of Basic Training Colleges.

(c) In a few Traditional Training Colleges (about 17%) attendance of citizenship training camps for 10 days is a condition imposed for the award of the degree or diploma.

(q) Research work :

63. From the responses to the questionnaire, it is revealed that only 28% of the Traditional and 25% of the Basic Training Colleges have any provision for a research section.

64. The problems undertaken for research by the training colleges may be classified as follows :

Traditional Trg.Colleges	Basic Trg. Colleges
(a) General	(a) General
(b) Tests	(b) Tests
(c) Problems pertaining to school subjects.	(c) Problems pertaining to school subjects.
	(d) Crafts
	(e) Miscellaneous

From the details on pages 205-207 it is revealed that more problems of general nature than those relating to particular aspects are taken up for research work by the Traditional Training Colleges and problems on crafts and other aspects are omitted.

But in Basic Training Colleges, although problems fall under all the five categories, concentration is more on craft and other aspects as self-sufficiency, centres of correlation etc.

65. The various authorities at present encouraging research work are the Ministry of Education, Government of India, The State Governments, the Universities, the U.G.C. and in some cases Private Managements. Out of all these agencies, the Union Government has financed majority of the schemes undertaken by the various Training Colleges.

The financial aid and the duration of aid vary from college to college and scheme to scheme. Sometimes it is a monthly grant varying from Rs.150 to Rs.400 and in some other cases it is a lumpsum amount varying from Rs.1000 to Rs.11,500. The duration also varies from one year to 2 years.

Sometimes the total amount granted is recurring and in certain other cases it is given on the basis of the problems undertaken.

66. With regard to the personnel attached to the research problems, it is found that in some cases, the staff of the college themselves undertake the work while in certain other cases, Research Assistants or Research Fellows are attached and in a few cases, the staff of the college take the help of the trainees.

The number of persons attached to a problem is not fixed and either one or two or three persons or sometimes even a group is involved.

(r) In-service Training Programme :

67. Extension Service Departments are attached to 55% (33 out of 60 that responded) of the Traditional and only 10% (5 out of 20 that responded) of the Basic Training Colleges.

68. The activities undertaken by the Extension Services Department may be classified as follows :

- (a) The programme for teachers as refresher courses, study circles, workshops, educational films, visits to schools, week-end courses, seminars, symposia, educational conferences, teachers' councils and on-campus or outside campus peripatetic courses.

- (b) Programmes for better school work including helping in school projects, and science clubs, lending teaching aids, educational films, audio-visual library service and guidance service.
- (c) Publications comprising preparation and supply of bulletins, reports, magazines, news letters, monographs etc.
- (d) Community programme such as organisation of exhibitions, educational film shows, mobile library service, guidance service, health and educational weeks etc.

The responses reveal that only activities such as retraining of teachers, lending teaching aids, books, Magazines and apparatus are taken up by a few colleges (13 to 20%) and with regard to the rest of the activities, the figures are not encouraging. The position is still worse in Basic Training Colleges.

- 69. Very few colleges of both types (5 to 7%) have stated in clear terms the impact of the activities organised by the Extension Service Departments, on their training programme and the members of their staff, and it is favourable.

(s) Evaluation of teacher education programme :

- 70. A number of measures such as review of the examination results, periodical survey of the training programme in the staff meetings, evaluating the progress of the trainees, collecting students impression at the end of the course, through extension service seminars, through maintenance of a record of information about old students and interviewing them, issuing a questionnaire and discussion of the work undertaken in the annual meeting of the Advisory Committee of the institute, are adopted by a few colleges for evaluation of their training programme. But the frequencies against them are very low (30% in the case of Exam. results and less than 20% in all other cases).

The measures adopted by the Basic Training Colleges are comparatively less than those adopted by the Traditional Training Colleges.

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

(t) Relationship of the Training Colleges with other institutions:

71. Even though a number of measures (as revealed on pages 218 to 230) are indicated by the training colleges for promoting their relationship with various institutions such as the practising and other schools, the education department, other training institutions, the community and the trained teachers, yet the number of colleges denoted against these items does not give the impression of their general adoption and popularity.

Also most of the measures suggested are adopted through their Extension Service Departments.

The picture in the Basic Training Colleges is still worse even with regard to their relationship with institutions such as Education Department and the community.

Keeping the above findings in view, we now pass on to the second phase of the questionnaire and recommend the following suggestions for an integrated pattern discussed in detail in the last eight chapters of the Thesis.

II. Recommendations :

(A) The organisation and administration of the new training college:

1. In the light of the discussion on page 267 to 271 it may be suggested that the new training college should be an integrated one built on the strength of both the Traditional and Basic patterns and able to cater to the three pronged requirements in both the educational and administrative fields as pointed out on page 268.
2. In view of the factors discussed on page 264 the broad aims of the new training college may be stated as follows:
 - (a) To prepare the trainees under its charge to become active and responsible citizens.
 - (b) To equip them with necessary professional efficiency.
 - (c) To prepare them so as to enable them to assume the educational leadership in the community.

3. The broad aims are generally formulated for general guidance of the training college, but for its guidance in its day-to-day activities, the following specific objective may be considered :

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

This aim will have to be further broken up by the training colleges into a number of aims covering each and every aspect of the training programme depending on the aspects introduced and the programme of work followed by the training colleges.

4. If the new training college is to take over the functions of both the existing type of training colleges, it may be suggested that the present duration should be extended and preferable, if it is extended to two years as suggested by the Secondary Education Commission.
5. In order to develop close co-ordination between the various training colleges to facilitate students from all parts of the country to seek admission in any training college and in view of the availability of vast literature in English in the field of education and educational techniques, it may be considered proper to continue with English as the medium till a national language develops and the necessary modern literature in that language is also available.

The regional language or the mother tongue could be used for teaching practice.

6. In order to have certain definite uniform standard and efficiency, it may be better that the training colleges are under the University both academically and administratively.
7. In the light of the facilities indicated on pages 283-284 and the discussion on pages 284-285, and in order that the training college may be a very efficient institution and up-to-date in its field of knowledge, a compact area round the training college should be gradually developed. There should be provision for institutions right from the pre-elementary stage to the training school stage and one of each type of school should be included.

All these schools should be under the direct administration of the training college but with their own Heads or Principals working under the guidance of the Principal of the Training College.

To begin with, a middle-cum-high school and a senior Basic-cum-Post Basic school may be attached to every training college.

8. In order that real and efficient training in co-operative life may be imparted to the trainees and effects of co-operative life may be experienced by them, it may be suggested that every training college should be a residential institution.
9. (a) Taking into consideration the standard and nature of work in a training college, it may be recommended that the minimum academic qualification for the teaching staff for general and special subjects may be a graduate's degree with a Master's degree in education. And if the college could secure even better qualified personnel, it is preferable. ~~In~~ For technical subjects, a degree in the technical subject with a teaching degree should be the minimum.
- (b) In addition to the academic qualifications, they should have had a definite period of school experience also and this could perhaps be about three to five years. During these years, they ought to have had a variety of opportunities such as teaching in a lower secondary school (both Basic and non-Basic), higher secondary school and if possible, even supervision and administrative experience. It would be preferable if the teachers had even elementary and training school experience to a certain extent.
10. The staff dealing with art and craft at the training college level besides knowing the manual skill involved in them should also know the skill of exploiting them for educational purposes and in addition should know how to develop this skill in the trainees as well. This is possible when the staff concerned is qualified both academically and in the particular field.

Therefore, the minimum qualification for this staff should be graduation with a teaching degree and a degree or diploma in that particular art or craft. For aspects like agriculture and music etc., a degree in the subject with a teaching degree may be sufficient.

Even here, the school experience of a minimum period of 3 to 5 years may be insisted upon. If this experience is concerned with senior Basic or Post-Basic school, it would even be better.

11. In the light of the argument on pages 296-297, the minimum qualification for a physical instructor should be graduation with a teaching degree and a degree or diploma in the special field.

As regards experience, a minimum of three years may be insisted upon.

12. All training Colleges should have a mixed staff for this will to a great extent help in broadening the outlook of both the staff and the students.
13. Inclusive of theory and practical work but exclusive of tutorials and other guidance work, the work-load per staff member may be suggested as 2 to 4 hours per day. (page 303).
14. For their own uplift and for the good of the institution, the members of the staff of the training college should be provided with certain facilities which may be classified as :

- (a) Personal
- (b) Academic and professional and
- (c) Recreational

- (a) Under personal, we may consider the residential and medical facilities. As regards residential facility, it should be provided in the college campus itself for this will facilitate the staff in many ways. (page 311).

In order to meet the immediate medical needs of the members of the staff (for non-serious and simple ailments), it is of great advantage to set up on a co-operative basis a small local dispensary run on rotation basis by the trainees and the staff trained in first aid and simple nursing.

This facility should be extended to the members of their families as well. It may be better, if the family members of the staff could also devote a part of their time by rotation for running the dispensary.

This dispensary may be supervised and guided occasionally by the local medical officer.

On a permanent basis, some kind of a health insurance scheme more or less based on the Central Government Contributory Health Service Scheme may be considered.

- (b) Facilities of the second category, namely, professional and academic development may relate to improvement of professional knowledge and qualifications, experimental and research work, contact with other training colleges, study of educational problems in schools, expression of personal views on educational matters and student-staff contact and relationship (page 312 to 332).
 - (c) Recreational facilities may be of varied nature as staff clubs catering to different types of interest picnics and excursions, games, films both educational and recreational, social gatherings, hobby club, reading room and a radio, college fine art association and camps for the staff etc.
15. While selecting candidates for training by the training college, the needs of the teaching profession should be kept in view. Hence the selection should be on the basis of the following three factors :
- (a) On the basis of the general intelligence and academic background of the candidate. These could be tested by adopting measures suggested in Table No. 83, page 348 , under items 2 to 4, 7 to 10 and 12.
 - (b) On the basis of certain personality traits by which he could be a successful citizen and an efficient educational leader. Traits like sociability, decision, quick grasping power, leadership, ability to abide by majority decision, co-operation and humour etc., may be tested either by devising and administering certain tests or through interview and organizing group discussion and projects.
 - (c) On the basis of aptitude for and interest in the profession. For this purpose aptitude tests could be administered.

The measures suggested should be worked out on scientific lines and should have a definite purpose in view.

16. In view of the facts put forth on pages 351 to 354 with regard to the procedure adopted for the selection of candidates for training, it may be wise on the part of the training college to appoint a selection committee as representative as possible. The preliminary selection of government candidates and those from private institutions may be made by the respective agencies in consultation with the heads of the respective schools. But the final selection should be by the committee appointed. This should consist of representatives of the training college, the Education Department, the Managing Board of private institutions and certain non-official agencies interested in education or certain retired educationists.

While appointing such a committee, it should be consistently kept in mind that it is not unwieldy.

17. Regarding the reservation of percentage of seats for various candidates such as government candidates, those from private schools and fresh candidates, it may be worked out and fixed on the basis of the distribution of untrained teachers in the various schools and probable vacancies and need for trained teachers per year. These statistics should be worked out by the training colleges in co-operation with the Education Department and Private Managements.

While fixing the total strength of a college, the standard of efficiency should also be taken into consideration.

(B) The integrated training programme :

18. In the light of the discussion on pages 364-365, teacher education may be interpreted to centre round the following aspects :
- (a) Professional knowledge and skill.
 - (b) Development of self-expression - oral and manual.
 - (c) Individual and social development.
 - (d) Development of the spirit of inquiry and research or development of the scientific attitude and approach.

19. In order to facilitate the work of the training college and the staff, it is necessary to interpret the different parts of the syllabus indicated above in terms of a more generally understood nomenclature.

Hence the entire structure of the training programme could be built up in such a way as to include the following workable elements :

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

Art in the form of music, drawing, dramatics and decorative arts etc., is a part of community life and, as pedagogical drawing, it is a part of theory and teaching practice. Experimental and field work is a part of theory, practical work and community life. Hence, these items should be dealt with in relation to the relevant items and not separately.

(C) The theoretical aspect :

20. In the light of the responses from the training colleges and the discussion on pages 372 to 397, the following may be suggested as the course in theory :

(A) Principles and Philosophy of Education including

- (a) Principles and Philosophy of Basic Education, History of Educational systems including our own; Contributions of great educators; educational sociology including the study of the impact of the home and social services on children.
- (b) General Methods including the study of the method of exploiting the social and physical environments.
- (c) School organization and administration including the observation of the educational practice in the country.

} One Paper

(B) Educational Psychology including

- | | |
|---|-------------|
| (a) Study of the child-growth, behaviour, social and emotional developments, interests and needs etc., social psychology, experimental psychology; educational statistics; tests and measurements and evaluation. | } One Paper |
| (b) Psychology of teaching; psychology of craft; psychology of productive work; learning through productive activities; psychology of co-operation. | |
| (c) Educational and Vocational Guidance. | |
| (d) Physical and health education including organization of co-curricular activities. | |

(C) Special Methods of teaching including pedagogical drawings :

- | | | |
|--|-------------|-----------|
| (1) One craft | .. | One Paper |
| (2) One language | .. | One paper |
| (3) Any three subjects out of one of the following - | | |
| (a) Humanities | } One Paper | |
| (b) Sciences | | |
| (c) Technical subjects | | |
| (d) Commercial subjects | | |
| (e) Fine Arts | | |
| (f) Home Science | | |

- | | | |
|--------------------------|---------|-------------------|
| (D) Optionals - only one | .. | One Paper |
| | Total : | <u>Six Papers</u> |

21. In the interest of the children and in view of doing full justice to the job, the candidates selecting the subjects for special methods should have :

- (a) Sufficient collegiate experience - either a degree or a diploma according to the subject selected.
- (b) And school experience in the subject - a minimum of one year.

As regards the second condition, while it may be preferable in all cases, it should be insisted upon in the case of those having only intermediate level qualification and diploma holders in the subject.

22. Since all the papers are of equal importance, equal duration would facilitate an equally thorough assessment in the subjects and would also introduce a sort of uniformity. For each paper 3 hours duration may be suggested and if this is accepted, then there should be only one paper a day and not two papers.
23. For the development of theoretical knowledge, provision should be made for the following two kinds of facilities :
- (a) necessary equipments (page 401).
 - (b) essential activities (pages 401-403).
24. Systematic maintenance of the record of work by the trainees will not only provide them with the record of work done but train them in the method of maintaining the various records, help the members of the staff to assess the work of the trainees and to overcome their deficiencies in progressing further and will also facilitate the staff to improve upon their work. Hence, the following types of records may be maintained by the trainees :
- (a) Class work record (page 404).
 - (b) Progress record (page 405).
 - (c) Library work record (page 405).
 - (d) Practical work record (page 405).
 - (e) Personal records (page 405).

(D) School teaching experience :

25. In view of the discussion on page 410, the following two practices with regard to the school teaching experience of the trainees may be adopted by the integrated training colleges :

- (a) Discontinuous teaching practice in schools.
- (b) Continuous school experience.

26. The discontinuous teaching practice in school should include discontinuous periods of teaching, observation in the schools, visits, minor investigations, developing contact with the children and school staff and the organization of school activities.

This might cover a period equivalent to 12 weeks and spread over in periods of varying lengths during the training period. Out of the 12 weeks, 8 weeks may be spread over before the continuous school experience and 4 weeks after it.

Preferably this practice should be undertaken in different types of schools and in all areas including rural areas (Table No. 95, Page 415). The varying lengths of periods should be worked out by the training colleges in co-operation with the schools.

27. The observation aspect should include observation of demonstration lessons by the staff of the training college, lessons of the co-trainees and of the school teaching staff.
28. The demonstration by the training college staff should also be spread over the training period.
29. During the discontinuous teaching practice, since the trainees are under the staff of the training college, these lessons must be supervised completely by the training college staff.

30. In order to do full justice to the trainee, it is better that the staff concerned supervises only one lesson per period. But later when he feels that the trainee is on the right track, he may undertake to supervise even two lessons per period but in no case should this limit be exceeded.

And with regard to the number of lessons to be supervised per day, the minimum should in no way be less than two and the maximum may be between three and six according to one or two lessons per period.

31. During the continuous school experience of the trainees, qualified and experienced teachers of schools may be requested to undertake the general supervision of the trainees under the overall care of the Heads of the schools in co-operation with the concerned members of the training college staff.

The staff of the training college may pay occasional visits to schools in order to provide necessary facility and guidance and to assess the progress of the trainees.

32. Continuous school experience could be undertaken for a period of two weeks in each type of institution including schools pertaining to their special areas such as pre-elementary education, teacher education, education of handicapped children etc.

For trainees selecting educational administration and supervision for specialization, a period of about two weeks should be allotted for supervision and guidance work of the schools. During this period, the trainees should be placed under the local administration and an education officer should be entrusted with the responsibility of guiding them in their work.

33. The two weeks spent in schools, besides teaching work, should be utilized for organizing all kinds of school activities, preparation and maintenance of various kinds of school records, participation in staff meetings and other school work that the head master might assign for the trainees.

Also, the minor investigations undertaken by the trainees during their observation and discontinuous teaching experience periods, can be further promoted during their continuous school experience.

34. A minimum of about 10 to 12 lessons should be given by each trainee during a fortnight. They should be able to cover all the grades that they might be expected to handle later on and use as many techniques and methods as possible.

Out of the total number of lessons suggested, at least two thirds of the lessons could be supervised lessons.

35. In order to safeguard the interests of the trainees and to evoke critical thinking on their part, certain number of lessons given by them should be unsupervised lessons.

These lessons could conveniently be undertaken during the continuous school experience period and the minimum number of such lessons may be one third of the total number of lessons given during this period.

36. Adequate time should be provided by the training college for discussion of students' school experience.
37. The types of guidance and directions for the trainees in their teaching work may be divided into the following three categories :

- (a) During observation of lessons.
- (b) During supervised discussion lessons.
- (c) During the discussion of unsupervised lessons.

38. The main responsibility for giving demonstration lessons should be that of the training college staff. But the school staff and the supervisory staff especially the subject inspectors may also be encouraged to give a few lessons.

39. In order to co-ordinate and facilitate the work of different supervisors, periodical discussions among them may be arranged by the training college.

40. In the light of discussion on page 426 , it may be suggested that no lesson notes should be supplied to the trainees before a demonstration lesson.
41. Taking the time factor and the variety of programme of the training college into consideration, it may be suggested that at least ten lessons of the co-trainees in each method should be observed by each trainee.

In the interest of both the observer and the person giving the lesson, it may be wise to allow the co-trainees to observe the lessons of a trainee after he has completed 3 to 5 lessons in each subject.

42. As regards the observation of lessons of experienced teachers in schools, even though it may not be wise to impose any restriction, yet in order to safeguard against any neglect on the part of the trainees, a minimum of 5 to 6 lessons in a week during the continuous school experience may be insisted upon.
43. (a) The criticism lessons need not necessarily be at the end of the teaching practice but should be arranged at certain periodical intervals.
- (b) In order to enable satisfactory assessment, they should be at least two to three lessons and not more than five in each method.
- (c) These criticism lessons should be observed by a group of two to three observers including the internal supervisor.
- (d) Further, these lessons are not to be merely criticised and marked but should be viewed in the light of providing further guidance to the trainees.
44. Regarding more teaching experience for fresh candidates than the experienced candidates, it may be suggested in the light of the discussion on page 438 to 439 , that this experience should be provided according to the needs and requirements of the trainees.

This differentiated arrangement if necessary could be catered for to a certain extent during the continuous school experience period. Instead of 10 to 12 lessons suggested for a fortnight, a little more could be undertaken by those who need more experience irrespective of their being fresh or experienced candidates.

45. Apart from guidance from the members of the staff, certain other facilities such as attached practising schools, sufficient and proper accommodation in schools for observation and criticism of lessons, proper guidance for the preparation and use of teaching aids including audio-visual aids, sufficient literature especially on the methodology of different subjects including craft and community life, sufficient provision in the time-table for taking guidance for teaching practice, for criticism and discussion of lessons observed and given, adjustment in the time-table to suit the practising schools, well equipped science and psychological laboratories, workshops for craft and technical subjects and if possible, free transport to practising schools, should be provided to facilitate teaching practice.
46. Every trainee should be insisted upon to maintain in detail certain records connected with teaching practice such as records of preparation of lessons, observation of lessons, teaching aids, tests administered, experiments and investigations undertaken, school visits, children's work, cumulative record and a general report of school experience.

(E) Craft work :

47. In the light of the discussion on pages 451-453 it may be suggested that the qualitative, quantitative and educational value should be considered as targets in craft work and the details for different crafts should be worked out by the training colleges in accordance with the crafts introduced in consultation with the staff concerned and also keeping the targets stressed at the elementary and secondary levels of education in view. Individual and community needs may also be kept in view as secondary ones only to the above targets.

48. The craft produce may be disposed of by the training colleges adopting any suitable measures such as selling at nominal price to the staff and trainees, selling to the cooperative societies, organizing sales and exhibitions and taking to the market (in the case of agricultural produce). The whole experience should be considered from the point of view of its educational significance.
49. Regarding the utilization of the sections of craft work, it may be suggested that deducting the amount spent for the purpose, the profits may be used for improvement of the craft section of the college as suggested by a majority (40%) of the colleges (page 457). For this purpose suggestions might be invited from the trainees and considered.
50. In order that craft work is carried on efficiently, certain facilities such as a well equipped craft section inclusive of the repairs and replacement sections, adequate accommodation, required literature in the form of books, magazines and journals on the techniques of production and sufficient provision in the T.T. for both its practical and educational aspects, sufficient financial provision and properly equipped staff should be provided.
51. The trainees should be acquainted with a clear idea of maintaining the records connected with craft work. These may include a detailed record of craft work, periodical progress reports, drawing note books, correlated lesson plans, record of assignments, record of daily progress, graphs of targets achieved and self-assessment record etc.

The trainees should also be acquainted with all craft records maintained by schools and they should be led to improve them.
52. The trainees may also be encouraged to make a thorough survey and study of the local crafts and explore the possibilities for the introduction of new crafts in the area and improvement of crafts already in practice.

(F) Community life :

53. The various aspects of community life should be organized through an elected student self-government.

54. For convenience, community life may be divided into two broad aspects, namely, those confined to the college community and those embracing the ^{outer} ~~other~~ community.

The first aspect namely, the college community activities may cover items such as student self-government, running a community mess, a co-operative store, a students' bank, a post-office and a security organization or a students' court etc. (page).

Social and outer community contact work may be considered to fall under the second category namely, the outer community activities (page).

Activities like cleanliness programme, medical and health programme and recreational and cultural activities may be considered under both the aspects.

55. Tutorial groups in the integrated training college should be based on the theoretical aspect of the course. Any other type of break up may result in factions in community life.

In colleges where the strength is less, the number in a tutorial group may range between 10 and 15 while in big colleges it may be between 15 and 20 (of course depending upon the availability of the staff).

56. The items of records in community life may be of different types such as daily diaries, reports, statistics, graphs, a brief account, charts, lesson plans, results of experiments and projects etc.

In order that these records may be maintained by the trainees systematically, proper proforma should be devised for each aspect by the training colleges.

(G) Assessment and Evaluation :

57. The element of subjectivity in the assessment system could be reduced to the minimum by the introduction of objective type of tests in addition to the essay type. The nature of questions should be such that they encouraged intelligent and rational understanding and discouraged memory and cramming. And such a reform should find place not only in the final assessment but in the assessment of day-to-day work as well.

The establishment of regional testing service units is another measure which will to a certain extent help in minimising the subjective elements.

58. In order to minimise the emphasis laid on the final assessment, sufficient weightage, say, to the extent of 60% should be given to progress attained in day-to-day work which may be assessed through periodical tests, assignments, essays, projects, library work, term papers, etc.
59. In order to correctly assess and guide the trainees in his day-to-day work, not only his work records but also the maintenance of a cumulative record covering the aspects suggested on page 475, becomes necessary.
60. In the light of the discussion on pages 488 and 496 in addition to the internal and external assessments, there should also be a viva-voce test.

The pannel for the viva-voce test may include among its members an external examiner knowing the subjects, an internal examiner preferably, either the member of the staff handling the subject or one incharge of the tutorial group and the head of the institution or any senior member of the staff.

61. In the interests of both the trainees and the training programme, the retention of external assessment could be regarded as essential.
62. In order to help in minimising the effect of biased judgments, it may even be better to suggest ~~that~~ every paper in theory should be assessed by two examiners, one internal and one external as in the case of some other technical courses such as engineering, now already in vogue in certain places.

63. If self-assessment is introduced, it will have to be undertaken at least twice or thrice during the training period.
64. Other measures of reform may include the following :
- (a) The research department of the training college should undertake for research purpose from time to time certain pertinent aspects of assessment such as construction and standardisation of tests, evolving proper proforma for cumulative record, self-evaluation record and suitable techniques for assessing social adjustment, a proper rating scale for judging the trainees on the different aspects of development and a proper programme for recording the progress achieved.
 - (b) In order to facilitate individual guidance and counselling, a detailed record of every trainee based on the results of tests and his previous records should be prepared and maintained by the college for periodical reference.
 - (c) Every member of the staff should be insisted upon to prepare a thorough scheme of his programme of work including the objectives of the field of study, the major units of the course with their various details, the period of their coverage, the various assignments and projects to be undertaken and a bibliography for self-study and further guidance.

Every trainee should be supplied with a copy of the scheme of work .

65. Regarding the scoring system, it would be better to devise a four or five point scale both for the internal and the external assessment. On such a scale 'A' may stand for 'distinction', 'B' for 'credit', 'C' for 'pass' and 'D' for 'failure' and so on.

In order to work out an appropriate scale and their values in terms of percentile marks, the Ministry of Education, Government of India, might hold a seminar by inviting the representatives of the various training colleges and the universities.

66. In view of the various reforms suggested, the assessment of every aspect of the training programme in a training college should comprise at least three aspects namely, the assessment of sessional work, the final assessment by the universities and the viva-voce test as a supplement.

And as regards weightage for different aspects, it may be suggested that 60% should be allotted for sessional work or internal assessment and 40% for the final assessment. Out of the 60% for sessional assessment, 20% may be set aside for the viva-voce test. Thus equal weightage may be given for the work during the training period and for the final assessment and blend both the internal and external elements with the assessment programme.

67. For introducing certain uniformity in the evaluation of sessional work, the following measures may be suggested:

- (a) An inter-university seminar could be arranged to discuss and work out the broad principles and approached. On the basis of such a finalized work, the universities could issue instructions to the training colleges with regard to the evaluation of sessional work.
- (b) Special courses in the techniques of evaluation could be arranged by the training colleges for the benefit of their staff, teachers, educational officers and even retired persons interested in it.

Only a person who has a knowledge of the technique of evaluation should be allowed to moderate the internal assessment..

68. In the light of the discussion on page 512 to 514, the panel for the evaluation of the practical aspects of school experience, craft work and community life may comprise the staff member concerned, the Principal of the training college and an outsider in the educational field with the qualifications specified on page 513.

69. In the interest of the trainees and the training programme, the following conditions may be considered necessary for allowing the trainees to appear for the final assessments :

- (a) The approval of the staff through periodical staff conferences (page 516).
- (b) Insistence of a minimum of 75% of attendance in every aspect of the training programme in view of the discipline of the colleges, regularity of work on the part of the trainees and to facilitate proper and required guidance.

If a trainee has reached the required standard in any aspect within the specified percentage of attendance, further attendance may not be insisted upon. Instead, the rest of the time may be devoted towards the aspect in which the trainee may feel deficient and needs improvement.

(H) In-service teacher education :

70. An Extension Service Department should be attached to every training college for the promotion of in-service education of teachers.

71. The various aspects of in-service teacher education may be ~~classified~~ ^{considered} as follows :

- (a) Further education
- (b) Participation in school development.
- (c) Participation in community development
- (d) Educational tours and visits
- (e) Publications

(a) Further education -

- (1) For promoting further education of teachers, a co-operative and joint effort may be made by the training college, the schools and the Education Department serving a particular area and the teachers' associations to discuss the problems, courses, duration and suitable time and place.

- (2) These activities may consist of short and long term refresher courses, seminars, symposia, workshops, study circles, teachers councils, educational conferences, extension lectures, educational film shows, educational exhibitions and discussions on the results of experiments etc.
- (3) The best time for conducting refresher courses should be the vacation when the teachers are free.
- (4) These refresher courses should embrace a variety of aspects as the progress achieved in educational theory and practice, latest developments in educational and vocational guidance, educational psychology, sociology and mental hygiene, preparation and administration of tests, preparation and maintenance of various types of school records, discussion of the results of researches and experiments, the important educational plans and reports published, demonstration lessons, practical work, visits to schools and preparation of reports.
- (5) In order to enable the teachers to be up-to-date in their subjects, some of the refresher courses may solely be devoted to content courses in school subjects during which lectures by experts in the field, discussions on latest literature and teaching techniques and teaching aids, and paper reading on certain topics of interest and importance, may be organized.
- (6) If these courses could be held in hill stations and picturesque places, it would be really refreshing for the hard worked teachers. But the facilities required by way of libraries, laboratories, workshops and other equipment should not be ignored.
- (7) Besides the training college staff, the services of educationists, experienced teachers and head-masters should also be utilised for conducting the courses.

(b) Participation in school development :

- (1) With regard to participation in school development, a variety of activities as lending of library books, magazines, teaching aids and educational apparatus, helping in school projects through suitable guidance and counselling and participating in them, organizing study circles in different subjects, solving school problems referred to by the schools, jointly organizing educational films and exhibitions, arranging on campus or peri-patetic courses, circulating the necessary literature, organising discussions on the results of the projects undertaken, participating in school staff meetings if desired by the schools and on-the-spot studies of schools etc., may be organised.
- (2) The training college should acquaint the heads of schools regarding the qualifications, interests, abilities, achievements and character of the trained teachers (working in those schools). This account should be supplied in the form of written records.
- (3) The orientation of the new teacher to his new surrounding and institution should be a joint venture of the training college and the school. These orientation sessions should be held in the school where the new teacher is to work. For this purpose, pre-school conference with the school and the community, special supervisory plans and careful assignment to the co-staff members etc., may be arranged.

This procedure will not only facilitate professional adjustment but his social, emotional and personal adjustments as well.

- (4) The training college may also encourage the M.Ed., students and the Research Assistants attached to the college to undertake studies pertaining to school development.

(c) Participation in community development :

- (1) As regards participation in community development, teachers should be encouraged to link themselves with the activities of various organizations as rural uplift associations, social welfare centres, child welfare centres, adult education associations, co-operatives, Red Cross Associations, Y.M.C.A., Y.W.C.A., Women's organizations, Girl Guide and Boy Scout centres, play centres for children, community development and National Extension Service Departments.
- (2) The training college with the co-operation of some schools may undertake regular community development projects selecting a particular area. The programme of work may consist of health, sanitation, social service, manual labour projects, educational and economic survey, youth camps and recreational and cultural activities.
- (3) In co-operation with the schools of the area and their own practising schools, their staff and the community, the training college may also organize educational exhibitions, educational films, health days, educational weeks, mobile library service and special talks etc.

(d) Educational tours and visits :

- (1) For the benefit of teachers, the training college in co-operation with the schools and teachers associations or the government may organize educational tours and visits to historical places, industrial projects, progressive educational institutions, community development projects, and experimental and research centres etc.
- (2) Deputing teachers to other provinces for refresher courses also provides an opportunity to see new places, to meet new people, visit new projects and observe new schools and institutions etc.

(e) Publications :

- (1) The publication section of the training college may undertake a variety of publications as news letters, monographs, bulletins, reports of educational undertakings, reports of important and successful experiments undertaken by teachers and schools etc. and circulate them among schools and participants.
- (2) It may also undertake the preparation of literature on problems connected with school organization and administration, teaching methods and techniques, pupil-teacher co-operation, teacher-teacher co-operation, teacher-community contact and on all aspects of school programme and experience. Publication of literature of State importance may be undertaken by the State Government and those of all India importance by the Central Government.
- (3) The training college may guide and encourage teachers and schools to undertake production of certain necessary literature for children. Guidance may also be extended to school magazines and journals.

(I) Follow-up work :

72. The test of the education imparted by the training college is in the type of service rendered by its trained personnel. And this can only be learnt from a follow-up programme. Hence, for this purpose the following measures are suggested.
- (a) The trained personnel may be requested to send their periodical work reports through a prescribed proforma and the interval between two reports may be fixed by the training college.
 - (b) Through correspondence with teachers trained by the training college.
 - (c) Through visits of teachers to the training college.

- (d) Through organizing seminars, workshops and discussions etc., The discussion should be relevant to the situations. Hence topics for discussions should be invited from teachers before hand.
 - (e) Through organizing old students' associations. It should be a joint venture of the Association of the Training Institutions and the Education Department (page 547).
 - (f) Through properly devised questionnaire to the trained teachers. The items in the questionnaire may cover aspects such as 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 sought from the training college, suggestions for revising the training programme, and for research work.
 - (g) Through on-the-spot study at definite intervals.
 - (h) Through study of inspection reports of schools.
73. In the light of the discussion on page 547 a period of five years may be considered as an appropriate duration for review and evaluation based on follow-up.
- (J) Evaluation of teacher education programme :
74. The training college programme in order to be progressive should be evaluated from time to time.
- The interval between two such programmes may be five years. It would be preferable if this work is undertaken a little earlier than the presentation of the Five Year Plan.
75. The measures adopted for the purpose should as far as possible be scientific. The following methods may be employed :
- (a) Through a study of the assessment results.
 - (b) Results of achievement and aptitude tests may form one aspect of the data required for the purpose.

- (c) Opinions of trained personnel and heads of schools collected through properly devised proforma based on certain definite principles, objectives and criteria, on-the-spot study and interviews.
- (d) Study by the training college staff of the educational problems in the country and outside.
- (e) The opinions of other agencies such as the community, the Social Welfare Institutions, other educationists, and the Planning Commission should be collected through properly devised questionnaires and interviews.
- (f) As a supplement to the data collected through the above techniques seminars and conferences of teachers, social welfare workers, educationists and training colleges may also be organized.

(K) Research programme :

76. In view of the importance of research work, a well equipped research section in every training college is necessary.

The normal budget to the training college should contain provision for this section also. But for the expansion of the work of this section, the co-operation of other agencies suggested on page 564, may be sought.

77. Whichever agency may be the suggesting authority, if the problem is to be undertaken for research by the training college, the college should be the final authority to decide its acceptance.

And this acceptance should be based on certain factors, such as the interests of education, facilities available in the training college and certain definite criteria as suggested on pages 569-570.

78. To facilitate co-ordination of research work and its encouragement, publication and dissemination and even for undertaking important research work and organizing training courses in research techniques, 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 in order to be easily accessible from all directions.

At the State level a State Council for Research may be established and this need not necessarily be a branch of the National Council.

(L) Relationship of the training college with other institutions:

79. In order to carry out their responsibilities satisfactorily, the training colleges should build up a very cordial relationship with other institutions in the field such as the practising and other schools, the Education Department, other sister institutions in the country and outside and teachers professional associations. As regards the measures to be adopted, the suggestions offered in chapter eighteen pp. 575-591 may be considered.

(M) The Training Colleges' Associations :

80. The main activities of the Training Colleges Association may be suggested as follows :
- (a) Organizing professional meetings and exchange of information.
 - (b) Publication and distribution of relevant literature.
 - (c) Co-ordination of the work of the training colleges for the maintenance of the standard of teacher education.