

CHAPTER IV
THE PLAN OF WORK

In this chapter, the plan of work adopted for the study undertaken is given in detail under different items such as the need felt for taking up the problem, the method, purpose of the questionnaire, preparation of the first questionnaire, its content, distribution, follow-up and response.

1. The need felt for taking up the problem

As pointed out earlier, as a result of the various changes in the national and educational fields, two types of post-graduate training colleges - Traditional and Basic - existed together and ran parallel to one another. Even though the Third All India Conference of the Training Colleges pointed out the necessity of integrating them, the solution was not pushed further and the details were not worked out. In view of this, it was felt necessary to start where it was left out and to work out in detail an integrated pattern of Graduate teacher education. Hence the problem under study was taken up for research.

2. The method

In order to study the problem in detail and work out a practical solution, it was essential to have first hand information about the conditions existing in the various training institutions in the country. But due to various factors, to visit each and every college in the country for the collection of information was out of question. But a research on such an important problem could not be limited merely to the confines of the library, for in such a case there was always the danger of coming out with impracticable ideas and suggestions. Hence it was decided to collect the required information through two well planned questionnaires apart from the study of relevant literature and reports.

3. Purpose of the questionnaire

The purpose of the first questionnaire was two-fold. Firstly, it was to survey the existing conditions in the various training colleges in the country and secondly to serve as a basis for the preparation of the second questionnaire.

The purpose of the second questionnaire was also two-fold. Firstly, it was to collect the views of educationists, especially connected with teacher education, on the various aspects of teacher education as existed in the country and secondly, to elicit their opinions and suggestions for an integrated pattern. Thus with the help of these two questionnaires it was proposed to evolve a suitable pattern and programme for educating graduate teachers in the country.

4. Preparation of the first questionnaire

The first questionnaire was finalised on the basis of the criticisms and suggestions offered by a few educationists in the field to whom a trial questionnaire, evolved as a result of discussions with various educationists was sent. The number of persons thus contacted was thirteen and these included Principals, Professors and lecturers ⁱⁿ both types of training colleges, educationists in Research Institutes, co-ordinators of Extension Service Departments and Heads of Education Departments concerned with training colleges.

5. The content of the questionnaire

In addition to the usual preliminaries such as the name of the research student, problem undertaken for research and the

address and date for the return of the questionnaire etc., the actual questionnaire also included a request to send a specimen copy of the class record if they had any.

On the whole, the questionnaire consisted of 42 main questions with sub-divisions, divided into eight parts. Each part pertained to a particular aspect of the training college. The first consisting of seven questions dealt with the organization and administration of the training college. The second part, comprising of four questions, was devoted to the staff of the training college. In the third part, problems pertaining to the teacher candidate were raised in the form of four questions.

The ^{fourth} ~~fifth~~ part was the longest of all and consisted of 17 questions. Beginning with the aims, this part dealt with the programme of work of the training colleges. The system of assessment followed by the training colleges was asked through a set of four questions in the fifth part. The sixth part consisting of only one question pertained to research work. The seventh part was confined to the inservice training programme and the relationship of the training college with other institutions and covered four questions in all. The last and the eighth part provided scope for the training colleges to mention the special features of the colleges if any. The questions were thus divided into various groups covering different aspects of the training colleges. This served two purposes. Firstly, it facilitated the answering of respondents and secondly, made ~~the~~ analysis and the

tabulation work easy. All the questions were directed towards the sole aim of eliciting information regarding the existing conditions in the training colleges in the country and hence were purely informative and there was no scope for personal views, remarks or suggestions of any sort. The questions were of two types, the check-list and the open hand questions. Further details of this questionnaire could be seen in the appendix.

6. Distribution of the questionnaire

As the ~~number~~ of training colleges was not very large, it was decided to send the questionnaire to almost all the colleges in the country. As the aim of the questionnaire was only the collection of facts as existed in the colleges, it was decided to approach only the Principals. Hence, questionnaires were sent to the Principals of 120 ~~Traditional~~ and 39 Basic Training Colleges in the country.

7. Follow-up of the questionnaire

In order to make sure of the responses and with a view to expedite the replies from the Principals of the Training Colleges, the questionnaires were followed up by fortnightly reminders and this work in some cases had to be continued for nearly 3-4 months.

8. The response

The response on the whole was more than expected both quantitatively and qualitatively. The following table will reveal the number of questionnaires despatched to various colleges in different States in the country and the responses received :

Table No.1

Number of colleges to whom the questionnaires were sent and the response received

S. No.	Name of the State	Traditional Training Colleges		Basic Training Colleges		Final Total	
		No.ap-proached	No.res-ponded	No.ap-proached	No.res-ponded	No.ap-proached	No.res-ponded
1.	Andhra Pradesh	10	4	1	1	11	5
2.	Assam	2	-	1	-	3	-
3.	Bihar	3	-	4	1	7	1
4.	Delhi	2	2	1	1	3	3
5.	Gujarat	5	3	3	2	8	5
6.	Himachal Pradesh	-	-	2	1	2	1
7.	Jammu & Kashmir	3	2	-	-	3	2
8.	Kerala	6	5	1	-	7	5
9.	Madhya Pradesh	6	3	4	1	10	4
10.	Madras	14	11	2	1	16	12
11.	Maharashtra	12	8	2	2	14	10
12.	Mysore	7	4	1	1	8	5
13.	Orissa	1	1	1	1	2	2
14.	Punjab	16	6	10	4	26	10
15.	Rajasthan	2	2	2	2	4	4
16.	Tripura	-	-	1	-	1	-
17.	Uttar Pradesh	23	7	2	1	25	8
18.	West Bengal	8	2	1	1	9	3
Total		120	60	39	20	159	80
Response		50%		above 50%		above 50%	

The above table reveals that the response from three States viz., Delhi, Orissa and Rajasthan was cent percent and from seven States viz., Gujarat, Himachal Pradesh, Jammu & Kashmir, Kerala, Madras, Maharashtra and Mysore, the response has been more than 50%. Out of the remaining eight States, from Andhra Pradesh and Madhya Pradesh the response is between 40 and 50%. As such from only six States, the response is somewhat below expectation. But even out of these, in three States the response is between 30 and 40%. Assam and Tripura are the only States whose response is practically nil. On the whole, it is to be inferred that the percentage of response from both types of colleges has exceeded our expectation.

The real task begins only with the study of various answers to the questionnaire and the following four chapters are devoted to this end. The chapters immediately following this will deal with the organisational and administrative aspect of the training colleges while the chapters that follow next will be devoted to the student-teachers and facilities available in the training colleges, training programme and other relevant problems connected with it.