

MAJOR FINDINGS AND RECOMMENDATIONS

"A good programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions. In the absence of other influences, a teacher tries to teach in the way in which he himself was taught by his favourite teachers and thus tends to perpetuate the traditional methods of teaching. In a situation like the present, when new and dynamic methods of instruction are needed, such an attitude becomes an obstacle to progress. It can be modified only by effective professional education which will initiate the teachers to the needed revolution in teaching and lay the foundations for their future professional growth. First-rate teacher-training institutions can thus play a crucial role in the development of education."

- Kothari Education Commission
(1964-66)

CHAPTER

MAJOR FINDINGS AND RECOMMENDATIONS

9.1 INTRODUCTION

From its earliest beginning in 1935 to the present, Gujarat's training college has changed remarkably. It was born entirely under the British influence and it grew also under the British influence. But after a growth of a decade and a half, it began slowly moving out of the crippling British influence and began to develop on its own. But it cannot escape the basic structure it has inherited. It has taken time, and will still continue to take some time more before it can bring about revolutionary changes in its organisation, administration, programming and evaluation. The American influence has begun to have its impact on the system of teacher education in Gujarat slightly between 1955

and 1965, but more prominently after 1965. These influences came generally through a large amount of American literature on teacher education finding an entry into the libraries of colleges and universities, and the visits of some American teacher educators under one programme or ^{the} other. The Departments of Extension Services set up ^{at} Baroda and Ahmedabad by the All India Council of Secondary Education with the help of American T.C.M. and Ford Foundation, brought considerable American influence on teachers' colleges. But the greatest impact of *the* American ideology and practice was through the visits to the U.S.A. by some leaders of teacher education in Gujarat, especially Professor T.K.N. Menon, Professor M.S. Patel and Professor D.M. Desai from Baroda, Professor R.S. Trivedi and Dr. D.B. Desai from Vidyanagar, Dr. K.G. Desai and Dr. Champa Bhatt from Ahmedabad and some other teacher educators from other centres of teacher education in Gujarat.

In the sixties, the influence of the N.C.E.R.T., Delhi, had also begun to work. But its impact was not as much in Gujarat as it was in other States. The probable reason was that the leadership at Baroda, Vidyanagar and Ahmedabad was in itself upto date, better academically and professionally equipped than many of the officers of the Department of Teacher Education, N.C.E.R.T. and had more dynamism and boldness to make break-through and give new dimensions and directions to the teacher education programme at the colleges of education.

Unfortunately, the leadership in Ahmedabad, North Gujarat and Saurashtra took a conservative stand in many issues and adopted a 'go slow and cautious policy'. That is why progressivism in teacher education has largely remained in operation in Central and Southern Gujarat. The Northern and Western Gujarat are indeed moving forward but comparatively at a slower pace than the Central and Southern Gujarat do.

Baroda and Vidyanagar continue to be the centres of new ideas and new practices in teacher education. Ahmedabad has been losing its leadership. There are some prominent teacher educators in Ahmedabad like Dr. K.G.Desai, Dr. Champa Bhatt, Shri N.U.Trivedi, Shri Ghanshyam Parikh but their leaderships seem to have begun to lose impact. Some new leadership has emerged in North Gujarat - Dr. Daudbhai Ganchi stands out among these leaders ~~from~~ prominently. The leadership centre in Saurashtra is Aliabada with Dr. G.P. Bhatt as its architect, engineer and builder. Many of these leaders are products of Baroda. Baroda's leadership has been considerably strengthened with the coming of Dr. M.B. Buch in the C.A.S.E. It appears at present that Baroda is going to have a larger impact on the future shape that the teacher education in Gujarat will likely take. The ~~labour~~ of Professor T.K.N. Menon in trying to develop Baroda as a strong centre of teacher education have largely succeeded. About 90 per cent of the present leadership in different parts of Gujarat has come from the Baroda Teacher

Education Centre and the leaders all at one time sat at the feet of this great teacher and architect of the teacher education movement in Gujarat.

In Section 9.2, the major findings of this research study will be summarised. As the chief purpose of research on the education of teachers is to improve the programmes of teacher preparation, in Section 9.3 recommendations will be listed to improve the major aspects and facets of teacher education in Gujarat. These recommendations will be largely based on the findings of the present study and the discussions the Investigator had with the principals and the staff members of the colleges included in the Case Study, and the views of the experts he had gathered, but they will also reflect the views, opinions, and suggestions made at various Seminars and Conference held in Gujarat State as well as in different parts of India. An attempt will be made to cover, in these recommendations, the organisation, administration, finances and programming aspects of teacher education for high school teachers.

9.2 MAJOR FINDINGS

The study has attempted a probe into several aspects of teacher education programme for secondary school teachers in Gujarat State. The inquiry is focused on the background of the origin of teacher education in Gujarat, the early years of

its connection with the secondary teachers' college, Bombay, the establishment of the first S.T. College in Baroda by the former Government of Baroda, the coming on the scene of the colleges at Ahmedabad (A.G.Teachers') and Porbunder in the fifties and the subsequent expanding family of teachers' colleges and the community of teacher educators. Several determinants of the beginning of the teacher education movement in Gujarat have been identified. Other aspects like the social background of student-teachers, background of college staff, curriculum development, factors that favoured or hindered curricular changes have been examined in historical perspective. Then the whole spectrum of the current functioning of the secondary teachers' colleges in Gujarat - the college plant, student-teachers, the staff, the B.Ed. programme, the finances - has been examined through field survey and inquiry. The major findings of the study are given below chapter-wise from Chapter II onwards, as Chapter I was about the research design and the scheme of the research report.

Chapter II

- (1) In the nineteenth century in Gujarat the highest and strongest stress at the secondary stage was on the teaching of English as a subject and the use of English as a medium of instruction. Therefore, premium was put on the secondary teachers' knowledge of English and his/her ability to teach different subjects of school curriculum through English. A university degree was,

therefore, considered quite enough for one who wanted to be a teacher in a secondary school.

- (2) The idea that a secondary school teacher should have professional training in the art and science of teaching was resisted and opposed by Government.
- (3) In the nineteenth century, there was no possibility of any educational development that did not see eye to eye with Government's views and policy.
- (4) The expectation of the society and ^{the} school in the nineteenth century was only mastery of the subject matter; the skill in teaching did not bother ^{the} State, society or schools.
- (5) A slight change came in the attitude of Government in the closing decades of the nineteenth century. The First Grade English Schools were assigned partly the functions of the secondary teachers' colleges.
- (6) The Government's opposition to the training of secondary school teachers was guided by the British practices which did not favour training for high school teachers.
- (7) The attitude of the Provincial Government to teacher education changed under the pressure from Central Government. A beginning in secondary teachers' education began with the introduction of the S.T.C. Examination of the Education Department in 1899.
- (8) The Provincial Government's policy to the training of secondary education began to change after 1904, under the strong pressure of the Central Government of Lord

Curzon. The S.T.C.D. Diploma was instituted in 1906 which continued upto 1923 when the B.T. degree of the Bombay University was instituted.

- (9) Most of the student-teachers of the S.T. College, Bombay came from Government High Schools. The number of teachers from Gujarat admitted in the S.T. College was very small.
- (10) The first teachers' college in Gujarat was established by the former Baroda State Government in 1935.
- (11) The early assistant teachers of English Schools came mostly from the community of Nagar Brahmins and from the Parsis community.
- (12) Most of the secondary teachers of Gujarat in the later half of the nineteenth century were persons of deep scholarship, dedication to the teaching profession and of great moral character. The standards of secondary schools were pretty high because of the scholarship of teachers who taught in schools and because of the highly motivated character of the pupils of those days. Most of the students came from families where there was long tradition of learning and reverence for knowledge.
- (13) The expansion of secondary education gathered momentum after 1921. Most of the secondary school teachers till 1921 were men because the higher education of women in Gujarat had begun to develop, and that too very slowly, after the first decade of the twentieth century.
- (14) High school teachers from castes other than Brahmins had begun to be recruited in the latter half of the twenties.

- (15) Till the sixties, private enterprise was reluctant to establish secondary teachers' colleges because of great financial deficit the managements were likely to incur in operating them.
- (16) The secondary teachers' college in Gujarat was born under the British influence and grew up in the British influence. The British ideology and practices determined the organisation, administration and programme of the teachers' college in Gujarat. The limited finance that was available to operate the college restricted its scope and development.

Chapter III

- (17) In 1938, at the S.T. College, Baroda, 88.89 per cent of teacher trainees came from urban areas and only 11.11 per cent from rural areas. By 1945, the entrants to the S.T. College, Baroda, from rural high schools had increased to 48.62 per cent. In 1951, the entrants from rural high schools had increased to 60 per cent as against 40 per cent from urban areas. The women entrants, however, continued to be largely from cities. In 1951, 12 out of 13 women student-teachers at Baroda were from cities. At the A.G. Teachers' College, Ahmedabad, in 1952, the first year of its operation, 70 per cent of the trainees were from urban areas; in 1959 the percentage of teacher trainees from rural areas had grown from 30 per cent in 1952 to 63 per cent. By 1960, the climate for teacher

education had fairly spread in rural areas of Gujarat.

Both at Baroda and Ahmedabad more than half women teachers were local.

- (18) The mean per cent of the rural students at Baroda during the period 1961-1971 was 55.49. At Ahmedabad (A.G. Teachers') it remained still higher. At Surat, the student-teachers from urban areas dominated. Most of the women student-teachers during 1961-71 period continued to come from urban areas at the College of Education at Baroda, Ahmedabad and Surat.
- (19) In the thirties, the mean age of the entrants to the college of education was 28.80 years. In forties, it slightly increased - it had become about 31 years; in fifties it was between 34 and 35 years. (The bulk of the student-teachers belonged to the age-group 25-35 years). In sixties a new trend of the more younger students below the age of 25 years had emerged.
- (20) After 1950, the percentage of women student-teachers began to increase. It was 12.0 per cent in 1945; it became 15.34 per cent in 1952 and 24.67 per cent in 1959. In 1971, it ranged from 26.9 per cent at A.G. Teachers' College, Ahmedabad to 55.7 per cent in Baroda; the average for Gujarat was 40.36 per cent in 1971.
- (21) Between 1938 and 1945, out of every 10 student-teachers admitted at Baroda, 9 were Hindus and 1 was either a Parsi or a Muslim or a Christian. Among the Hindus,

around 90 per cent were from higher castes, the bulk came from the Brahmin and the Bania community. In the fifties also the Brahmins and Banias still continued to be the largest caste-group, but other caste-groups, (viz. the Patidars from the advanced community) and from the lower caste-groups had also begun to come into prominence. The females were largely from the Brahmins and Banias, Hindu castes and from the Parsis and Christian communities. In 1971, in the College at Baroda, Ahmedabad (A.G. Teachers), and Porbunder, the Brahmins, the Banias and the Patidars constituted the bulk of the student population. The teacher-trainees from lower Hindu caste-groups have been on an increase, but their proportion still continued to be small. The trainees from the Christian, Muslim and Parsi communities still continued to be small.

- (22) It appears that during the forties, the criteria for admission of trainees were mainly three, viz. (i) the deputation by State Governments, (ii) seniority, and (iii) experience. All women applicants were ordinarily straightway admitted. In fifties and sixties, the demand for admission in teachers' colleges lost its intensity, because of more colleges coming into existence. The admission procedures, therefore, lost their earlier vigour. However, the trainees continued to be selected on the basis of their qualifications, experience and recommendations. Women candidates also had to face

interviews, but they did not have much difficulty in getting admission. After 1965, the pressure for admission to the B.Ed. programmes have^d grown at certain centres, particularly the old well established institutions. At these centres, the admission procedures have been made vigorous based on tests, interviews and academic qualifications. In the last five years, even private graduates have begun to be admitted to the B.Ed. programme provided they satisfy the college authorities in interviews and tests.

- (23) Teacher education courses were mostly borrowed from England. The programme drew inspiration from the British ideology and practices.
- (24) The first B.T. ^{degree} ~~College~~ was introduced in 1923 at the Bombay University. It had three focal points, viz.
- (i) Science of Education, (ii) History of Education and (iii) Practice of Education. Theory and practical examinations carried equal weightage. The training programme was not evolved to suit the needs of the Indian secondary schools. It was borrowed almost straight^away from the London Institute of Education. The B.T. Examination did not differ much from its predecessor the S.T.C.D. Examination of the Bombay Education Department. The changes introduced in the B.T. syllabus between 1923 and 1949 were not many and of radical type. In Gujarat, Mr. Littlehailles injected in 1935 the British ideology of 'time-table',

'theory section', and 'method master' which were then used in the London Institute of Education and which since then have been continued in teachers' colleges that have come up in Gujarat.

- (25) The objectives of teacher training were limited to the training of classroom teachers into the art and science of teaching.
- (26) It was only in the fifties, after the creation of a separate Baroda University, that the teacher training programme at Baroda began to move forward, breaking away from its earlier ties with the Bombay University Programme. But the programme could not get away basically from the inherited British model. It could, however, make a beginning in internal assessment by providing 20 per cent weightage to sessional work. Some of the innovative changes introduced by Baroda in the B.Ed. programme included introduction of the off-campus programme in 1955-56, provision of practical work in 1955-56 in some selected pre-primary and primary schools, the adoption of major and minor fields for practice teaching in 1957-58, provision for training in multi-purpose school subjects in 1957-58, and giving eligibility for admission to the fresh graduates from 1958-59 and considerable changes from time to time in theory courses and theory contents.

- (27) The Gujarat University B.Ed. teacher education programme could not easily get out of the British-oriented pattern as the Baroda pattern did. While the Baroda programme tried to cut down the theory courses, the Gujarat programme, increased it by providing 6 papers.
- (28) Much of the leadership at the Gujarat University was conservative.
- (29) The Baroda programme adopted a number of innovative practices after 1965 such as institutional planning (better faculty programme) (1965), the introduction of the Semester System, switching over to cent per cent internal assessment, and the adoption of the Grade-Credit System. The system of block practice also was adopted at Baroda in 1967.
- (30) The Sardar Patel University's B.Ed. programme began to wear a new and progressive outlook as a result of the Baroda influence. The other universities preferred to move in the old rut. The South Gujarat University B.Ed. syllabus cut away from the shackles of the Gujarat University in 1970 and adopted many progressive ideas. The Saurashtra University introduced modified form of Semester System in 1970.
- (31) With 1961 as the base, the index of growth of secondary schools in Gujarat in 1972 was 174.4. The index of growth of colleges of education was 487.5. The intake capacity of these colleges of education was around 3250.
- (32) The present expansion of colleges of education is fully justified.

- (33) The reasons why 20 to 50 per cent of the output of colleges of education remain unemployed are : (i) trained teachers are concentrated in city areas; (ii) trained teachers are not very much willing to move to other areas where the trained teachers are needed; and (iii) most of the unemployed trained persons are women who also ~~refuse~~ refuse to go to villages where there is a dearth of trained women teachers.

Chapter IV

- (34) There seems to be no planned effort~~s~~ to expand teacher education facilities for high school teachers in Gujarat. The Colleges are unevenly distributed among the districts. Some districts like Bharuch do not have a B.Ed. College.
- (35) Over 67 per cent of the B.Ed. colleges are located in cities, 30 per cent in semi-urban areas and less than 3 per cent in rural areas.
- (36) The ^{average} strength of student enrolment in colleges of education is 93.17 in Gujarat.
- (37) From the point of location, the best located colleges of education are Baroda and Visnagar and the other fairly well located colleges are at Modasa, Petlad and Aliabada.
- (38) The State Government has so far not paid any attention to the proper planning of colleges of education.
- (39) Mixed motives - educational, political and commercial - seem to have operated behind the establishment of colleges of education in Gujarat.

- (40) Eighty-five per cent of the total number of colleges of education are private-aided. The number of the members on the management boards ranges from 3 to 41, with a mean of 16.85 and a S.D. of 11.55. The dominant groups on the management bodies are educationists and businessmen.
- (41) About 88 per cent of the private colleges have service conditions clearly formulated.
- (42) Certain types of irregularities in management and finances are noticed in one-third of the total colleges.
- (43) In a number of cases, the colleges are not actually run by the Principal in consultation with the staff, but by the non-educational dominant groups on the management of the colleges.
- (44) The plant of the colleges of education in Gujarat leaves much to be desired in terms of building, classrooms, equipment, library and laboratory facilities and play-ground facilities.
- (45) Hostel facilities are available only for 30-55 per cent of teacher trainees.
- (46) Most of the colleges do not have a well-formulated plan and procedures for selecting students for admission. The best method, tools and procedures are followed at Baroda.

Chapter V

- (47) The community of teacher educators has grown much from 3 in 1935 to around 260 in 1972. The sex ^{wise distribution is} ~~ratio is~~ 82.83 per cent men and 17.17 per cent women. The

percentage of teacher educators working in urban areas was found to be 76.51 per cent (63.75 per cent men and 12.76 per cent women) and 23.49 per cent (20.81 per cent men and 2.68 per cent women) working in rural areas. The potentiality of qualified women to work in colleges of education has increased since 1967.

- (48) The field of teacher education now offers career possibilities that hardly existed 20 years back.
- (49) In the next ten years (1974-1984), the community of teacher educators in Gujarat is likely to grow by 15 to 20 per cent.
- (50) The average age of teacher educator in Gujarat is 39.55 years.
- (51) The average age of entry of the college teacher educators in Gujarat is around 30 years. Of the total female teacher educators, a little more than one-half join the teachers' college at the age of 30 years or below. Among the universities of Gujarat, the greatest percentage of younger teacher educators below the age of 30 years ^{is} ~~are~~ found *at Baroda*.
- (52) About 5.49 per cent staff members possess degree in First Class, 58.83 per cent in Second Class and 35.68 per cent in Pass Class. The percentage of women teacher-educators holding the first degree in First or Second Class is 12.19 as against that of 51.83 in the case of men teacher educators. About 58 per cent of teacher educators possess

a Master's degree in Arts or Science with 5.49 per cent in First Class and 58.51 per cent in Second Class.

Around 71 per cent of the teacher educators possess a Master's Degree in Education of whom 8.54 per cent holding it in First Class and 52.46 in Second Class; about 16 per cent possess a Ph.D. Degree in Education and about 37 per cent hold a B.Ed. Degree in First Class.

- (53) On pedagogical side, the staff of colleges of education in Gujarat do not seem to be quite balanced.
- (54) Most of the teacher educators in Gujarat have teaching experience in secondary schools ranging from 2 to over 10 years. About 15 per cent of the teacher educators had previously experience of working as principals of high schools, with ranging experience from 2 years to over 10 years.
- (55) The number of teacher educators joining a college of education directly after passing the B.Ed./M.Ed. examination is very small in Gujarat.

Chapter VI

- (56) There is a marked trend towards younger persons getting into the colleges of education in Gujarat. This seems to have more advantages rather than disadvantages.
- (57) Teacher education is likely to expand unchecked and unhindered, and central control or planning does not seem to be a possibility in the near future in Gujarat.

- (58) External graduates entering into B.Ed. colleges are more often than not experienced school teachers and considerably compensate their lack of experience of learning through regular attendance in college. The presence of external graduates is found in all the colleges.
- (59) Number of student-teachers having a post-graduate degree and seeking admission to B.Ed. programme is on an increase, However, at present they form about 10 per cent of the trainees.
- (60) On an all-India basis there are 9 out of 10 chances that an entrant to a B.Ed. college is a Pass class graduate, for Gujarat there are 4 out of 10 chances for it.
- (61) The possession of a higher class is not the only criterion for admission to any of the colleges in Gujarat.
- (62) Students prefer to join colleges situated locally or in neighbourhood of their homes or at places where they have some close relatives or friends.
- (63) All the non-Gujarati student-teachers are at Baroda, due to its medium of instruction which is English.
- (64) Out of those who enter colleges of education, nearly two-thirds are having teaching experience. Of this one-third have it in primary classes, and two-thirds in secondary classes.
- (65) Students coming from rural areas are not necessarily academically inferior to those coming from urban areas.

- (66) In past more Pass Class degree holders entered from ~~urban~~ *urban* areas, whereas at present more Second Class and even First Class degree holders come from rural areas.
- (67) B.Ed. trainees in colleges of education in Gujarat come from various family backgrounds. Those coming from illiterate parents, constitute less than 10 per cent of the total population.
- (68) For student-teachers coming from urban areas, getting a job is the highest motivating factor.

Chapter VII

- (69) Teacher-trainees who hold a University degree either in Home Science or Fine Arts are found only at the Faculty of Education and Psychology of the M.S. University of Baroda.
- (70) In the neighbourhood of Gujarat, only the Regional Colleges of Education at Ajmer and Bhopal offer training facilities to teachers of technical subjects at the secondary stage in Western India.
- (71) The idea of internship in teaching has influenced in a positive way a re-orientation of student teaching organised in the colleges of education in Gujarat.
- (72) A majority of rural school principals expect the trained teacher to teach all the subjects within the range of secondary school curriculum, while the teachers' colleges limit their practical training to two academic subjects.

- (73) Some universities have included 'health education' as a separate section in the course on "School Administration", whereas some others have treated it as a separate topic in the same course. The highest weightage is given to 'Health Education' in the Universities of Baroda, Gujarat and Saurashtra.
- (74) The course on "History of Education" has disappeared from the B.Ed. courses of all the Universities of Gujarat.
- (75) B.Ed. students community felt that of all the theory courses offered, course on "Educational Statistics" had the least utility in training them into an ideal teacher.
- (76) A large number of trainees feel that there should be some provision in the theory of courses for orienting them in the ethics of the teaching profession.
- (77) Senior staff members of progressive colleges feel that B.Ed. courses need to be thoroughly over-hauled and be tailored according to the needs of schools as well as society.
- (78) More than 60 per cent of the trainees did not rate high the quality and utility of the guidance given by the college staff in lesson planning. Similar feeling was expressed about the supervision and guidance during practice teaching lessons.
- (79) A little more than 70 per cent of the trainees wanted that the evaluative criteria for practice teaching work should be pre-determined and pre-announced and should be closely followed.

- (80) The internship in teaching, in the true sense of the word, and with all its educational implications, is hardly practised by any college included in the present study.
- (81) Staff members of B.Ed. colleges, by and large, accept the superiority of the internship in student teaching and block teaching over the current traditional practice of stray lessons, but they also feel that these ideals are not practicable in the existing situation as regards the mood and temper of practising schools, their limitations and above all doubtful knowledge of subject matter possessed by the teachers under training.
- (82) There are considerable variations in the nature, scope and weightage given to different items of practical work in the B.Ed. programme of the training colleges in Gujarat.
- (83) Training college staff and students endorse off-campus programme as a very useful one.
- (84) About 68 per cent of student-teachers covered in the present study did not approve a greater weightage for theory work.
- (85) The present soft policy of examination (reflected in 90 to cent per cent result) is proving harmful to the cause of teacher education

Chapter VIII

- (86) Finance has proved to be a crucial factor in the development of teacher education in India *and in Gujarat*.

- (87) There are two main sources of income for colleges of education in Gujarat State, viz, Government grant and tuition fees. A very small and uncertain third source also is there. It is endowments, donations and loan from management trusts from other departments such as Arts, Commerce or Law. The average income per college in 1970-71 from grants was about Rs. 55,473 and from tuition fees about Rs. 43,000. The proportion of income from grants was 50.9 per cent and from fees 41.4 per cent.
- (88) Most of the colleges of education have deficit budgets. The continuous deficits cast long and dark shadows on the lowering of quality of the training programme.
- (89) About 77 per cent of the heads of colleges find income from grant-in-aid very inadequate.
- (90) Most of the colleges find the present rate of tuition fees inadequate; they suggest that it should be raised at least to Rs. 200 or Government give grant on a higher rate than at the present rate of 50 per cent.
- (91) The pattern of expenditure of colleges of education is such that they have hardly enough funds left to undertake quality programme of teacher education.
- (92) The mean annual cost per teaching staff member was about Rs. 12,098 and per student was around Rs. 1160.
- (93) There is a great and urgent need to strengthen the finances of teachers' colleges.

Such are the major findings to be found in Chapter II to VIII of this Study.

In the next Sections, specific recommendations for the improvement of the B.Ed. programme of the Universities of Gujarat are given.

9.3 RECOMMENDATIONS FOR IMPROVEMENT OF TEACHER EDUCATION OF HIGH SCHOOL TEACHERS IN GUJARAT STATE

It was found in this study that considerable variations in regard to physical facilities, staff, programme and finance exist in the colleges of education operating in the different parts of Gujarat State. The colleges of education have been allowed to come up without pre-planning and careful scrutiny of the needs of secondary schools in different districts. The quality of these colleges vary^{ies} from very good to the mediocre. Neither the State Education Department nor the State Board of ^{Teacher} Education is now in a position to take any effective measure to upgrade the mediocre colleges. It is difficult to control colleges of education for secondary teachers by the State Department of Education as it can control the training colleges for primary teachers. The reasons are that the former are under the supervision and control of universities, and universities being autonomous, the State Board of Teacher Education as well as the Department of Education cannot exert any pressure on universities and the least on the constituent or affiliated colleges of education. The only possible way is to identify areas of weakness, involve the principals and

staff of colleges of education in inservice programme of professional advancement and make available greater grant-in-aid to weaker colleges under such conditions that the managements have to give up their commercial or political outlook and operation.

The secondary teachers college has not only to prepare teachers to meet the growing and changing needs of high schools in Gujarat, but it has to function as an agent of change and innovation. One very effective way of improving a secondary school is to strengthen and enrich a college of education. The college is in a better position to influence a high school through its teacher training and extension service programme. It is, therefore, necessary that colleges of education in Gujarat State are adequately equipped and effectively strengthened and enriched so that they can take up the vital work of bringing about the academic improvement of secondary schools through their teacher preparation programme. If the State Government is serious and honest in its declared intention to raise the quality of school education as mentioned in the State's Perspective Plan 1974-1984, it should be clear about its policy towards the colleges of education and should allocate more funds to the improvement and enrichment of the present 40 colleges of education ~~at present~~ in operation in the State. The appointment of a Committee to go into the question of planning, administration, finances, and programming of the secondary teachers would be most useful. It should be

noted here that Maharashtra had appointed a similar committee in 1965. The recommendations of this Committee have helped considerably in improving teachers colleges in the State.

Some recommendations are listed below. They are organised under nine heads, viz,

- general and administration;
- objectives;
- administrative procedures;
- curriculum ;
- theory courses;
- practice teaching;
- practical work;
- assessment and evaluation; and
- finance.

A. General and Administration

- (1) The administrative work associated with the organization of practical work and practice teaching is very considerable. Few colleges have adequate clerical help available, and in most cases it is the members of the staff who are given this responsibility. It is, therefore, recommended that the colleges should be financially helped to have a Director of Student Teaching with a small office to look after the organisation, co-ordination, evaluation, etc. of practical work and practice-teaching.

- (2) The universities which do not have Department of Education should take steps to open Departments of Education and ~~to~~ ^{other} ~~all~~ Universities to continue faculties of education.
- (3) Every institution of teacher training should have the university atmosphere of free academic thinking.
- (4) For the proper development of teacher education, it is necessary that comprehensive colleges of education with a minimum strength of 300 students should be organised instead of isolated institutions.
- (5) Training colleges are much more likely to achieve better results when their future plans are the outgrowth of the collective will of the individual institution rather than national directives.
- (6) No appreciable effort has been made hitherto to provide residential accommodation to the staff and students of training colleges which would have greatly facilitated the proper conduct of the training course.
- (7) Teachers colleges should 'refertilise pre-mature sterility'.
- (3) We need to survey the needs of our schools in the 70s, 80s and the 90s.
- (9) Institutions for teacher education have been allowed to multiply without ensuring that minimum standards are maintained and therefore they require to be assisted in securing qualified staff and providing equipment and other facilities necessary for improvement of standards.

- (10) The probation period of a B.Ed. degree holder teacher in a school should become a part of the training period; after this post-B.Ed. training, he should receive final certification for teaching by the State Education Department on the recommendation of the teachers' college concerned.
- (11) A Committee should be appointed to examine the admission criteria and to recommend a standard criteria in this direction.
- (12) More post-graduate courses in education are needed to learn modern methods followed in different countries, to cultivate aptitude for research so that experiments on new methods and techniques of education suited to the country and the community be undertaken, and to train head-masters, inspectors and the teaching staff of training institutions.
- (13) Research in education should be the concern of every teacher training institution.
- (14) Recognising the dire lack of professional literature for teachers and teacher educators, selected training colleges and research centres should be helped to assume the responsibility for the production and publication of such literature suited to Indian conditions and publish in Indian languages.

B. Objectives

- (15) The needs of the secondary schools must influence the training the ^{school} high teachers are given. Taking the state of Gujarat as a whole, the spread of subjects in the teachers' colleges must be related to the subjects taught in the high schools, and within wide limits, the number of student-teachers taking a subject must be governed by the number of teachers that the schools need. There must be some central machinery - may be the present State Board of Teacher Education, ^{which} should perform this central planning and co-ordinating function.
- (16) There is need for a detailed job analysis. (It may sound absurd but no one knows what the ordinary classroom teacher is required to do in the course of his day, and if no one knows what he has to do, no one is in a position to design methods of teaching him to do it).
- (17) Greater emphasis should be given to influence attitude towards the profession and an appreciation of the role of school and teacher in the national regeneration.
- (18) The objectives of the B.Ed. ^{programme} should be classified under three broad categories :
- (i) Knowledge and understanding;
 - (ii) Abilities and skills; and
 - (iii) Attitudes.
- (19) The B.Ed. programme should be more objective-based. The objectives should take adequate note of the teacher's role in the new India of today and to-morrow.

C. Admission

- (20) Admission to the B.Ed. programme should be limited to those graduates who have taken either as major or minor school subjects at the degree examination.
- (21) The selection of student-teachers should be done on a composite estimate based on academic attainment, non-academic interests, physical bearing^{ng}, clarity of speech, command over language and estimates of character. The tools to be used should include tests of listening comprehension, written comprehension and teacher aptitude.
- (22) In order to ensure that the candidates who get training actually join the profession, it may be better if people are recruited first, put in schools for three or four months and then sent for training which should be free of cost including free residence.

D. Curriculum

- (23) The curriculum courses in special methods need complete over-hauling. The theory in them should be considerably reduced and it should be geared to the needs of practice teaching and practical work in the special method subject. The special method course content must provide student-teachers at least some appreciation of the value of the subject to children, some understanding of what is involved in teaching it, some insight into the difficulties that children are likely to meet and how these may be handled, and some knowledge of the organisation of the work in school and the materials required for it.

- (24) The curriculum of teachers' colleges should be in accordance with the challenging needs of future. It must (i) provide for content enrichment, and (ii) reduce the gap between the theory propounded by teacher educators and practice adopted by them in their instructional procedures.
- (25) B.Ed. courses should include personal and social skills, professional skills and conceptual skills.
- (26) Teacher training should emphasise intellectual, professional, social and personal areas.
- (27) The teacher education programme should pay attention to the physical and mental well-being of teachers, skills of communication, understanding of culture, its institutions and values, intelligent citizenship acquaintance with the bodies of human knowledge.
- (28) An in-service programme in teacher education of a very comprehensive nature is an urgent need.
- (29) The theory and practical work should have equal weightage.
- (30) Curriculum should be designed to develop personal and social skills, professional skills and conceptual skills among the teachers.
- (31) Steps should be taken to bridge the gap between what the training institutions produce and what is required in the school.

E. Theory Courses

- (32) The theory courses should be considerably pruned. The main intellectual discipline of the courses should be the psychology of Learning and the Sociology of the School. The pedagogical courses should concentrate on reorganisation of school syllabuses into the plans of unit teaching, principles, techniques, tools and methods of teaching, and communication in classroom. The general education courses should include education and national development, innovation and change and the matrix of school administration as it affects a classroom teacher.
- (33) The theory courses should be re-structured on the basis of sharply focused semester courses of one to three hours of time table allotment in a week.
- (34) In theory courses, the provision should also be made for the study of social aspects of health education and sociology and psychology in relation to contemporary issues in secondary schools.
- (35) If a course on philosophy is to be introduced, it should concern with the philosophy of secondary education, values and assumptions in educational practice and contemporary educational issues.
- (36) Courses in content are essential. But they should be better taught through group and individual assignments, project work and group discussions.
- (37) Theory courses should be organised on Semester basis.

F. Practice Teaching

- (38) State Government is requested ^{to see} that no institution for teacher education can function effectively without at least one school under its own management.
- (39) The developing of the educational technology and teaching methods is one of the most important educational issues of today. One problem is the research and innovation in this field, but another and just as important problem is to get the findings of research out to the actual teaching in the classroom. This responsibility has got to be discharged by teachers' colleges through their practice teaching programmes.
- (40) In special methods, a student-teacher must have an option to take up only one special method instead of the current practice of taking two methods. If he takes only one method, he should have an opportunity to do advanced and depth level content work in the method subject and plan and teach all representative types of units.
- (41) Every subject lecturer should have the master degree in the subject matter of his field of specialisation.
- (42) A good way of organising student-teaching perhaps is first observation work in classroom and visit of schools by student-teachers, then few stray lessons and then continuous practice teaching with some individual and group practical work intermittently with school pupils.

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- (43) Practice teaching should meet intellectual, professional and social competencies in the prospective teachers that would make them efficient instructional leaders, capable of meeting the needs of the emerging social order of our country.
- (44) No student should be allowed to specialise in a teaching subject unless he has studied this subject for his first degree. teachers.
- (45) The Secondary Schools should have their share in training/
- (46) The training of teachers in the areas of different school subjects should be done with the help from related Departments of Arts and Science Colleges.
- (47) For every method advocated, there should be a demonstration lesson.
- (48) The lesson plans of the first few weeks should be detailed. But after that, the teacher-trainees be encouraged to plan in a way that can enkindle an urge for originality and creativity in them. The idea that no method of teaching is absolute, but it is relative to instructional objectives should be drilled into the minds of student-teachers as well as of their supervisors.
- (49) Micro-teaching, micro-lesson and micro-classes may be introduced during the teaching practice phase, at least as an experimental measure.
- (50) As student-teachers from small rural high schools are very often required to teach more than one subject, the teachers' colleges should provide a teacher training in

more than two special method courses, one of them may be English (science-mathematics students) and Social Studies (language students). Facilities also should be provided to the trainee to give at least 5 practice teaching lessons in the additional, optional special method. A separate certificate of attendance and training may be given by the college concerned to the trainee. There will not be any university examination in this additional special method.

- (51) In supervision of practical work the teachers of practising schools should be involved after proper orientation.
- (52) Faculty members of teacher-education centres may discuss as a body and list the many component professional skills of teaching that are to be practised during the practice phase of teacher-education programme.
- (53) Status of the co-operating teacher should be given to some selected teachers and heads of practising schools and he should be suitably remunerated.
- (54) There is an urgent need to strengthen our programmes of teacher preparation in areas like Mathematics, Languages and Social Studies.
- (55) B.Ed. colleges should think for more involvement of student teachers in learning.

G. Practical Work

- (56) One-day-a week observation should be a condition for preparation of practice-teaching. The student-teacher should be gradually introduced to the full responsibilities of a classroom, Perhaps beginning with periods of guided observations and visits rather than the 'in at the deep end' first school practice which is still to be found in a number of teachers' colleges in Gujarat.
- (57) The B.Ed. programme should provide some diversification in ~~terms~~ of courses, practice teaching and practical work more suited to and realistic in the setting of rural high schools. The emphasis on methods of teaching should be on arousing the passive minds of rural school children.
- (58) The practical work should include observation of adolescent boys and girls in schools situated in different social settings.
- (59) The practical training should include a visual aids' operation~~s~~ course.
- (60) New approaches to practical work should be worked out so that student-teachers become well acquainted with various duties and responsibilities of regular school teacher. This should also include meeting with guardians, school inspectors, supervision of examination, paper-setting, participating in the works of students' cultural and co-curricular activities in the school such as organisation of debates, preparation of school magazine, celebration of school day and sports, etc.

- (61) If there is to be a shift of emphasis in secondary education from teaching to learning, the training colleges will have to explore and try out through their training programmes new patterns of classroom relationships and the teacher-trainees would need to be given opportunity to work more with pupils rather than to instruct them. Children learn better when the teacher is sometimes a participant in the class.
- (62) For practical work the trainee should be placed in a school for 8-12 weeks and associated with the institution as a regular member of the staff.

H. Assessment and Evaluation

- (63) There should be a shift towards internal assessment. Steps should be devised to iron out inter-personal and inter-institutional differences.
- (64) Assessment of student-teachers should be made at three levels :
- (i) The student's academic standard in the theory of education and in a main subject;
 - (ii) Student's competence in the practice of teaching; and
 - (iii) Student's suitability for the profession.
- (65) Internal assessment should be carefully and gradually adopted in the B.Ed. examination system of the Universities of Gujarat.

- (66) The present system of examination and evaluation suffers from various short-comings. Therefore, a programme of improving evaluation procedures at all stages be initiated by the State Board of Teacher Education in collaboration with suitable agencies.
- (67) The assessment and grading of performance and potential have two additional objectives, viz, (i) to sort out those trainees who are very weak and who would need individual attention and guidance, and (ii) to develop a programme of special help and guidance from the staff members, teachers of practising schools and some of the good fellow student-teachers.
- (68) For assessment and evaluation of practice teaching, Cattell's rating scale (1931) adapted to Indian conditions can be used with advantage.

I. Finance

- (69) The State's grant-in-aid to private colleges^b on the following basis :
- (a) Maintenance grants at 66.66 per cent of the approved expenditure during the prece~~d~~ding years, or deficit, whichever is less;
 - (b) Special grants on the construction of building at 25 per cent of the expenditure; and
 - (c) 75 per cent of trainees to be given stipends at the rate of Rs. 75 per month.

(70) No tuition fee be charged in teacher training colleges.

Central and State Governments are requested to prepare a suitable scheme for giving monthly stipends of ^{atleast} Rs. 75 to all candidates attending B.Ed. classes.

(71) The salary grades of teachers in training colleges and their service conditions have not been in conformity with the qualifications required and the quality of work which is demanded of them.

(72) The U.G.C. is requested to give due recognition to the teachers colleges and Departments of Teacher Education in the Universities, and aided colleges in the matter of giving grants-in-aid for providing additional buildings and equipment.

(73) State Government is requested to provide grants to all co-operating schools for the improvement of libraries and laboratories for the proper conduct of practice teaching.

Several recommendations are made here. They are focused on some of the weaknesses and inadequacies found in this Study. Some of them have been also focused on the perceptions of teacher educators and experts about the dimensions and directions of change in the present programmes and functioning of the colleges of education in Gujarat. Their over-all objectives are to identify the areas of weakness and to suggest specific improvement.

These recommendations are listed and not elaborated so as to effect economy of space. Those who are involved in the programme of teacher education will be immediately able to perceive relevance and usefulness of these recommendations. A number of these recommendations are such as have been frequently set forth several times by experts and researchers. They have been repeated here to reiterate them and to focus greater attention of Government, University Boards of Studies and Academic Councils, Association of Teacher Educators, educational planners and educational researchers.

9.4 THE COLLEGE OF EDUCATION AS THE INVESTIGATOR VISUALISES IT

In this last concluding Section of the Chapter, it is proposed to present a composite picture of the secondary teachers' college as it would emerge if the proposals and recommendations of this Study are put into effect.

Planning and Location

The first concern of the State Board of Teacher Education, Education Department and the Universities of Gujarat should be to ascertain the needs of various districts about the professional preparations of their high school teachers and the type of improvement that are needed in the secondary schools. The decision to set up a new college of education

or to shift one of the existing college be based on this examination of the needs. Before the State Government agrees to give its grant-in-aid to a college of education, it should obtain the opinion and recommendation of the State Board of Teacher Education. This should be also communicated to the University under the jurisdiction of which the college of education falls.

The State Government has already done the exercise of perspective planning for the period 1974-1984. The State Government has data as to how many more children will be enrolled in secondary schools and in what districts and ⁱⁿ which talukas this additional enrolment is to take place. These data will give Government an idea of the number of new high schools that will come up in different districts and their talukas, the number of additional teachers that would be recruited and the increase in the intake capacity of colleges of education in different districts to be made. The future policy of the State Government regarding the opening of new colleges of education or withdrawing grants from some of the present day weak colleges should be decided on the basis of planning. The location of future colleges of education should be strictly decided on the basis of needs of districts. It should be noted here that when Government decides to regulate location and establishment of colleges, it should be prepared to aid more liberally the areas which need a college but where a private enterprise is not coming forward unless liberally aided.

The Management

The Government and Universities should pick up more courage and adopt a firm policy to weed out those managements of colleges of education whose commercial or political motives are pretty known. The management of colleges of education should be well constituted where educationists and teacher educators should be in a majority. The principal of the college should be an ex-officio secretary, and the staff of the college should be also represented thereon. The principal of a University College of Education or a Head of the University Department of Education and one teacher education expert from the State or the country should have a place on the Advisory Body of the College, the recommendations of which should receive careful considerations on the part of the management committee of the college.

The College Building

Every college of education should have a building of its own. The building should be constructed or altered so as to meet the needs of the teacher education programme. It should at least have an auditorium-cum-lecture hall, some seminar rooms where 25 to 30 students can be accommodated, a reading-cum-library hall, a laboratory where at least 10 students at a time can work, an audio-visual room which can accommodate 25 to 30 students, a room for indoor games and // some 2-3 additional small rooms for tutorials and group work. It is

visualised that a college of education of tomorrow will teach more in small classes and through group discussions and tutorials.

Environment

A B.Ed. college should be preferably away from the din and bustle of life in the city or town. But it should be located in such a way that there is easy access to it by bus or by railway train. The practising schools should not be very far from the place of the college.

Size of the College

A college of education should not enrol more than 200 students. These should again~~xx~~ be organised under a unit of 50. That is to say, a college can have maximum four B.Ed. divisions, each not having more than 50 students.

Selective Admissions

Admissions should be decided by a committee of staff members where the senior as well as junior members of the staff should be represented. The Principal of the College should be the Chairman. No member of the Managing Committee should find a place on this Committee. The admissions are to be made on pre-determined and pre-notified criteria. They should include academic background, teaching experience, tests (listening comprehension, written comprehension and teacher

aptitude), speech, handwriting, personality and totality of impression at interview. All these categories should be given specific weightage, and a composite score for each applicant should be worked out. Admissions should be made on the basis of the maximum score obtained by the candidates. While laying down the admission criteria, three conditions should be emphasised. A candidate with a third class degree should not be ordinarily selected for admission unless he has other merits which compensate for the degree in the third division. Secondly, graduates with a combination of subjects which have nothing to do with school courses should ^{not} be admitted. Thirdly, candidates with physical defects should also be not admitted, as if handicapped teachers are allowed to enter the teaching profession, they themselves will handicap sound learning by school children.

Recruitment of Staff Members of Teachers' Colleges

In a teacher education programme, the teacher educators are going to play a crucial role. It is, therefore, necessary that they are recruited purely on academic ^{qualifications} ~~competence~~ and professional competence. There should be a staff selection committee for every college. It should include 2 to 3 teacher education experts. They all may or may not be from the State itself.

The post should be advertised widely. The notification should be at least sent to all the colleges of education in the State. The minimum qualifications should include a Master's Degree in at least second class in any one of the school subjects, a B.Ed. degree in First or Second Class and an M.Ed. degree in First or Second Class, and at least five years experience ^{as} a teacher or as a Principal in a high school, or a primary training college. The M.Ed. degree with specialisation in teacher education should be preferred. The candidate should have attended inservice extension programmes. He should also provide evidence of acquaintance with current literature on education.

Recruitment of Principal

This should be made on the basis of the competence of the candidate to provide academic and professional leadership. He should preferably hold a doctorate degree in education. His M.Ed. should be preferably with specialisation in teacher education. He should also have at least five years' experience of administering an educational institution. It would be better if a man of personality, deep scholarship, wide experience, democratic by conviction and in functioning, and quick at decision-making and possessing human skills can be recruited. A college needing a principal should make a search in good advance for a proper person in all the teachers' colleges and in well-known progressive high schools.

The B.Ed. Programme

(a) The weightage between theory course, practice teaching and other practical work in the University examination should preferably be in the proportion of 4:4:2 respectively.

(b) The theory courses should be limited to psychology of learning and teaching; the sociology of the school; education and behavioural change; principles and techniques of classroom teaching; the teacher in the school and the society and tools and techniques of educational evaluation.

(c) The courses in special methods are to be linked up with and organised around practice-teaching.

(d) Every college of education should have a demonstration or a laboratory school of its own. It should also have a certain number of schools at a reasonably near distance associated with it for purposes of stray lesson teaching and block teaching. These schools themselves should have experienced and well-qualified teachers who can work as co-operating teachers in the internship programme.

(e) The college should have one Director of Student Teaching who can plan and implement a rich and effective programme of practice-teaching and practical work. This Director will have the status of a Vice-Principal in the College. He should have an assistant who will help him in planning and implementing an adequate and effective programme of practical work.

(f) The practical work will include such activities as planning and preparing good examination questions and question papers, construction and administration of objective type tests, organisation of supervised study and students' societies, conducting library periods, maintenance of cumulative records, organisation of co-curricular and cultural activities, management of career-corners, planning school excursions and visits, organising school sports and competitions and so on.

(g) The college of education of tomorrow will follow the Semester way of organising courses, with grade and credit systems and have a judicious mixture of internal assessment, with adequate checks and counter-checks and involvement of staff more in a group rather than as individuals.

(h) The award of classes will be based more on the mean performance of the student groups and the First Class and Second Class to certain percentile scores.

Duration of the Training

(a) The selection of students for teacher training will be made some 2-3 months in advance of the opening of the course. These preliminary months will be the period for assignments which will include (a) general reading of pedagogical books, (b) revision of contents taught in high school classes, and (c) note-making on needs and problems of high school children. In some well-equipped teacher training

centres, these selected trainees will be given orientation in the use of audio-visual machines and materials through the organisation of fortnightly or so vacation courses.

(b) The college will open on 1st July and work upto 15th April in such a way that a minimum of 200 effective working days are available for actual training.

Residential Teachers' Colleges

As the time at the disposal of the teachers' college is so limited that the whole time of the teacher trainee will have to be devoted to the study of various aspects of education, school life, community life, administration, etc., the teachers' colleges of tomorrow will be of a residential type, for all students. Such residence will train students in self reliance, provide a certain amount of manual labour and cultivate community life within and without the school premises.

This is the picture of the college of education of tomorrow as ^{the Investigator} ~~we~~ visualised it. It is realised that all colleges of education may not be able to work up to it immediately. But it is not an impossible or unduly idealised picture. It does point to the correct direction of advance. The future of teacher education in Gujarat is safe in such a direction of advance !

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