

CHAPTER ⁸² V

SOME PROBLEMS CONNECTED WITH THE ORGANISATION AND ADMINISTRATION OF TRAINING COLLEGES IN INDIA

As stated in the previous chapter, this chapter is devoted to the study of some of the problems connected with the organisational and administrative aspects of training colleges in India based on the responses received from the various training colleges. The order of discussion as far as possible, will correspond to the order of questions in the questionnaire except in certain cases where some of the questions are taken up with relevant items.

For convenience, the discussion is divided into two parts. In the first part, mostly the matters connected with the general pattern are discussed. This includes the establishment of the colleges, their controlling authority, residential facility, attached practising or experimental schools, size of the colleges, duration of the course and medium of instruction.

The second part mainly deals with those aspects which are connected with the staff of the training colleges. These aspects relate to the number of staff members and their qualifications.

1. The General pattern of the training colleges

(a) Establishment

In our country, there are at present two types of training

colleges for graduates - Traditional and the Basic. As regards their establishment, they may safely be classified as

- (1) those that existed before 1937,
- (2) those that came into existence between 1937 and 1947,
- and (3) those that were established after 1947.

Under the first category, there are roughly 18 training colleges; under the second category there are about 20 colleges of which one is a Basic Training College. Falling under the last category, there are roughly 72 colleges out of which 59 colleges are of the traditional type and 13 of the basic pattern. There are still 26 colleges (21 traditional and 5 basic), whose dates of establishment could not be traced. The above facts are arrived at from a study of the Directory of Post-Graduate Teacher Training Institutions in India, and from the data collected from the answers to the first questionnaire.

Looking into the above figures we find that the number of training colleges that came up during the second period (1937-47) is not very significant as compared to the third period. This may be due to a number of factors, the main being, perhaps, political. It was a period of uncertainty and political disturbance and hence a crucial period in the history of education also. But it was all the same an important period, for this was the period of the birth of an important educational revolution in our country and this is reflected, even though in a very meagre manner, in that solitary

figure of a Basic Training College established during this period. We thus find that the Basic Training Colleges began to be established only from 1937 onwards.

Coming to the post-independence period, it is found that within a short span of 13 years, not only the number of Traditional Training Colleges has shot up considerably but even the Basic Training Colleges have increased and according to the figures available from various sources, there are at present more than 120 Traditional Training Colleges and about 30 Basic Training Colleges in the country. But the main reasons for this expansion are not far to seek. The nation had become independent and the people had their own Government. Secondly, education became a State subject and this enabled the State Governments to think of their needs in the teacher training field also. Thirdly, elementary and secondary education expanded to such an extent that expansion in teacher education became inevitable. In addition, with the awakening of national consciousness and due to the developing educational trends in the advanced countries of the world as well as in our own country, the people also became aware of the importance of teaching as a profession. All these factors contributed to the rapid rise in the institutions for teacher education.

But when we consider the expansion aimed at during the Third Five Year Plan even this increase is far from satisfactory nor is it sufficient to cope up with the new situation. Moreover, quantitative increase will not alone solve the problem. In order to meet

the rising situation, qualitative progress should go hand in hand with the quantitative rise. In the Third Five Year Plan, great stress is laid on the educational development in the country.

According to the proposed plan:

" The three main directions in which it is proposed to continue the reorganisation of secondary education during the Third Plan are to increase the facilities for science education, to improve the multi-purpose schools established during the Second Plan and increase their number to a limited extent, and to set up new secondary schools as higher secondary institutions and to convert the existing institution to this pattern.

By the end of the Third Plan, there will be about 9000 higher secondary schools of such a type, accounting for one-half of the total number of secondary schools?"

(125 : 1 and 8)

In addition, a number of model Basic schools are also proposed to be set up in the urban areas. In order to achieve these targets, it is estimated that 400,000 additional teachers are required and during the Third Plan period it is proposed to train at least 80% of them and the rest to be offered short-termed training courses. And it has also been pointed out that in order to achieve this end "training facilities will be expanded for teachers through the development of existing institutions."

(125 : 1 and 8). Thus with such plans ahead, the responsibility of the training colleges is all the more enhanced.

(b) Controlling authority

We now come to that aspect which is rather interesting perhaps due to the variety that is involved in it. Among the Traditional Training Colleges, there are three types :

- (1) Independent colleges.
- (2) Sections of Arts Colleges.
- (3) Departments of Universities.

There are four different authorities controlling these colleges and these are the Central Government, the State Government, the Universities and Private Agencies.

The following table shows the number of training colleges under different administrative control:

Table No. 2

The Controlling Agency

S. No.	Item	No. of Traditional Training Colleges	No. of Basic Training Colleges	Total
1.	The State Government	23	15	38
2.	Private Agency	25	5	30
3.	The University	11	-	11
4.	The Central Govt.	1	-	1
	Total	60	20	80

From the table, it is clear that there is only one Training College of the traditional type which is directly under the Central Government and it is a constituent college of the University. Out of the remaining Traditional Training Colleges about 80% of them are under Private Agency and the State Governments. Less than 20% of the colleges are under the Universities and these include both sections of Arts Colleges and University Departments of Education.

As regards Basic Training Colleges, they are either under the State Governments or the Private Agencies and out of these, 75% of them are under the State Governments.

In the majority of cases, there is a duality of control. The administrative control is vested in one agency and the academic control in another agency. Most of the colleges are directly under the administrative control of either the State Governments or the Private Agencies and the academic control is vested in the Universities. Only the Departments of Universities and the sections of Arts Colleges which are under the universities are both academically and administratively controlled by the universities and in these cases, there is only a single controlling authority. But these colleges number far less than those under double control.

As regards the Basic Training Colleges, as noted above, they are mostly under the administrative control of the Education Departments or Private Agencies and for academic purposes also they are controlled by the State Departments of Education. But there are exceptions to this. In some states as Punjab, Madhya Pradesh, Orissa and Maharashtra, the Basic Training Colleges though under the State Governments, are academically controlled by the Universities.

Thus from the answers, it is revealed that there is not a single controlling authority managing both the types of colleges. And even with regard to a particular type, there is great variation.

The variety of controlling agencies and the duality of control have actually given rise to a number of differences. Firstly the heads of the double controlled colleges have to serve and please

two masters at a time which is rather embarrassing where as those under single control have no such situation to face. Secondly, the staff of the Government or privately controlled colleges are placed on a different footing as far as their salary, service conditions and promotions are concerned. The advantages that they enjoy vary from those enjoyed by the staff directly under the university authorities. Thirdly, the development of these colleges, being controlled by the financial limitations of the different State Governments and Private Agencies, also differs from those under the universities. Thus there is a great disparity among the various colleges as regards standards, amenities and status.

(c) Residential facility

This aspect is assuming greater importance under the present context especially due to the impact of Basic education on the teacher training programme. The following table will throw light on the facilities prevalent in different training colleges :

Table No. 3

Residential facility

S. No.	Items	No. of Training Colleges		Total
		Traditional	Basic	
1.	Partly-residential	40	4	44
2.	Residential	10	16	26
3.	Non-residential	10	-	10
	Total	60	20	80

The above figures reveal that 67% of the Traditional Training Colleges are partly-residential. Out of the remaining, the number of residential and non-residential colleges are equal. From this it may be inferred that a very few Traditional Training Colleges insist on all the trainees living in the hostels or, in other words, make hostel life compulsory for all. In a majority of these colleges, living in hostels seems to be left to the option and convenience of the trainees. Thus, only those with no other facility are compelled by circumstances to reside in the hostels. We thus see that hostels are attached to Traditional Training Colleges only as a matter of convenience and have no other deeper significance.

Coming to the Basic Training Colleges, it is found that 80% of them are residential. Even out of the remaining 20%, not a single Basic Training College is non-residential but is partly-residential. Out of these, two are grouped as partly-residential because no provision is made in the hostels for female candidates and are meant for male candidates only. Hence the question of option does not arise here but is only an administrative problem. Even here, if hostels were provided for female candidates, perhaps, living in the hostel might have been made compulsory for them.

From the above data, we may infer that as far as most of the Basic Training Colleges are concerned, hostel life is compulsory for the trainees.

(d) Attached practising or experimental schools

It has been very well pointed out by almost every Commission and educationist that unless the theoretical aspect is tested in the practical field, it has no educational value and is of little significance. This aspect assumes greater importance in modern times because of the changing trends in educational theory and in view of the new developments in the field of elementary and secondary education and the orientated outlook with regard to teacher education. As the test of the pudding is in the eating, so also the test of the pedagogical theory lies in its proper comprehension and practical implementation. And this is greatly facilitated by the attachment of practising ~~at~~ experimental schools to the training colleges. The following table exposes the existing condition in our training colleges as regards this aspect.

Table No. 4

Attached practising or experimental schools

S. No.	Item	Training Colleges		Total
		Traditional	Basic	
(a)	No. of colleges having practising or experimental schools attached	43	13	56
(b)	No. of colleges not having practising or experimental schools attached	15	-	15
(c)	No. of colleges that have not stated the actual position	2	9	11
	Total	60	20	80

From the above data, it is clear that out of the total number of Traditional Training Colleges that have responded to the questionnaire, three-fourths of them have practising or experimental schools attached to them and only one-fourth of them do not have any schools attached to them. Out of these 43 colleges, all of them have stated to have practising schools and one training college has an experimental school and this school is not of the traditional type but a Basic School of 8 grades. In some cases, more than one practising schools are attached to a training college.

As far as the Basic Training Colleges are concerned, 65% of them have practising schools under them. Yet, the position in 35% of the colleges is not clear. One college has stated to have an experimental school attached.

There are many factors which play their part under such circumstances and the main reason may be attributed to a variety of authorities controlling the different training colleges and hence to expect any uniformity in their organisation is simply out of question.

(e) Size of the college

The size of the college or the enrolment limitation in a college is an important aspect on which depend many other vital issues. The factors that control the enrolment limitations are the administrative authority and finances. On this depend adequate and suitable staff, necessary equipments and facilities for training and proper accommodation. To this list we may also add yet another

point and that is the securing of a proper head to run the show efficiently. Thus the size of the college cannot be viewed apart from all these factors.

The following figures will give us a bird's eye-view of the existing conditions in some of the training colleges in the country.

Table No. 5

The enrolment limitation

Strength of the College	No. of Training Colleges		Total
	Traditional	Basic	
25 - 50	5	4	9
51 - 75	9	2	11
76 - 100	24	6	30
101 - 125	6	1	7
126 - 150	9	3	12
200 - 240	4	-	4
Not stated	3	4	7
Total	60	20	80

The above table reveals that we have a variety of figures and the enrolment limitation ranges from a very small figure of 25 to a huge figure as 240. Further, in the majority of the colleges of both types, the range is between 76-100. The figures also indicate that in about 15% of the traditional colleges, the enrolment limitation ranges from 51-75 while in another 15%, the range is between 126 and 150. But in Basic Training Colleges, the next in order is between 25-50 and there is no college where the enrolment limitation goes beyond 150 while in Traditional Training College it reaches upto 240.

The following table reveals the various controlling authorities of the colleges with different enrolment limitations.

Table No. 6

Controlling authorities and enrolment limitations

Enrolment limitations	Controlling authority								Total
	Central Govt.		State Govt.		University		Private		
	N.B.	Basic	N.B.	Basic	N.B.	Basic	N.B.	Basic	
150	1	-	3	2	1	-	3	1	10
100	1	-	4	4	2	-	8	2	21
80	-	-	1	-	1	-	5	-	7
50	-	-	1	2	-	-	1	1	5
Total	1	-	9	6	4	-	17	4	43

The above figures indicate that the enrolment limitation varies from authority to authority and State to State.

It may be inferred from these tables that apart from the controlling authority, there are other factors as finance, strength of staff, equipment, facilities available in the colleges and standard of efficiency etc., which also play their part in determining this aspect.

As far as the duration is concerned, there is not much difference between the Traditional and the Basic Training Colleges. It is roughly one academic year covering actually only 7 to 8 months of working days. But the real problem is whether with the demands of the time, will this period be sufficient enough for the imparting of a satisfactory training to the trainees, and if a change is to be

visualized, what shape should it take.

(f) Medium of instruction

This aspect has assumed a greater importance in the post independence era and there has been and is still much discussion about it. The controversy at the lower stages has cooled down but is still heated at the higher stages of education and especially at the university stage, it has not reached any definite satisfactory conclusions.

At present there are four languages which are used for imparting education in the training colleges and the following table throws some light on this problem.

Table No. 7

The medium of instructions

S. No.	Item	No. of colleges		Total
		Traditional	Basic	
1.	English	50	10	60
2.	Regional language	5	6	11
3.	Both English and Hindi or Urdu	3	2	5
4.	Hindi	2	2	4
Total		60	20	80

In a majority of the colleges, the medium of instruction is English. In some colleges, both Hindi or Urdu and English are used as media. As far as the regional languages are concerned, the respective State languages are adopted. In almost all the colleges there already exists provision for two languages. While theory is

dealt with in English, practice teaching is carried on in the regional languages. Also, there are some colleges where even though teaching work is done in English, the trainees are allowed to answer their examination either in English or in Hindi or in the regional language. Thus a variety of practices exist in various parts of the country.

When there is so much of controversy over this language problem, are we to continue with the existing pattern in our training colleges or is it necessary and appropriate to think of a change? Should the training colleges have only one medium or should two languages be allowed as it is existing in some of the colleges? If this pattern is accepted, which two languages should be encouraged? When the medium at the elementary and secondary level has changed, is it desirable to effect a change at the training college level also? If the medium is changed from English to any other language, will the relationship now existing between the various colleges in the country remain the same? Will the training colleges then be able to maintain the same status in the educational field? How will the change affect the trainees from different parts of the country? Will the college still be able to assume the educational leadership that is apportioned to it? Considering the various aspects of the problem, what will be the best medium for the training college? In considering this problem, should language controversy be given all importance or should the interests of teacher-education be safe-guarded? These are some of the problems that crop up with the language issue especially

when it is connected with the teacher-education programme.

2. The staff(a) their strength

The number of staff-members appointed in a training college depends on the needs and requirements of the college, the financial provision for the same, the enrolment limitation, and the maintenance of some general standards of efficiency in the college. Hence this varies from place to place and from college to college. Let us now have a look at the ratio in some of the colleges. These ratios are confined to the teaching staff only and exclude the art, craft and other instructors.

Table No. 8
The student-teacher ratio

Item	No. of colleges		Total
	Traditional	Basic	
20 : 1	3	1	4
19 : 1	1	-	1
16 : 1	2	-	2
15 : 1	4	-	4
14 : 1	2	1	3
13 : 1	4	2	6
12 : 1	8	-	8
11 : 1	2	-	2
10 : 1	23	6	29
9 : 1	2	2	4
8 : 1	5	2	7
7 : 1	2	2	4
6 : 1	1	2	3
Not stated	1	2	3
Total	60	20	80

The above figures reveal a great variation in the ratio. But in 38% of the Traditional and 30% of the Basic colleges, the ratio is 10 : 1.

From the above table, the other points also emerge. Firstly, those colleges which have a particular ratio do not all have the same strength. Secondly, those with the same strength do not all have the same student-teacher ratio. This is made more clear by the following table.

Table No. 9

The student-teacher ratio as against the strength of the college.

Student teacher ratio	Enrolment limitations										
	50	60	64	80	100	110	120	128	150	200	240
	T. B.	T. B.	T. B.	T. B.	T. B.	T. B.	T. B.	T. B.	T. B.	T. B.	T. B.
	T. T.	T. T.	T. T.	T. T.	T. T.	T. T.	T. T.	T. T.	T. T.	T. T.	T. T.
	C. C.	C. C.	C. C.	C. C.	C. C.	C. C.	C. C.	C. C.	C. C.	C. C.	C. C.
10 : 1	1-2			7-0	10-4	1-0	2-0		2-0		
12 : 1		2-0			5-0			1-0			
13 : 1			0-1		2-0		1-1		1-0		
20 : 1					0-1				1-0	1-0	1-0

T.T.C. : No. of Traditional Training Colleges.

B.T.C. : No. of Basic Training Colleges.

From the above table we find that so far as the Traditional Colleges are concerned, those with a student-teacher ratio of 10:1, the strength varies from 50 to 150 and in those with a student-teacher ratio of 20:1, the strength varies from 150 to 240, in those with a ratio of 12:1, it varies from 60 to 128 and with a ratio of 13:1, it varies from 100 to 150.

In the Basic Training Colleges with a ratio of 10:1, the

strength varies from 50 to 100, while in those with a ratio of 13:1, it varies from 64 to 120.

Let us now look into the other side of the picture. Those colleges having the same strength have different student-teacher ratio. Taking the strength 100, we find from the above table that the ratio varies from 10:1 to 13:1 while in the Basic Training Colleges it varies from 10:1 to 20:1.

Thus it is found that both with regard to student-teacher ratio and the strength of the colleges, there is no uniform approach to the problem and hence varies from place to place and from college to college.

(b) Qualifications of the staff

The staff of a training college is no less important than its trainees. In fact they are more important for they are the teachers of teachers. The success of the entire programme of the training college depends upon their worth, skill, vision etc.

Looking into the answer from the various training colleges, it is found that in no Traditional Training College, graduation is accepted as the minimum qualification. The minimum is either a trained graduate or a Master's degree in education (M.A. in Edu.) or in any school subjects. In some colleges, the minimum qualifications stressed are M.A./M.Sc., B.T. or B.Ed., or B.A./B.Sc./B.Com., and M.Ed. Some colleges are staffed with foreign qualified persons and Doctorate Degree holders. Thus as far as the academic qualifications of the staff of these colleges are concerned, it is not disappointing.

Coming to the Basic Training Colleges, it is revealed that

in some, the minimum qualification accepted is a mere graduation. But this is not the state of affairs in all the colleges. There are Basic Training Colleges where nothing short of a Master's Degree is accepted as the minimum qualification. In addition to graduation or Master's degree, stress is also laid on qualifications or training in Basic education. These are with regard to the general subjects.

Coming now to the special aspects of the two types of colleges, we find that in Traditional Training Colleges, the physical instructor, besides holding a graduate degree, has a diploma in physical education. Some have even foreign qualifications in this field.

In Basic Training Colleges, as physical education is not divorced from other aspects of the programme and since it is not taken as a separate entity, we do not find in general, any specially qualified member of the staff for this purpose. But there are exceptions also. In certain colleges there are staff members specially for this aspect of education and the qualification insisted is the same as the one recognized by the Traditional Training Colleges.

Now coming to the craft aspect, it is found that this is only a side show in the Traditional Training Colleges and the staff managing this show are called Manual Instructors. Neither is it an important aspect of the training programme nor is it an examination subject. But all the same different colleges have different crafts like weaving, agriculture, wood-work, book-binding,

leather-work, fret-work, card-board modelling, metal-work, clay modelling and lettering. The qualifications of the instructors handling these crafts also vary from place to place. As regards weaving, the qualifications vary from matriculate trained in the craft to Master's degree holders with teaching degree while in agriculture, it varies from a degree in agriculture to merely a trained graduate. As far as wood-work is concerned, there seems to be a great variety as diploma holders in the craft, matriculates and intermediates trained in the craft, mere graduates, trained graduates and trained graduates with basic training. Coming to book-binding and fret-work, it is found, that the qualifications range from mere wide experience to matriculates with craft training to trained graduates. Those handling leather work, card-board modelling and metal work, are trained in the respective crafts and in some cases diploma holders in Basic education. With regard to clay modelling, we find both matriculates as well as trained graduates trained in the craft. Lastly, as regards 'lettering', middle-trained persons are in charge.

Coming to the Basic Training Colleges the picture is somewhat different. Here, craft is a very important aspect of the training programme and also has an examination value. The importance attached to it is something entirely different from that of the Traditional Training Colleges. It is taken as both main and subsidiary craft but even here, we find a wide variety in the qualifications.

We have both spinning and weaving in the Basic Training Colleges. While the qualifications for weaving varies from matriculation with craft training to Master's degree with teaching degree, for spinning, we find from mere diploma holders in the craft to Master's degree holders with training in Ambar Charka. As far as agriculture is concerned, the qualifications is not disappointing for we find most of the persons handling the craft are either diploma or degree holders in agriculture and some are even trained agricultural graduates and Master's degree holders, while for kitchen gardening, there are only matriculates with training in agriculture. Coming to wood-work and leather work, it is found that it ranges from non-matriculates trained in the craft to trained graduates and Master's degree holders with diploma in Basic education. As regards flower-making and modelling, mere wide experience is accepted while regarding metal work, toy-making, basket making and mat weaving, training in the craft is the qualification. The qualifications vary from matriculates trained in the craft to diploma holders in the craft and in Basic education as far as card-board modelling is concerned. While for clay modelling, there are instructors merely trained in the craft as well as trained graduates with diploma in clay work. Lastly, as far as sheet-metal work and smithy are concerned, we have graduates with degree in mechanical engineering as well.

Therefore we see that as regards crafts, not only there is

a wide variety of qualifications but ranges from ordinary matriculation to the Master's degree and from mere wide experience to proper technical training. The above facts reveal that there does not seem to be any minimum qualification stressed for this purpose either by the Traditional or by the Basic Training Colleges as in the case of the teaching staff. Perhaps, this may be due to dearth of proper trained personnel in this field. It seems that whatever staff is readily available is made the best use of by both the colleges.

Art Instructors

Looking into the position of art instructors, we find that most of the colleges, both Traditional and Basic have an art instructor each on their staff and in some colleges, there are two to deal with this subject. As regards their qualifications, we find here also a wide variety and this is revealed by the following table :

Table No. ¹⁰³10

Qualifications of art instructors

S. No.	Qualifications	No. of Training Colleges		
		Traditional	Basic	Total
1.	Matric and Diploma in Art	8	9	17
2.	G.D. Art	6	-	6
3.	Drawing Master's Diploma	5	-	5
4.	Diploma in Art and Higher Tech. Teacher's Certificate	5	-	5
5.	B.A. (Music) and B.Ed.	2	3	5
6.	Tech. Teacher's Certificate	4	-	4
7.	Art Master's Certificate	4	-	4
8.	Group Certificate in Drawing and Tech. Teacher's Certificate	4	-	4
9.	^{Free Hand} Free and Design Drawing (Higher Grade) and Painting (Lower Grade)	4	-	4
10.	B.A., B.T.,/B.Ed.	4	-	4
11.	B.A. and Dip. in Art and Crafts	3	-	3
12.	Graduation	-	3	3
13.	B.A. Visharad in Music	2	-	2
14.	M.A., B.Ed., and Dip. in Arts	2	-	2
15.	Middle Trained	2	-	2
16.	D.T.C., A.P.	2	-	2
17.	D.T.C.	1	-	1
18.	B.A., B.T., R.D.S. (London)	-	1	1
19.	Non-Matric, Trained in Arts and Crafts (Calcutta) and at the Institute of Education, London	-	1	1

Even here, as in the previous case, the qualifications in the Traditional Training Colleges range from ordinary middle trained to Master's degree with technical qualification. There are also persons with mere general qualifications and without any technical qualifications.

As far as Basic Training Colleges are concerned, the position is similar to that in the other colleges. The qualifications range from non-matriculation to graduation and even foreign qualifications as far as technical qualifications are concerned.

But unlike the craft instructors, art instructors in the two types of colleges are not accepted on mere wide experience. Some sort of definite qualification seems to be insisted upon even though there does not seem to be any minimum fixed. This is as far as the existing conditions in the training colleges with regard to the staff on the whole are concerned.

In the next chapter, the question of student-teachers and the types of facilities available in the training colleges are dealt in detail.