CONTENTS

CHAPTER	PART *A*	PAGE
I	Introduction.	2
ĮĮ.	Education of graduate teachers in India - a historical review.	6
·	(A-1) The pre-independence period till 1937, p.6; (A-2) developments between 1937 and 1947, p.17; (b) Post- independence period (1947 onwards), p.24.	
III	Impact of Basic education on the graduate teacher training programme.	34
	Q1) Origin of the Basic system of education p.34; (2) Gandhiji's philosophy of education p.43; (3) Objectives of Basic education p.45; (4) Salient features of Basic education p.46; (5) development of Basic education p.54; (6) The need felt for the establishment of Basic Training Colleges p.58; (7) aspects of Basic education found in the Basic Training Colleges p.65; (8) impact of Basic Training Colleges on the Traditional Training Colleges p.71.	
IV	The plan of work.	76
	(1) The need felt for taking up the problem p.76; (2) The method p.76; (3) Purpose of the questionnaire p.77; (4) Preparation of the first questionnaire p.77; (5) The content of the questionnaire p.77; (6) Distribution of the questionnaire p.79; (7) Follow up of the questionnaire p.79; (8) The response p.79.	,
V	Some problems connected with the organisation and administration of training colleges in India.	82
	1. The general pattern of the training colleges - (a) establishment p.82; (b)Controlling authority p.85;(c) residential facility p.88; (d) attached practising or experimental schools p.90;(e) size of the colleges p.91; (f) medium of instruction p.94. 2. The staff - (a) their strength p.96; (b) qualifications of the staff p.98.	,

CHAPTER

VI The Student - teachers - admission and selection procedures and facilities available in the training colleges.

105

1.(a) Qualifications for admission p.105; (b) Selection procedure p.108; (c) the Selection Committee p.110. 2.Facilities -(a) General facilities p.112; (b) facilities for the staff p.113; (c) facilities for the student-teachers p.118.

VII Some problems connected with the professional preparation.

128

1. The aims of the training colleges -(a) The general aims p. 128; (b) the specific aims p.131; - 2. The training programme. i(a). the general pattern p.133; (b) the adequacy and inadequacy of the training programme p.134; (c) the relative weightage p.137; (ii) Theory-(a) Subjects p.140; (b) titles of papers p.143; (c) special methods and their selection p.147; (d) qualifications for selecting the special methods p.148; (e) specialization p.150; (f) methods of teaching p.151; (g) types of class records p.152; (iii) Practice teaching - (a) the no. and kind of lessons p.153; (b) the procedure adopted p.158; (c) strength of the class for practice teaching p.160; (d) types of class records p.162; (iv) Craft Work - (a) No. and type of crafts choosen p.163; (b) nature of target in craft work p.165; (c) types of class records p.167; (v) Community life - (a) its place in the training programme p.169: place in the training programme p.169; (b) aspects of community life p.170; (c) types of class records p.174; (vi) Tutorial system - (a)its place in the training programme p.176; (b) details of the system p.177; (c) types of class records p.178; (vii) Practical and field work -(a) nature of work p.179; (b) types of class records p.181; 3. The assessment programme -(a)nature of assessment p.183; (b) valuation p.192; (c) procedure adopted for assessing teaching practice p.196; (d) the award p.200;

VIII Some relevant aspects connected with the training colleges.

203

CHAPTER

1. The research aspect -(a) provision for research section p.204; (b) details of work undertaken p.205; 2. In-service training programme or extension service Dept-(a) provision for extension service depts p.209; (b) an outline of the programme p.211; (c) its impact on the teacher-training programme p.213; 3. Evaluation of teacher-training programme p.215; 4. Relationship of the training college with other institutions-(a) practising and other schools p.218; (b) the education department p.220; (c) other training institutions p.222; (d) the community p.227; (e) trained teachers p.228; (f) specialfeatures of the colleges p.230.

PART 'B'

IX Our socialistic pattern and the consequent guiding principles and trends in teacher - education.

234

(a)Socialistic pattern of society p.235; its implications p.236; (b) responsibility of the training colleges p.238; (c) other factors affecting the aims and pattern of education p.240; (d) the impact of the changing aims and pattern of education on teacher-education programme p.246; (e) Some outstanding trends in teacher education p.248.

X . Organization and administration of the new training college - Part I.

258

- (a) Purpose of the questionnaire p.258;
 (b) the content and distribution of questionaire p.259; I.the aims p.262; II.the general pattern-(a) the new training college p.266; (b) the duration of the course p.271; (c) medium of instruction p.274; III. The administration of the training college-(a) the controlling authority p.277; (b) the strength of the college p.281; (c) attached practising or experimental schools p.283.
- XI Organization and administration of the new training college - Part II.

289

CHAPTER	• • •	PAGE
	I. The type of training college p.289. II. college staff-(a) qualifications and experience p.291; (b) composition of the staff p.300; (c) work load p.301; (d) facilities for the staff p.308. III. The trainees-(a) admission qualifications p.336; (b) selection procedures p.346; (c) co-ordination of the various selective agencies p.351; (d) reservation of seats for various categories of candidates p.355.	
. XII.	The Integrated pattern.	, 358
·	1. The strengths and weaknesses in the traditional and basic training colleges p. 358; 2. the integrated training programme p. 364; 3. the essential aspects p. 369;	
XIII.	The theoretical aspect:	3 72
	1. Subjects to be included p.373; 2. The essential requirements of teachers p.382; 3. Facilities for the advancement of theoretical knowledge p.400; 4. Records to be maintained by the trainees p.403.	
VIX	Practical Work - (1)School teaching experience.	407
	1. The present position of school experiences p.407; 2. The procedure to be adopted p.410; (a) discontinuous teaching practice in schools p.412; (b) continuous school experience pxt p.414. 3. Types of guidance and directions in the teaching work. (a) observation of lesson p.420; (b) supervised discussion lessons p.430; (c) Unsupervised lessons p.435. 4. Teaching practice of fresh candidates. 5. Criticism lessons p.440; 6. Facilities for teaching practice p.442; 7. Record in teaching practice. p.445;	
VX	Practical work - (2) Craft work.	450
•	1. Targets in craft work p.451; 2. Disposal of the craft produce p.453; 3. Utilization of the returns of craftwork p.456; 4. Facilities for craft work p.459; 5. Items of records in craft work p.461.	
XVI	Community life. 1.Its importance p.465; 2.aspects of community life p.468; 3 items of records p.478.	465

. . .

PAGE

XVII Assessment and evaluation.

481

1. Limitations of the present practice p.482;
2. the effect of the examination system on teacher education p.488; the positive aspects of examinations p.491; reforms to be introduced p.492; nature of assessment and scoring p.503; measures to bring about uniformity in the evaluation of sessional work p.509; ncomposition of the Assessment Board p.511; conditions for appearing for the final assessment p.515.

XVIII Some relevant problems.

521

I.Inservice teacher-education p.522 -(a) what is in-service teacher education p.524; (b) its importance to the teacher p.525;(c) aspects of inservice teacher education p.527; II. Follow up work p.541 (a) its importance p.542; (b) measures to be adopted p.544; III. Evaluation of Teacher education Programme p.550 (a)its importance p.551; (b) measures to be adopted p.553; iv. Research programme p.557; (a) its importance and need p.558; (b) research section p.563; v.Relationship of the training college with other institutions p.575 -(a) attached practising and other schools p.576; (b) the education dept p.578;(c) other training institutions in the country p.582; (d) training institution outside the country p.584; (e) teachers' professional associations p.587;-(f) the training colleges Association p.591.

XIX Conclusion and Recommendations.

599

I. Summary and an analysis of the existing situations p.599; II. Recommendations p.627.

Appendices.

654