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CHAPTER I
INTRODUCTION

The importance of the teacher in any educational reconstruction, especially in a democratic and socialistic order of society is undisputed. It is he who is to play the leading role in preparing the young citizens for the new society and sowing the seed of democracy in them. In fact the success of democracy and the building of a co-operative social order rests on the type of teachers that we produce. Hence, the education provided for them is to be of a very sound nature and should be in tune with the spirit of the age.

The recommendations of the various committees and commissions set up by the Government of India even before the nation achieved its independence also revealed the significance of the problem. With the emergence of the country as a free nation, the importance of the problem was still enhanced due to various factors emerging from national requirements, interests, aspirations and international influence. The inadequacy of the prevailing system of education to cope up with the new demands gave birth to a new educational philosophy, theory, technique and programme resulting in both horizontal and vertical expansion in the field of both primary and secondary stages of education. Teacher education could not remain uninfluenced and untouched by this tremendous change and expansion. It did have its repercussions on the educational programme resulting in a change of outlook in the existing training colleges and emergence of new type of training colleges called Basic Training Colleges.

Thus at the graduate level, there came into existence two types of training colleges - the Traditional and the Basic. In spite of the

new outlook, the programme in the traditional colleges still remained outmoded, theoretical and not realistic. When the schools were being considered more and more as a part and parcel of the social community, the training colleges were still lagging behind and were far from being a living force in adjusting these schools to the social community. The approach was to be both psychological and sociological and the main loophole lay in not attending satisfactorily to this aspect. Unfortunately, even in basic training colleges the pendulum swung to the other extreme with too much stress on the practical side rather than on its exploitation for educative purposes, thus resulting in lack of scientific and systematic work.

Due to these loopholes, the two types of training colleges could neither influence each other to the extent that they ought to have done nor could they satisfactorily cater to the demands of the times, and cope up with the tremendous change in the social and political life of the nation and also corresponding changes in the secondary education level. This alerted our educationists from their slumber so much so that they began to question whether the prevalent training programme was adequate enough to equip our teachers to face the new problems of the modern society and whether they were able to participate successfully in new life situations. Secondly, when lack of sufficient finances for educational purposes was staring at us, was it economical in the interests of the nation at large to continue with two types of training colleges running parallel to one another and serving similar interests? This set the ball rolling and the minds of both teachers and educationists became busy in seeking a satisfactory

solution for the same. Under such circumstances, studies pertaining to this aspect would not only be important but of immense service to the cause of teacher education as well as education at large. It is to investigate into this aspect of the problem that the present study --- "Education of graduate teachers in the Traditional and Basic Methods - an analysis of the problem and suggestions for an integrated pattern to suit our socialistic pattern of society" --- is undertaken.

The discussion of this problem was to a certain extent undertaken during the Third Conference of the Training Colleges (Official Report of Proceedings, pp.40) in 1954 and even a sub-committee was set up to go into the details. Though the Committee offered a few suggestions, the details were not worked out. Sometime ago, the Mysore Training College had also undertaken more or less a similar project but their study was confined to their State and was not on a national level.

Thus, the present work is altogether an independent venture based on findings in the teacher education programme of both Traditional and Basic Training Colleges. As a result of these findings, an integrated programme of teacher education consistent with the socialistic order of society and leading to a graduate degree has been evolved.

The entire work is the result of the findings of two questionnaires issued to the Principals of the training colleges in the country and to various educationists at home and abroad. The aim of the first questionnaire was to ascertain the prevailing conditions in both the Traditional and Basic Training Colleges. The second questionnaire - a by-product of the first - was prepared on the basis of the response received for the first questionnaire. In order to facilitate the

answering of this questionnaire, a supplement mostly based on the data collected from the response to the first questionnaire was also prepared and issued along with the questionnaire. The aim of the second questionnaire was two-fold. Firstly, it was to gather the views of the educationists and those working in the field regarding the prevailing conditions and secondly, it was to invite their suggestions for a new pattern of teacher education programme leading to a graduate degree.

Thus the entire work consists of 19 chapters divided into two parts and is based on the findings of the two questionnaires, discussions held with persons interested in the problem and study of relevant literature. The conditions prevalent in the training colleges are discussed in (8) chapters under the first part. Under the second part, the pattern and programme of training college desirable in a socialistic pattern of society is discussed in detail in (11) chapters. The questionnaires, the supplement, the list of training colleges and the bibliography are included in the Appendix.

Though the two questionnaires were prepared in great detail with a view to collect as much matter as possible, only pertinent and important aspects are taken up for discussion in the various chapters omitting the unimportant and the trivial.