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REPORT  
ON  
TEACHER TRAINING )



GOVERNMENT OF INDIA  
COMMITTEE ON PLAN PROJECTS  
(Study Team for Selected Educational Schemes)

*New Delhi*

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**Sub. Merit & Services Unit,**  
**National Council for Educational**  
**Planning** .....  
**17-B, Sector 17, Connaught Place,**  
**Delhi-110016**  
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## CHAPTER I INTRODUCTION

1.01. The expansion of education in compliance with the Constitutional Directive for free and compulsory education has brought in its wake several problems. One of these is the provision of adequate number of properly trained teachers at various levels of education. The Committee on Plan Projects in the Planning Commission, which has been organising studies in various fields, therefore, with the concurrence of the Planning Commission and the Ministry of Education, set up a Study Team for Selected Educational Schemes in May, 1961 with the following composition and entrusted to it the detailed examination, *inter alia*, of the programmes relating to teacher training at various levels in the country:—

1. Shri B. N. Jha, Ex-Vice-Chancellor, University of Gorakhpur, (later Vice-Chancellor, University of Jodhpur). *Leader*
- \*2. Shri K. L. Joshi, Chief, Education Division, Planning Commission. *Member*
- †3. Prof. T. K. N. Menon, Director, Extension Programmes for Secondary Education and Principal, Central Institute of Education, Delhi. *Member*
4. Shri I. N. Menon, Retd. Director of Public Instruction, Travancore-Cochin. *Member*
5. Shri Jagdish Singh, Committee on Plan Projects. *Member-Secretary*

1.02. The Team was directed to conduct pilot studies, in the first instance, in various States to identify problems and formulate issues for detailed studies on the basis of which the Terms of Reference were to be decided upon. The Team, accordingly, conducted preliminary studies in various States during the months of June to September, 1961 and held discussions with the State Governments, their officers at various levels and other connected organisations. The Team also visited a number of institutions belonging both to the Government as well as to the voluntary organisations at various places and made on-the-spot study of their working. A statement showing the details of discussions held and institutions visited may be seen in Appendix II.

1.03. As a result of pilot studies, the Terms of Reference (given below), Problems and Objectives of Study [Appendix I (a) & (b)] were drawn up. These were approved by the Ministry of Education and the Planning Commission in October, 1961:—

### Terms of Reference

“(a) To enquire into and report on the present position of various types of programmes undertaken at the Centre and in the States in the following sectors of Education:—

- (i) Teacher Training,
- (ii) Social Education,
- (iii) Rural Institutes.

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\*Now Secretary, University Grants Commission, New Delhi.

†Now on a UNESCO assignment in Bangkok.

(b) Make suggestions on any aspect of the programme with a view to:—

- (i) effecting economy and efficiency in the utilisation of resources; and
- (ii) expediting the working of the programmes.

(c) The teacher training programmes may be studied particularly from the point of view of the requirements for:—

- (i) enforcement of compulsory education for the age-group 6—11;
- (ii) expansion of middle/junior, high/senior basic education for the age-group 11—14; and
- (iii) expansion of secondary education.

(d) In addition, to make such recommendations for improvement as may be relevant to the success of the programmes referred to above.”

1.04. For assisting the Team in detailed studies, a composite Panel of experts, with the undermentioned composition, was constituted:—

- |   |                         |
|---|-------------------------|
| 1. Shri B. N. Jha, Leader, Education Team.  | CHAIRMAN                |
| 2. Shri K. L. Joshi, Member, Education Team.  | <i>Member</i>           |
| 3. Prof. T. K. N. Menon, Member, Education Team.  | <i>Member</i>           |
| 4. Shri J. P. Naik, Adviser (Primary Education), Ministry of Education, New Delhi.                                | <i>Member</i>           |
| 5. Dr. R. K. Singh, Principal, B. R. College, Agra, U.P.  | <i>Member</i>           |
| 6. Dr. S. N. Jha, Reader in Education, Lucknow University, Lucknow, U.P.  | <i>Member</i>           |
| 7. Miss G. R. Samuel, Principal, St. Christopher's Teacher Training College, Vepery, Madras-7.                    | <i>Member</i>           |
| 8. Shri P. L. Shrimali, Principal, Vidya Bhavan Govindram Sekseria Teacher Training College, Udaipur (Rajasthan). | <i>Member</i>           |
| 9. Shri S. R. Chaturvedi, Principal, Post-graduate Training College, Raipur (Madhya Pradesh).                     | <i>Member</i>           |
| 10. Shri B. D. Srivastava, Principal, Government Basic Training College, Ardali Bazar, Varanasi, U.P.             | <i>Member</i>           |
| 11. Shri Jagdish Singh, Member-Secretary, Education Team.   | <i>Member-Secretary</i> |

1.05. The Panel held its first meeting in Delhi on 14th—16th November, 1961 and chalked out a detailed programme of field studies. The details of procedure are given in Chapter III. As the members of the Panel were drawn from different fields of Teacher Training, they gave their expert advice in conducting the field studies. We are grateful to the Members of the Panel for their wholehearted co-operation in the arduous task of the field studies undertaken by them (at times at much personal inconvenience to them), as also for their active participation in the deliberations of the meetings of the Panel.

1.06. We must record our grateful appreciation for the inspiration and guidance given to us in the early stages by Dr. A. N. Khosla, the then Member (Education), Planning Commission and now Governor, of Orissa and the former Secretary, Committee on Plan Projects, Shri Indarjit Singh. Their respective successors, Prof. M. S. Thacker, and Shri R. N. Vasudeva, have also taken as keen an interest in our work. At various stages of our work we received full measure of support from Shri R. S. Chadda, Deputy Secretary, C.O.P.P. for which we are highly thankful.

1.07. The officers of the State Governments and the staff of the various institutions visited by us, deserve our thanks for the co-operation and assistance rendered by them in the course of our field studies. Particular mention may be made of the Liaison Officers of the States, who furnished the required data and spared no pains to make our stay and visits comfortable and useful in every way. The co-operation extended by the Ministry of Education and the Education Division of the Planning Commission facilitated our work considerably, for which we are grateful. We would also like to place on record our deep appreciation for the hard work put in by officers and the staff of the Education Team, both at headquarters and in the field.

1.08. The draft Report was circulated to the State Governments, Union Territories and to the Union Ministry of Education in May 1963, requesting for their observations and comments. The State Governments of Mysore and West Bengal and Union Territory of Pondicherry expressed their general agreement with the recommendations. Detailed comments were received from the State Governments of Andhra Pradesh, Punjab, Kerala, Maharashtra, Gujarat, Orissa, U.P. and Union Territories of Himachal Pradesh, Tripura and Delhi. The major recommendations made by the Team were acceptable to them, though in some cases State Governments suggested some additions and modifications. No detailed comments were, however, received from the State Governments of Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Madras and Rajasthan and the Union Territories of Manipur, Laccadives, NEFA, Goa, Daman & Diu, and Andaman & Nicobar Islands. The Union Ministry of Education sent their comments in December, 1963; which were later on discussed at a meeting held with them in March 1964. The observations made by the different State Governments and Union Territories as also the views of the Ministry of Education have been given due consideration before finalization of the Report.

1.09. We have to record painfully that the Leader of the Education Team, Shri B. N. Jha (Vice-Chancellor, Jodhpur University, Jodhpur) who guided these studies so ably with untiring zeal and devotion and participated in the discussions held with the Ministry of Education in March 1964, suddenly passed away on 13th April, 1964. The entire responsibility for revising the Report, in the light of the comments of the State Governments and the Union Ministry of Education, fell upon Member of the Education Team, Shri K. L. Joshi (now Secretary, University Grants Commission), who was entrusted with the responsibility of drafting the report even in the earlier stages. We are grateful to him for undertaking to do this in spite of his heavy official duties.



## CHAPTER II

### OBJECTIVES OF TEACHER EDUCATION AND TRENDS OF DEVELOPMENT

2.01. It will be clear from the Terms of Reference for this study mentioned in the earlier Chapter that it is not our intention to raise the fundamental question whether teachers need to be trained at all, because at least today it is not a subject of controversy as it was, for example, in 1882 both in England and India, when the Indian Education Commission was appointed. "One section of educationists advocated the practice of French Normal Schools which aimed at giving the pupil thorough instruction much more in the subject which he is intended to teach, and in those allied subjects which will enable him to teach them with greater fullness, insight and power, than in the methods of teaching them and the professional art for the teacher." The other section recommended the adoption of the German practice with great emphasis laid on the study of the principles and practice of teaching\*.

Today the position has completely changed not only in India but even in the U.K.† Nobody would doubt that teacher's task today is to educate children for their physical, mental, emotional, moral and spiritual growth and this task is to be handled by persons, who are familiar with methods of teaching and certain special skills for the purpose as well as knowledge of psychology of children.

2.02. Modern education aims at education of the whole person. So every teacher should have a deep knowledge and understanding of children and skill in applying that knowledge and understanding. These cannot be acquired by rule of the thumb and very often an untrained teacher has to learn the job by an arduous and long practice during which it is not impossible that young children might be exposed to irreparable harm, because the teacher has not used the skills and knowledge which he should have. To argue that a few teachers are born and not made would have its counter argument that one swallow does not make a summer and the overwhelming majority of men and women can only become good teachers if their training programme is built on a sound foundation of theoretical knowledge and supervised practical work. This is what a training institution is designed to provide but admittedly, like all academic institutions of the same kind; no teacher training institute can produce teachers towards cent per cent efficiency.

2.03. Having noted these limitations we come to the practical problems of the large numbers of students being admitted to the primary and secondary schools during the last 10 years and recognise that there has been a rapid and vast expansion at lower levels where education for all in the age-group 6—14 has to be provided in the shortest time possible, not only because of the Constitutional Directive, but also, for the reason that only educated people can participate in and accelerate the social and economic growth we have been planning since Independence. This really

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\*History of Education in India: Nurullah & Naik, 1951, p. 305.

†Teaching as a Career: H. C. Dent, London 1961, p. 71.

raises the question whether our teachers' strength for undertaking such a big programme involving more than 50 million children of the age-group 6—11 by the end of the Third Plan and more than 70 million at that level in the Fourth Plan is adequate. It would seem to mean whether thousands of additional teachers required for undertaking these programmes are being properly trained through our institutions of training and whether the additional training institutions that are being established in the States for the purpose, are of the type that would give us the required results, keeping in view both economy in training programmes and efficiency among men and women thus trained.

2.04. In a programme of teacher education we consider that, besides the knowledge of content of the subject, teacher education should attempt to do as much as possible of the following:—

(1) To enable the trainees to acquire the skills and techniques needed to teach young children, with the help of modern knowledge of child psychology and methods of teaching:

(2) To inculcate in the educands the ideals and accepted behaviour patterns of the society in which we live and whose purposes we serve:

(3) To develop in the teacher trainee certain attitudes, values and interests in conformity with the ideals of democracy and our developing economy.

2.05. Books and reports like *A History of Education in India*, Nurullah and Naik; *The Progress of Education in India*—The Decennial Report, 1937—1947, Quinquennial Report, 1947—52, and the recent publication, *Training of Elementary Teachers in India*, 1963, Ministry of Education, a Report of the Study Group set up by the All India Council for Elementary Education, would give a complete historical background of the development of programmes of teacher education and training for elementary as well as secondary schools. We would not, therefore, like to go into those details of historical development. We would, however, mention the following points indicating the trends during the last few years as a background to the next chapter in which we have discussed the present position. These trends can be summed up as follows:—

(i) During the last 50 years there has been upgrading of the level of general education for primary teachers so that while in the beginning the entrants to a training school had hardly done VII or VIII classes of elementary education, all State Governments now have agreed that the minimum entrance qualification for a primary teacher in a training school should be matriculation or equivalent. The educands should then undergo an intensive programme of two years' training, both theoretical and practical. Some States have been finding difficulties in carrying out this programme and certain details have been discussed later. But this certainly is a very significant development that has taken place during the last few years.

(ii) Training institutions for primary teachers have expanded in large numbers. They were 649 in 1946-47, 782 in 1950-51, 930 in 1955-56, 973 in 1958-59 and 1,358 in 1960-61. Admission to these institutions increased from about 39,000 in 1946-47, to 70,000 in 1950-51, 83,000 in 1955-56, 86,000 in 1958-59 and 1,03,890 in 1960-61.

The training colleges for secondary teachers have increased in the same proportion, from 53 in 1950-51 to 216 in 1960-61 (Appendix VI). The minimum qualification is a degree in Arts, Science and Commerce and the trend is that more teachers in some States, at least, with Science qualification are being admitted to the training colleges.

(iii) More women students are seeking admission in both training schools and training colleges and while there are separate institutions for men and women for training them as teachers of elementary schools, at the level of the secondary training more co-educational institutions are being established. We have noted that percentage of women teachers in elementary schools today is 17 and in secondary school it is 20. [Appendix VIII (a), (b) & (c)]. This we consider as a significant factor and as educational facilities expand, more women would no doubt join the teaching profession.

(iv) The financial allocations for teacher education have not proportionally increased through the Plans. The total expenditure on primary education increased from Rs. 18.5 crores in 1946-47 to Rs. 63.6 crores in 1958-59. In the same period, the expenditure on training institutions increased from Rs. 91 lakhs to Rs. 255.7 lakhs, that is to say, while in the beginning of the period it was 4.9 per cent, it fell to 4 per cent. by 1958-59.

(v) While the remuneration of primary teachers has been increasing, with the rise in the cost of living (Appendix IX), it has been pointed out that a better type of teacher could only be available with salaries which are comparable with those obtained in other occupations for a person similarly qualified. We cannot, in this report, go into the question of the salaries of teachers and their conditions of service though we are sure that this question is not unrelated to the quality of students to be admitted to the training institutions, influencing their expectations about their role as teachers in the social set-up before they enter the training institutions.

(vi) The training institutions for primary teachers and secondary teachers have been always treated separately, the whole training programme of thousands of primary teachers coming under the Directorates of Education in different States while the education of teachers for secondary schools has been academically controlled by the universities, the Departments of Education generally giving the financial grants. Some educationists think that this is a weakness in our system. The history of teacher education in advanced countries shows that these training programmes must come closer together and the separation between elementary and secondary teacher education has led to a lack of participation of all professional persons in the same objectives and aims of a programme of teacher education. We have discussed this point further in Chapter VI.

## CHAPTER III

### PROCEDURE AND PREPARATION

#### **Procedure of Work**

3.01. It was decided to undertake selected field studies in various aspects of the teacher training programme at various levels existing in the States. Active co-operation of Panel Members was sought and each Member was assigned 2-3 States for the purpose. During its visits to various States, the Team covered various types of institutions, including teacher training institutions, at all levels. 36 training colleges and 46 training schools in various States were thus visited by the Team. The Panel members were able to study as many as 45 training colleges and 76 training schools. A list of the institutions visited is given in Appendix II.

3.02. Besides, the Team sent out proformae to all the State Governments and Union Territories for collecting relevant data relating to various aspects of teacher training programme. Completed proformae were received from all the State Governments and 5 Union Territories. A special proforma was also sent to selected training colleges and training schools. 53 completed proformae from training colleges and 145 from training schools were received. In addition, relevant data bearing on the subject under study was collected from the Ministry of Education and the Education Division of the Planning Commission.

3.03. The material thus collected was found to be very useful and helped the Team and the Panel in their deliberations. Full use has been made of the data collected from various sources mentioned above. Selected material, received from these sources, has been given in the Appendices to the Report.

3.04. Members of the Panel submitted critical reports relating to the institutions visited by them. Extensive use has been made of this material in the preparation of the report.

#### **Collection of Data**

3.05. On the basis of a proforma, sent to all State Governments, we collected information in regard to the present position of training institutions, their intake, proposals for expansion during the Third Plan and their problems for buildings, hostels etc. We also collected information from certain selected institutions in regard to the present position of staff, buildings, teaching load, financial provision, equipment, hostel facilities and other details through a proforma. While the problem of admission and selection procedures, courses of study, examination, size of the training institute etc. have been discussed later, this chapter gives the present position of institutions and the numbers they train. For example, the number of institutions in the country estimated in the Third Five Year Plan report was 1,307 training schools and 236 training colleges in 1960-61 to be raised to 1,424 and 312 respectively by the end of the Third Plan. The information collected by us indicates that in 1960-61 there were 1,358 training schools and 216 training colleges in the country *vide* Appendix VI (i)]. We have tried to see their working and assess their effectiveness.

3.06. Apart from the information received from the State Governments and selected institutions, Members of the Team and also the Members of the Panel, appointed for the purpose of on-the-spot study, visited different institutions and had discussions with the State Governments. In many cases, Chief Ministers and Education Ministers also extended to us the courtesy of discussing with us special problems of teacher education in their States. In our discussions with the Education Secretaries, Directors of Education and other officials, we could collect helpful information about how the training institutions are being run and the nature of their problems both in respect of supply of requirements of trained teachers and the existing facilities in relation to these requirements.

### *Primary Data*

3.07. A summary of our findings in each of the 15 States is given Statewise in Chapter. IV. It will be seen that under each State, we have tried to give a picture of the (a) number of training colleges and training schools, their intake capacity; (b) number of trained teachers today at the primary, middle and secondary school level; (c) types of training at different levels obtained in the State Governments; (d) some illustrations based on visits of the Team; (e) cost pattern; and (f) general impressions or comments, if any. The illustrations are given mentioning certain facts but resisting judgments, as we are mostly concerned, by Terms of Reference, with the problem of the provision made in the Plans for teacher training and examining whether we were getting adequate results from the amounts provided as well as whether the institutions that have been established so far are giving us desirable results in relation to the objectives generally set out for training programmes.

### **Recent Studies**

3.08. In this chapter, while we have examined the factual data collected by us, we had, in the first place, to see some of the recent publications which have dealt with the question. The latest documents which examine problems of teacher training are the Chapter on "Improvement of the Teaching Personnel" in the report of the Secondary Education Commission, 1953, the report of a study by an International Team, entitled "The Teachers and Curricula in Secondary Schools", 1954, and the "Education of Primary Teachers in India", Report of the First National Seminar, Ministry of Education, 1961. Besides these published documents, there have been detailed studies of this problem in the Directorate of Extension Programmes for Secondary Education, in the papers submitted to the All India Council of Secondary Education from 1955 onwards; the reports of the Association of Principals of Secondary Teachers Training Colleges; the papers of the All India Council of Elementary Education from 1957 and their "Report of the Study Group on the Training of Elementary Teachers", Ministry of Education, 1962; as well as a recent paper prepared in the Ministry of Education entitled "Draft Perspective Plan for Development of Elementary Education in India (1961—1975)". The latter are still in the form of mimeographed papers meant for formulation of future programmes. The former published documents state certain principles for guiding the teacher training programmes; the Report of the First National Seminar on Primary Teachers particularly gives an exhaustive survey of the present position of the staff, levels of training, size of a training institution, content of training, buildings, equipment, methods of teaching, examinations etc.

3.09. We do not propose to cover the ground already cleared in these documents. The problem which we had to examine carefully is that while so much of intensive thinking has gone into the various reports and documents as well as suggestions made for improvement, the results during the last five years did not appear to take into consideration the various recommendations. We had, therefore, to examine the reasons for this.

3.09. We do not propose to cover the ground already cleared in these schools which have increased during the last 10 years have been established without much attention to the need for adequate staff, buildings and necessary financial allocation. Training Colleges also have increased but in their case, some universities have been able to control the growth by stipulation of certain conditions. But in certain universities where Arts and Science colleges have been allowed to add to them a training section, the academic control even appears to have been slightly relaxed. The other reason seems to be that the State Departments of Education have not been able to supervise and control this programme with the same efficiency they have been employing for development of the programme of schools and other colleges.

### **Recommendations of the Secondary Education Commission**

3.11. Turning to the recent printed documents on the subject, we find that in the Secondary Education Commission's report, it was stated that there were three types of teacher training institutions in 1953 classified as (i) Primary or Basic Teacher Training; (ii) Secondary Teacher Training; and (iii) Graduate Teacher Training institutions. They further stated: "The primary teacher training institutions are intended for teachers of primary or junior basic schools. The general educational qualification of these teachers varies from State to State. In some States they should have read up to the III form or 8th standard of the high school or they should have completed the Higher Elementary Course. Thereafter, they are given one or two years' training and are then expected to teach in elementary or primary or junior basic schools as they may be variously called."\* Secondary Teacher Training institutions prepare teachers for the middle schools and the Graduate Teacher Training institutions prepare teachers for the high and higher secondary schools.

3.12. But the Commission recommended that there should be only two types of institutions for teacher training: (i) for those who have taken the Secondary School leaving certificate, for whom the period of training should be of two years; and (ii) for graduates for whom training may, for the present, be of one academic year.

#### *Primary Teachers*

3.13. We have found that while the first type of institution for training primary teachers is generally current in all the States, the pattern obtained in the States is that there is a two-years' course for those who have passed the third form or the eighth class and one year training course for matriculates but no uniform pattern has yet been established in all the States on account of the difficulty in removing the two-year course of training for those who have done the 7th or 8th class in certain States or the third form of secondary education.

\* Report of the Secondary Education Commission, Ministry of Education, 1953, p. 165.

### *Middle School Teachers*

3.14. Another difficulty we found was in regard to the middle school education. The Secondary Education Commission had indeed included the Middle Schools under the High Schools or Higher Secondary Schools. They said, "it is now generally recognised that the period of Secondary Education covers the age-group of about 11—17 years"\*. But they made certain modifications in relation to the scheme of basic education and indicated that there should be 4 or 5 years' period of primary or junior basic education and secondary education should be (a) the middle or senior basic or junior secondary stage of three years and (b) higher secondary stage of 4 years. It will be seen, therefore, that the recommendation of the Secondary Education Commission in relation to training of secondary teachers was that graduates or first grade trained teachers should teach classes of the middle schools or lower secondary schools. However, the position in this respect, as obtained today, is that teachers trained in the training schools also teach in the middle schools in most of the States and there is no rationale about it except that the subject teachers required for the middle schools or lower secondary classes are either not easily available through the colleges for secondary teachers or those so trained through the training schools are not found to be good enough subject teachers in the middle schools. In certain States e.g. Gujarat and Maharashtra, Diploma in Teaching (T.D.) is awarded by the Universities after a year's training to those who have a minimum qualification of SSLC or matriculation and such persons are employed in middle schools. In West Bengal, they had special training institutes which admitted Intermediate Arts and Science students for training teachers for middle schools. But, by and large, the position varies from State to State and it is difficult to reduce it to an all-India pattern. The three tables (Appendix IX) bring out certain percentages of trained and untrained teachers with their academic qualifications over a period of five years.

3.15. It will be seen from these tables that in primary schools, the non-matriculate teachers are decreasing from 78 per cent. to 71 per cent. and matriculate teachers are rising from 22 per cent. to 29 per cent. The trained teachers have been rising at the rate of 1 per cent per year. All the non-matriculate teachers are mostly trained.

3.16. It will also be seen that in the middle schools the graduate teachers are not many but the non-matriculate trained teachers are about 45 per cent and about 55 per cent are matriculates and above, some of whom would be graduates.

### *Secondary School Teachers*

3.17. Even at the secondary stage, the graduate teachers were about 48 per cent and the non-graduate teachers 52 per cent in 1957-58 on all-India basis. Obviously, among the non-graduate teachers are the language teachers and some teachers of special subjects such as music, drawing, physical training etc. The figures given in the tables for men and women, trained and untrained teachers are also interesting from the point of view of the present position. The last column indicates the trend in the rising salary structure.

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\*Report of the Secondary Education Commission, Ministry of Education, 1953, p. 30.

3.18. It would thus appear that there have been many difficulties for the State Governments to implement the recommendation of the Secondary Education Commission in respect of the two types of training for primary and secondary teachers, and our examination of the problem did not throw more light on it than what has been stated earlier that both from the point of view of financial provision and practical difficulties of different States to change the existing patterns, mentioned in Chapter IV, State-wise, such a change was not possible for the last 8 years.

#### *Organisation of Training Institutes*

3.19. Another significant recommendation of the Secondary Education Commission was that graduate teacher training institutions should be recognised by and affiliated to the Universities which should grant the degrees while the secondary grade institutions (training schools) should be under the control of a separate Board appointed for the purpose. It will be seen that while the first recommendation is, by and large, observed by most of the universities in the State of U.P., the L.T. training is still conducted by the State Department of Education and the Basic Diploma in Education in Bihar State is under the administrative control of the Department of Education. While we should agree that maintenance of two standards in training is unnecessary as stated by the Secondary Education Commission, it was pointed out to us by U.P. State Department that their L.T. course was enjoying a high status in the State and it had not been possible for them to change the present pattern.

3.20. In respect of the training schools, the Secondary Education Commission indicated that they should be brought under the control of a separate Board and should not be under the Department of Education. This recommendation, for the last 10 years, has not been considered for implementation. We have considered this question further in Chapter VII.

3.21. In respect of training schools, it was also indicated that it should be a 2-year course after the School Leaving Certificate or Higher Secondary School Certificate. It has not been possible for some State Governments to organise this course in this way for different reasons which are partly a matter of tradition and partly of finance. The Commission had also stated that teachers trained in these institutions should be largely employed for nursery schools and primary or junior basic schools. But, as we have seen earlier, they seem to be employed in the middle schools too.

#### *Other activities of Training Colleges*

3.22. The Commission had further recommended that among the activities which the training college should provide or in which it should collaborate are (i) Refresher Courses (ii) Short Intensive Courses in special subjects (iii) Practical Training in Workshops (iv) Seminars and professional Conferences. We have examined this question and found that during the last 10 years the Directorate of Extension Programmes for Secondary Education, Ministry of Education have organised different courses and established, in the various Training colleges, centres with well-equipped libraries for discussions and academic pursuits. The main purposes of in-service training programme, as recommended by the Commission, have to be achieved, however, over a longer period. This is partly because the Secondary Education Commission could not visualize that in 1960-61 there would be 216 Training Colleges and they may not be in a position to take up such extra programmes for lack of adequate staff, equipment, library facilities and accommodation.



3.23. Another recommendation was in respect of liaison between the training institutions and their alumni and it was suggested that they should follow up their subsequent careers. We found that this has not been possible in majority of the cases.

Training colleges, according to the Commission, were expected to conduct research work in various important aspects of pedagogy and for this purpose they should have under their control *experimental or demonstration schools*. Many of the training colleges, as will be seen from Chapter IV, do not have practising schools attached to them and in some of the training colleges, for example in Kerala and Allahabad, the courses for M.Ed. and Ph.D. are not allowed as they have been restricted to the Departments of Education of the Universities of Kerala and Allahabad respectively.

We do not suggest that all the 216 Training Colleges should have research departments, but those that are mature for undertaking this work should be encouraged to do so.

#### *Staff of Training Schools*

3.24. The recommendation of the Commission that there should be picked staff of teachers possessing adequate qualifications, both in training colleges and training schools, appears to us to be not a general rule. This is more true in the training schools where the teachers of the training institutions are mostly drawn from Secondary Schools, who, we found, would have been happier in the schools rather than in the training institutions. Unless there is a special grade for teachers in the training institutions, or special allowance for the purpose, a good teacher from the secondary school cannot be easily drawn to a training institution. Moreover, teaching the adult in pedagogy or any other subject means a different method from teaching the school boy or girl and implies a certain amount of scholarship and academic interest which very often fade away when a teacher has taken to teaching in the secondary school partly because of the pressure of work of a different type. Besides, the teacher of the secondary school has been trained to teach boys and girls at the secondary level while the pupil-teachers of the training schools have to teach in Primary Schools and the staff for such institutions must have orientation towards the methods of teaching children of primary schools.

#### **Report of a study by an International Team**

3.25. The second document "Report of a Study by an International Team on Teachers and Curricula in Secondary Schools" 1954 stated the main defects in the existing system of teacher training which, in principle, still continue in the same way. We, therefore, repeat their findings:

"(i) Lack of integration in programmes of training teachers for different levels; (ii) insufficient coordination between the work done in training institutions and in schools; (iii) inadequate conception of the role of the training institutions for different levels and consequent inadequate staffing and equipment; (iv) the domination of external examination and its cramping effect on training programmes; and (v) inadequate provision for training of certain types of teachers viz. of Indian languages, technical and other subjects such as agriculture, home science, commercial subjects of craft, of art and music, of physical education." The recommendation in this report was that "efforts should be made to establish articulation in the training of teachers for different schools stages."\*

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\*Teachers & Curricula in Secondary Schools, Ford Foundation, 1954, pp. 28-29.

3.26. Some of these recommendations have been implemented; for example, reform in examination system, provision of special types of teachers and the introduction of extension programmes by the Directorate of Extension Programmes for Secondary Education, Ministry of Education, but even now a dynamic approach to improve the existing institutions has to be made.

### Other Documents

3.27. The valuable document "The Education of Primary Teachers in India—Report of the First National Seminar" has, for the first time, analysed in details the problems of training of primary teachers. It presents facts some of which have been further confirmed by what we have stated in Chapter IV.

3.28. The main findings of the Seminar, as summarised in the Report of the Study Group on the Training of Elementary Teachers of the All India Council for Elementary Education, 1962, are that the supply of trained teachers is not co-related to requirements over any period of time. "In one State supply has been larger than the requirements leading to unemployment of trained teachers. In other States the supply has fallen far short of the needs. The additional teachers required for the expanding programme of primary education have been recruited from untrained persons. The training institutions had to reserve the greater proportion of seats for the untrained teachers in service, while the new entrants to the profession have continued to be drawn from untrained persons. This glaring and persistent imbalance between the supply and need seems to have fixed itself as permanent feature of the present situation.

3.29. The same document also mentions that the location of the training institutions is more fortuitous than planned. There was also no attention paid to the planning of a training institution to an optimum size. The range of differences from State to State and even from one institution to another was unjustifiably large, being 20 places at one end of the scale and 300 at the other. It was found that very small institutions were poorly staffed and could not offer the variety of specialised teaching that was essential for a good teacher education programme. *Per capita* cost was also high.

3.30. There is also the question of duration of courses and the way in which persons are admitted to the training schools. This has been indicated already in Chapter IV for different States. But there does not seem to be uniformity in courses in different States, because some States are tradition bound, lost in the tension between pull of the past and urge for further progress. In other States longer programmes could not be practical as trained teachers were required quickly.

3.31. In regard to facilities available in training institutions in terms of percentages, the Table given in Appendix XXV reproduced from the Report is interesting. It will be found that in many States, 30 to 40 per cent of the institutions do not have their own buildings, between 40 to 50 per cent do not have libraries, 50 to 60 per cent do not have laboratories, 30 to 40 per cent do not have craft sheds, 10 to 15 per cent do not have proper sanitary arrangements, 30 to 40 per cent do not have practising schools, 30 to 40 per cent do not have their own hostels and majority of the institutions do not have staff quarters.\*

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\*Report of the First National Seminar, 1961, p. 125.

## CHAPTER IV PRESENT POSITION

### I. ANALYSIS OF DATA

4.01. From the foregoing chapter, it will be seen that a picture of the present position, in certain objective terms, is necessary to build up any case for improvement. The following paragraphs attempt to do this.

#### (a) Confusion in Nomenclature

4.02. For the sake of convenience, the institutions at the undergraduate level are being described by us as teacher training schools though they have different names in different States, some calling them colleges, some basic training colleges and a few, training schools (Appendix V). Formerly, these were known as normal schools in many States but in some of the older States where training courses had first begun, they were known as training colleges for men and women. Sometimes, it is also argued that since these institutions are intended to train teachers after they have completed the secondary education course, they should be described as colleges for training teachers. In that case there will be two types of institutions, colleges for training graduate teachers or first-grade teacher training colleges and secondary grade or junior training colleges. A suggestion that came to us was that the institutions should be described as "Primary Teachers Colleges" or "Junior Training Colleges" and "Secondary Teachers Colleges" to simplify the confusion. The current terminology used in the planning documents and elsewhere is "training schools" and "training colleges" and we employ these expressions for the purpose of the Report as they are convenient. However, the question of correct nomenclature has to be taken up and decided.

#### (b) Trained and untrained teachers

4.03. In 1960-61, the all-India figures mentioned in the Report of Third Plan, indicate that out of 9.1 lakhs of teachers, 5.91 lakhs (65 per cent) were trained teachers in the Primary Schools; out of 2,30,000, 1,50,000 (65 per cent) were trained teachers at the middle school stage and out of 2,29,000, 1,56,000 (65 per cent) were trained teachers at the high and higher secondary school stage. The ratio of primary teachers, middle school teachers and high/higher secondary school teachers appears to be that for about 9 primary teachers there are 2 middle school teachers and 2 high school or higher secondary teachers. This is against the all-India picture of the institutions which were about 3.42 lakhs, 40,000 and 17,000 respectively for the three levels in 1960-61. This means that for 34 primary schools, there were 4 middle schools and about 1.7 high/higher secondary schools. The number of pupils at the different stages during the same year were 343 lakhs, 63 lakhs and 29 lakhs, respectively which means that for 11 pupils at the primary stage, there were 2 pupils at the middle school stage and a little less than 1 pupil at the high/higher secondary stage.

4.04. More teachers are required at the middle school and high school stages, not only because there are subject teachers, but also special teachers are required in drawing, music, physical education, domestic science etc.

This has resulted in the teacher-pupil ratio in 1960-61 of 1:38 at the primary stage, 1:30 at the middle school stage and 1:25 at the high/higher secondary stage.

4.05. One generally accepted criterion for effectiveness of teaching is the ratio of pupils to teachers. Larger number of teachers for fewer pupils has not been possible during the last 10 years and is not likely to be possible for some time to come till the economy could sustain such a load. On the other hand, the teacher-pupil ratio at the Primary School has been increasing and may be even 1:45 or 1:50 if double shift was introduced in the first 2 primary classes or even in the first 4 classes as in Kerala because sufficient funds were not available to bring in all children to Primary Schools. However, every developing country has had the same problem. This is evident from what happened in USSR where teacher-pupil ratio has not made much progress during the last 15 years. For example, it has been stated\* that the over-all teacher-pupil ratio in Soviet Russia in 1947 was 1:10, in 1954 1:14 and in 1956 1:17. It has also been stated that the over-all teacher-pupil ratio in the USA in 1955-56 was 1:27.

4.06. It will be seen that further qualitative improvement will demand improvement of teacher-pupil ratio resulting in a larger demand of teachers. Besides, a better education system could only be established with better type of teachers. This is obtained by a great deal of emphasis on knowledge of subject matter that the teacher must possess as well as methodology of teaching. It is also now being universally recognised that trained teachers are very necessary in the elementary schools and even if the target of the Third Five Year Plan of making 75 per cent of the teachers trained would appear to be a progressive step, it is still a long way for the country to improve the teacher training programmes for the elementary schools in the existing 1,358 Training Schools (which are likely to be 1424 by the end of the Third Plan) as well as achieve a target of 100 per cent trained teachers at least at the elementary stage.

4.07. Appendix X (a), and (b) indicates Statewise distribution of pupils, total number of teachers and trained teachers. It will be seen that while the over-all percentage of trained teachers for the age-group 6—11 is 65, in 1960-61 and the target for 1965-66 is 75, the majority of the States have to make improvements in their programmes. The Statewise problems have been broadly dealt with in this Chapter, both in respect of teachers for the primary and the middle schools and those for the high and higher secondary schools.

### (c) Training Institutions and their intake capacity

4.08. In Appendix VI are given the figures of training schools and colleges in different States and their intake capacity. When this is compared with Appendix X, it will be found that in some cases, for example West Bengal, where the percentage of trained teachers is small, the training institutions are fewer and certain States like Kerala, Maharashtra, Bihar, U.P. and in Andhra, large number of training schools have been established. But the quantitative expansion has resulted in lowering standards of quality. This is partly evident from what has been said in Section II of this Chapter.

\*Nicholas Dewitt, Soviet Professional Manpower—Its Education, Training, page 176, 1955. Education in the USSR, 1957, page 201.

4.09. It will be seen moreover from Appendix XX that the provision made for teacher training programmes in the Second and Third Plans in different States is not necessarily related to the requirements of teacher training programmes in the States concerned.

**(d) Types of Training**

4.10. It will be seen from Section II that different types of training obtained in the States have been summarised under each State. But the variety of training programmes cannot be reduced to a uniform all-India pattern. The Secondary Education Commission visualised that there should be only two types of courses, one for training teachers for high schools and middle schools and the other for training teachers for the primary schools. But this is not the case in the States. The variety of training courses obtained in different States has been tabulated in Appendix XIII (a), (b) and (c). The first statement XIII (a) refers to the training colleges where the admission qualification is a degree in Arts or Science and the duration of course is generally one year for a degree of B.T. or B.Ed. Special teachers of Domestic Science, Physical Education and Hindi are also trained in special institutions. However, it will be seen that there is some kind of uniform practice as these institutions are affiliated to the universities, in regard to the duration, syllabus and practical training. Besides, the Association of Principals of Training Colleges, to a large extent, influences the academic organisation of these institutions and other problems of courses of study and of research and service conditions.

4.11. Appendix XIII (b) relates to the training courses for elementary teachers which are known under different titles. We thought of different names given to such institutions and have collected some of these mentioned in Appendix V which are, by no means, exhaustive. This makes an interesting statement in respect of variety of names and the variety of courses under each name in different States. It will be seen from Appendix XIII (b) that most of the courses are under the administrative control of the Directorate of Education except the course of T.D. (Diploma in Teaching) obtained in the States of Gujarat and Maharashtra, which is run by the Universities. We have examined the objectives of the T.D. course which admits students (of whom women are in majority) to a one-year course after they have passed the Secondary School Examination and prepares them as teachers for middle schools. We consider this a useful device for securing teachers though it has been difficult for us to say whether teachers trained in a one-year course in education, located in Arts and Science colleges, would compare better than a two-year course for primary teachers with the same admission qualification, conducted in the training schools under the Departments of Education. But in actual practice, they do. Training for teachers of the middle schools would emphasize subject teaching and we thought that if the courses were to be popular for supplying the needs of middle schools, the duration could be extended to two years with emphasis on content so that the teachers would have knowledge of subjects up to the Intermediate level at least, along with methodology of teaching the subjects. Whether other universities would like to start such courses is a matter we could not discuss with University authorities. One point in favour of such an organisation is that the Board of Studies in the University which deals with degree courses in education, is also responsible for the courses of education for diploma. The academic control of the university thus would appear to be a helpful factor.

4.12. Appendix XIII (c) is a statement showing special courses in teachers' training preparing them as specialised teachers, particularly for primary and middle schools. This list of types of training is an illustration of what types of courses are being introduced in different States for training specialised teachers. In majority of the cases, the admission qualification is a pass at the Secondary School Examination though in some cases it is lower if teachers have some experience. This would mean that non-matric untrained teachers have an opportunity of improving their qualifications and increase their interest in the profession. An interesting feature of the statement is the variety of short-term courses in different crafts and we felt that these were very useful. But a special study of these courses has to be undertaken by a specialised committee to examine, in details, the objectives of such courses and the syllabus or the curriculum for the courses concerned as well as the duration. They would be in a better position to judge the various types and levels of training and see whether some of them were outmoded and could be eliminated and others could be properly combined in useful and effective courses. In the British system, there are the University Departments of Education, the general training colleges which train teachers for elementary schools and specialist colleges which prepare teachers for house-craft or domestic science. Students learn courses at (a) advanced level or (b) subsidiary level and these are organised in house-craft (cookery and home management) and needle craft including dress making. We have discussed this further in Chapter VII.

4.13. The Statement in Appendix XIII (c) indicates the need for a coordinated effort to organise these courses defining objectives and purposes of training.

### (c) Women Teachers

4.14 We were concerned about the training institutions for women teachers, particularly the Training Schools, because from a long range point of view, ultimately Primary Schools at least will be staffed by women, as had happened in all advanced countries, where a teacher in the Primary School is invariably known as 'she'. An observation which we could also make here is that, by and large, we found that the Women's Training Schools were better organised and both the staff and the students showed a seriousness of purpose about the job they were doing and keenness, initiative and a sense of responsibility in their jobs. This is in contrast to the Training Schools for men students. In some of the Government institutions the male staff was disgruntled because of the appointment of transfer and a number of students who joined these institutions would not have done so if they could have got something better, either a clerical appointment or any other job. This really meant that the morale of such institutions was not very high. It is now universally recognised that women are better fitted by aptitude and interest to teach young children. In our discussions with educationists and administrators, we could secure confirmation to our view that education of young children, both boys and girls, should be entrusted to women, who, by nature, have a desire to teach. Primary education is mainly in the hands of women teachers in all the educationally advanced countries. More than 90 per cent of teachers in primary schools are women in the U.K., U.S.A. and U.S.S.R., about 70 per cent in France, 50 per cent in Japan and Australia and 15 to 20 per cent in India. At the secondary stage too, women teachers are in a majority in

the advanced countries. In the U.S.A. they are about 70 per cent, in the U.K., France, Australia about 50 per cent and in India between 20 to 25 per cent. We have mentioned the actual number of women teachers in primary, middle and high/higher secondary schools in different States in Appendix VIII (a), (b) & (c). The table also gives figures for trained teachers (men and women) in different States. It will be seen that generally the percentage of trained women teachers is higher than of men teachers. This itself indicates that women are not only interested in the profession but are anxious to secure training. A large number of women teachers in primary schools was found in Kerala and Madras. Many of them were married women. It was also mentioned to us in the South that girls join Training Schools because men, whom they married, liked earning members in the family. This we noticed was a new development on account of economic pressures. The married women took the teaching profession seriously. We only found that in the case of women teachers more reserves are necessary, for women teachers go on maternity leave or take leave during the school session more often than men would do.

4.15. The training institutions exclusively for women are in larger number so far as training schools are concerned [Appendix VI(ii)]. Among the training colleges, there are many co-educational training colleges which were also staffed by men and women and were, in academic and social atmosphere, better than training colleges only for men. In some of the best institutions in the country like the Central Institute of Education, Delhi, nearly 60 per cent of the students are women and 40 per cent men and we recommend co-educational pattern for training colleges from the point of view of administrative economy and efficiency.

4.16. For training schools, the current practice is separate institutions for men and women though we came across many co-educational institutions too. We think that the existing arrangements need not be disturbed and co-educational institutions should be encouraged in States where they have proved successful.

#### (f) Financial Provision

4.17. In Appendix XX, financial provision for teacher training programmes in the Second and Third Plans for training schools and training colleges, has been given and also a percentage of the provision in relation to the total provision for General Education. In the Second Plan, the total General Education programme of the States was Rs. 176 crores of which the provision for total teacher training programme was Rs. 13 crores, or 7.6 per cent. In the Third Plan, out of total General Education Plan of Rs. 336 crores in the States, about Rs. 24 crores or 7.1 per cent has been provided for these programmes. One factor that could be noticed here, is that States that have advanced teacher training programmes, have made less provision in the Third Plan. For example, Madras has provided 2.4 per cent, Punjab 2.2 per cent, Kerala 3.5 per cent. In these States, the percentage of trained teachers, as would be seen from Appendix X (a) & (b), was always higher. But West Bengal has also provided 4.5 per cent with a lower percentage of trained teachers while Maharashtra has provided 9 per cent, in order to see that they achieve a target of 95 to 100 per cent trained teachers by the end of the Third Plan. Assam, Andhra Pradesh and U.P. have provided between 8 to 9 per cent. An interesting

example is Madhya Pradesh which is trying to make up the backlog of untrained teachers by making a provision of 11.6 per cent of the total General Education Plan for teacher training.

4.18. The increased number of training schools in the Second Plan, of about 414 is due to the fact that about the end of the Second Plan, a Centrally sponsored scheme was introduced to raise the training programmes of teachers at the Primary School along with the scheme of appointing in the various schools a number of untrained matriculate teachers who were unemployed otherwise. The scheme was introduced by the end of the First Plan which created a backlog of untrained teachers. In order to take care of this backlog as well as the new untrained matriculate teachers appointed in the Second Plan under a similar scheme, expansion of training facilities had to be provided in the Second Plan, under a Centrally-sponsored scheme, where the Centre provided cent per cent assistance to the States; the estimated expenditure was of the order of about Rs. 3 crores. This was added to the total provision in the Second Plan which came to be about Rs. 13 crores. However, this left a large spill-over for the Third Plan which has been estimated to be about Rs. 12 crores. Therefore, the provision in the Third Plan of Rs. 20 crores for about 143 institutions is actually Rs. 12 crores for the spill-over and Rs. 8 crores for the new 143 institutions to be established.

It will be seen that this provision also includes improvement of the 930 institutions established by the end of the First Plan. Therefore, it is difficult to understand how much exactly is to be spent on the new institutions at this stage.

## II. POSITION IN THE STATES & UNION TERRITORIES

### Andhra Pradesh

	1960-61	1965-66 Targets
A. No. of Teacher Training Schools (Primary and Middle)	127	135
No. of Teacher Training Colleges .. .. .	9	99
<b>B. TEACHERS :</b>		
<i>Primary Schools</i>		
(i) Total .. .. .	78,520	1,06,520
(ii) No. trained .. .. .	65,750	94,750
(iii) (ii) as % of (i) .. .. .	83.7	88.9
(iv) No. of women teachers .. .. .	14,633	..
(v) (iv) as % of (i) .. .. .	18.6	..
<i>Middle Schools</i>		
(i) Total .. .. .	8,717	15,420
(ii) No. trained .. .. .	5,801	13,400
(iii) (ii) as % of (i) .. .. .	66.5	87
(iv) No. of women teachers .. .. .	1,956	..
(v) (iv) as % of (i) .. .. .	22.4	..
<i>High/Higher Secondary Schools</i>		
(i) Total .. .. .	24,874	27,370
(ii) Trained .. .. .	20,017	24,250
(iii) (ii) as % of (i) .. .. .	80.4	88
(iv) No. of women teachers .. .. .	4,079*	..
(v) (iv) as % of (i) .. .. .	16.4	..



C. TRAINING FACILITIES :	1960-61		1965-6
	No.	%	Target
(i) <i>No. of untrained teachers at the beginning and at the end of III Plan and their %</i>			
(a) Primary School Teachers .. .. .	12,770	16.3	11.1
(b) Middle School Teachers .. .. .	2,916	33.5	13.0
(c) High/Higher Secondary School Teachers ..	4,857	19.6	12.0
(ii) <i>Total Intake capacity of Training Institutions per year.</i>			
(a) Teacher Training Schools .. .. .	7,200		7,700
(b) Teacher Training Colleges .. .. .	1,130		1,200
(iii) <i>Policy of the State Government regarding expansion of and improvement in training Facilities</i>			

In the Third Plan, 8 additional training schools are being established, but no additional training colleges. As the State Government has training facilities and targets to be achieved at the end of the Third Plan, more than those for all-India, it is likely that now the State Government would take up the problem of improving the existing training schools and training colleges and to provide such facilities as would raise the standard of training. Financial provision for Training Schools in Third Plan is Rs. 152.86 lakhs, and for Training Colleges Rs. 10.95 lakhs.

#### D. COST per Capita ON TEACHER TRAINING: (In Rupees)

	From Proformae received		Education in States (1959-60)
	Minimum	Maximum	
	(1960-61)		
Primary Level .. .. .	145.3	555.5	237.5
Secondary Level .. .. .	382.2	N.A.	849.00

#### E. IMPRESSIONS AND OBSERVATIONS:

##### (i) Types of courses and staff

##### Primary and Middle stages

There are different categories of teachers being trained in these training schools for courses varying in duration. The following types of courses are offered in these training schools:—

- Junior Basic Training School Certificate of two years' duration for candidates with III form or eighth standard public examination.
- Senior Basic Grade Training School Certificate of two years' duration for candidates with matriculation or equivalent qualification.
- Non-basic TSLC Elementary Grade Training, Course of two years' duration for candidates with ESLC or III form pass certificates.
- TSLC Secondary Grade Certificate Course is of two years' duration offered by candidates with matriculation or its equivalent certificate. This course is opened as an emergency course of one year for candidates with matriculation (50% marks) or Intermediate Certificate.
- There are some oriental title courses offered to Pandits for training of five months' duration in the case of Telegu and Sanskrit, 9 months in the case of Hindi Pandits. There are also courses like Diploma in Physical Education and Higher Grade Certificate for Physical Education meant for graduates and matriculates, respectively both being of one year duration.

Recently 6 schools in Andhra Pradesh were started on an experimental basis: for adult women—two each in Andhra, Telangana and Rayalaseema areas, popularly known as condensed courses. These schools provide a condensed three years course of general education-cum-training for adult women of the age-group 18-35. The minimum academic qualification is the V class of primary school. A stipend of Rs. 30 is paid to each of the trainees and the objective

of this training is to provide more women teachers in primary schools and give economic help to the women of educationally backward sections. This programme appeared to be more useful for women teachers who would teach the first two classes of a primary school. The general education course in this form of training is condensed so that the academic courses of three years from class VI to class VIII are compressed into two years.

### Secondary Stage

Of the 9 training colleges covered under the study of the Team, 3 were affiliated to Andhra University, Waltair, 3 to Venkateshwara University, Tirupati and 3 to Osmania University, Hyderabad, offering B.Ed. course.

#### (ii) Impressions of Institutions visited

##### (a) Quality of Trainees

We were impressed, in certain basic training schools, by the quality of the Trainees who were all freshers in some cases and a few of them were untrained teachers having experience of teaching ranging between 3 to 7 years. In Government Basic Training School for Women at Begumpet, we saw the practical work done by trainees, e.g. cooking, management, accounts of monthly ration, cleanliness of premises, and other activities. The students here have to execute a bond to serve for five years and are paid a stipend of Rs. 30 for a junior grade trainee and Rs. 35 for a secondary grade trainee.

##### (b) Library and Laboratory Facilities

In the 2 basic training schools visited by us, there was not enough room and provision for the library. At one place, it was mentioned that there were 3,000 books in the library but it was found that the assignment of the studies given to the trainees did not emphasise the use of library books. It appeared that these trainees depended more on lecture notes than on use of books in the library.

##### (c) Hostel Facilities

For the hostel of the Govt. Basic Training School for Women, no servants were provided except two for heavy duties. The trainees were found happily doing their duties, thereby indicating a sense of independence and initiative. Hostel rooms were of the dormitory type and, as usual, the sleeping place was provided on the floor so that a room accommodated about 20 girls who kept their bedding and other things packed for the day. The hostel expenses were about Rs. 15 p.m. per head on boarding and it was reported to us that it was possible to manage within this amount, partly because there was no overhead expenditure as the management was entirely done by the students.

##### (d) Other points for consideration

All the training schools in Telangana Region are of Basic pattern and a few schools in Andhra Region still continue to be of non-basic pattern.

There is a separate proposal to exempt the untrained teachers with over 15 years service and over 45 years of age. At present the untrained teachers with over 2 years continuous service are having only one year's training. Regarding trainees with sufficient teaching experience and above 40 years of age, the D.P.I. informed that they were thinking of introducing short-term courses for them.

The staffing of the training schools appeared to be a problem to the Department. At present, the trained teachers of secondary schools were transferred to training schools on their staff. But the problem was that these teachers were only familiar with the teaching methods in secondary schools and not primary schools.

### Assam

	1960-61	1965-66 Targets
A. No. of Teacher Training Schools (Primary & Middle) ..	36	46
No. of Teacher Training Colleges .. .. .	4	6
<b>B. TEACHERS :</b>		
<i>Primary Schools</i>		
(i) Total .. .. .	27,454	38,500
(ii) No. Trained .. .. .	10,377	20,500
(iii) (ii) as % of (i) .. .. .	37.7	53.0
(iv) No. of Women Teachers .. .. .	3,769	..
(v) (iv) as % of (i) .. .. .	13.7	..

*Middle Schools*

(i) Total	..	..	..	..	10,472	15,300
(ii) No. Trained	..	..	..	..	2,336	3,825
(iii) (ii) as % of (i)	..	..	..	..	22.0	25.0
(iv) No. of Women Teachers	..	..	..	..	1,340	..
(v) (iv) as % of (i)	..	..	..	..	12.8	..

*High/Higher Secondary Schools*

(i) Total	..	..	..	..	9,886	12,400
(ii) No. Trained	..	..	..	..	1,486	2,480
(iii) (ii) as % of (i)	..	..	..	..	15.0	20.0
(iv) No. of Women Teachers	..	..	..	..	1,197	..
(v) (iv) as % of (i)	..	..	..	..	12.1	..

## C. TRAINING FACILITIES:

(i) *No. of untrained teachers at the beginning and end of III Plan & %*

	No.	%	%
Primary Schools	17,077	62.3	47.0
Middle Schools	8,136	78.0	75.0
High/Higher Secondary Schools	8,400	85.0	80.0

(ii) *Total intake capacity of training institutions per year*

(a) Teacher Training Schools	..	..	2930	4200
(b) Teacher Training Colleges	..	..	150	200

(iii) *Policy of the State Government regarding the expansion of and improvement in training facilities*

In the year 1961-62, the State Government considered a proposal for introducing a 'sandwich course' for training of teachers but details of such a scheme were not made available to us. We feel, in view of a heavy backlog of untrained teachers at different levels, various methods of training them through in-service training, correspondence courses, and short-term vacation courses etc. should be introduced. State Government should evaluate the present shortage of graduate teachers for different subjects including those for Science, Mathematics, English and specialised training. If good graduates are available for these subjects, they may be absorbed by arranging some short-term training courses after they have put in 5 or 7 years of teaching.

We noted that in a State where 62% of the pupils of the age-group 6-11 are already in schools and a target for the Third Plan is about 78%, the percentage of trained teachers is only 37.1. On the one hand, the school-going population is at the level of national target, but on the other the trained teachers are very much below the national figures of 65 in 1960-61 and 75 in 1965-66.

## D. COST per capita ON TEACHER TRAINING:

	From Proforma received		Education in the States (1959-60)
	Minimum (1960-61)	Maximum	
	Rs.	Rs.	Rs.
Primary Level	121.0	364.8	327.8
Secondary Level	1,482.0	1,558.6	1,984.4

## E. TYPES OF COURSES :

*Secondary Level*

Training College—Basic	..	1	} For B.T. affiliation to Gauhati University.
Training College—non-Basic	..	2	
Training College Deptt. attached to a Degree College	..	..	
Degree College	..	..	

*Primary Level*

Elementary Teachers Training (Junior Basic).	}	2 years' duration for Matriculates
Senior Basic Training .. .. .		3 years' duration for Middle Vernacular
		2 years' for Matriculates
Diploma Course .. .. .	}	1 year for Elementary Trained teachers.
Hindi Training Course .. .. .		For Intermediates
		10 months for non-Matriculates.

**F. IMPRESSIONS OF INSTITUTIONS VISITED:**

It was noted during the visits that the B.T. Deptt. of Gauhati University had only 62 students on rolls in 1961-62 as against the capacity of 100 students. This was the case in other training colleges also. A majority of the trainees were deputed by the Government and some by private schools. The deputed trainees received a deputation allowance of Rs. 30 p.m., in addition to their full pay, in Government employment. Other trainees of private schools got a stipend of Rs. 40 p.m. There were 10 students for M.A. in Education. The Department had part-time lecturers getting an allowance of Rs. 50 p.m. This Deptt. shared the accommodation with Law Department.

2. We visited Basic Training Centre, and St. Mary's College, both at Shillong. Both of them were running under capacity. Medium of instruction was Khasi in the first one and it was pointed out to us that suitable books in this language were not available for the trainees.

3. Library facilities in both of them were not adequate, though there were some reference books in English on the subjects of school organisation and methodology. We felt that neither the trainees nor the staff were making much use of them. The building also was very old and hardly suitable for the purpose.

4. Admittedly, Assam's one of the less developed States but not educationally. It has a long tradition of educational development. But it appeared to us that the question of training of teachers has not received sufficient attention through the Plans. Provision for teacher-training under Third Plan is Rs. 97 lakhs for elementary and Rs.30 lakhs for secondary teachers only. We feel that the existing institutions need to be improved and the existing capacity fully utilised. It was found that against 2930 seats for primary and junior teachers in the training institutions only 2000 were utilised in 1960-61.

**Bihar**

	1960-61	1965-66 Targets
A. No. of Teacher Training Schools (Primary and Middle) ..	112	112
No. of Teacher Training Colleges .. .. .	5	7
<b>B. TEACHERS :</b>		
<i>Primary Schools</i>		
(i) Total .. .. .	59,632	1,00,000
(ii) No. Trained .. .. .	42,463	84,400
(iii) (ii) as % of (i) .. .. .	71.0	84.4
(iv) No. of Women Teachers .. .. .	5,125	..
(v) (iv) as % of (i) .. .. .	8.6	..
<i>Middle Schools</i>		
(i) Total .. .. .	25,166	33,000
(ii) No. trained .. .. .	15,854	24,000
(iii) (ii) as % of (i) .. .. .	63.0	73
(iv) No. of Women Teachers .. .. .	2,059	..
(v) (iv) as % of (i) .. .. .	8.2	..
<i>High/Higher Secondary Schools</i>		
(i) Total .. .. .	17,633	22,700
(ii) No. trained .. .. .	6,980	11,000
(iii) (ii) as % of (i) .. .. .	40.0	48.0
(iv) No. of Women Teachers .. .. .	1,041	..
(v) (iv) as % of (i) .. .. .	5.9	..

## C. TRAINING FACILITIES:

## (i) No. of untrained teachers at the beginning &amp; end of III Plan &amp; %

	No.	%	%
Primary Schools . . . . .	17,169	29.0	15.60
Middle Schools . . . . .	9,312	37.0	27.00
High/Higher Secondary Schools . . . . .	10,653	60	52.00

## (ii) Total intake capacity of Training institutions per year

(a) Teacher Training Schools . . . . .	10,100	10,100
(b) Teacher Training Colleges . . . . .	780	1,100

## (iii) Policy of the State Government regarding the expansion of and improvement in training facilities

The financial provision under this head in the Third Plan is Rs. 246.98 lakhs for improvement of existing training schools, as there are no plans to add to their number during the Plan and Rs. 57.87 lakhs for training colleges. Only two new training colleges are being added during the Third Plan. Thus the intake will rise from 780 to about 1,100 in all the 7 colleges which works out to an average of 150 students per institution.

In 1960-61, the percentage of trained teachers at the elementary level has been higher in Bihar than the national percentage of 65 but at the secondary level it is much lower. We feel that, within the financial resources, priority has to be given to the training of elementary teachers and Bihar is following this policy.

D. COST *per capita* ON TEACHER TRAINING:

	From Proformae received		Edn. in the States' (1959-60)
	Minimum	Maximum	
	(1960-61)		
	Rs.	Rs.	Rs.
Primary Level . . . . .	73.2	244.0	277.4
Secondary Level . . . . .	394.8	424.3	491.8

## E. TYPES OF COURSES :

In Teachers' Training College, Turki (Distt. Muzaffarpur) under State Education Department, two courses were conducted—a Diploma in Education of one year duration and a short training programme of six weeks for untrained graduate teachers of private schools. For 100 seats offered in the first course about 700 applications were received in 1962 and the selection was done on merit by the Regional Deputy Director of Education, preference being given to Science graduates, women teachers and teachers with at least 5 years' teaching experience.

2. The 6 weeks' training programme for untrained graduate teachers gives the benefits of 2 additional increments, confirmation, entry for the diploma examination. This short-term course is really an interesting example though the same objective could be served through correspondence courses and evening classes in a high school. We, however, also feel that ordinarily 6 weeks are too short a period to train intensively even in theory.

## F. IMPRESSIONS OF INSTITUTIONS VISITED :

Teacher Training School for Men at Dhanbad and Monghyr Training School for Men, Purbisarai were providing courses to undergraduates. The main courses were (i) two-year course for matriculates and above; (ii) two-year course for non-matriculates and (iii) six months' course for non-matriculate teachers in service. Both the training schools had good hostel facilities and enough space in their buildings for classroom, staff-room, library room, Principal's room and a few others. In the first training college, there were 179 candidates of whom 16 were science pupils. The second training school had near about 200 trainees.

2. In Monghyr district there are 8 training schools of which 6 are for men and 2 for women. The pattern and the facilities were similar to those mentioned above.

3. In the discussions with the DPI and State officials, it was pointed out to us that there was a shortage of teachers of Science, English and women teachers in Home Science. It was also stated that steps were being taken to meet the requirements. However, we feel that in order to get subject teachers, particularly in Science, Mathematics, Home Science, etc., the most important factor is to invite a larger number of graduates in these subjects who should be made available to schools for a period of a few years after which perhaps they could be taken through a course of training for a short period.

4. It was mentioned that almost all the teachers in Government schools were trained but in private aided institutions, the minimum requirement for the recognition of a department was only two-thirds of teachers being trained graduates, including the Principal. Thus, the incentive for trained teachers in private schools was lacking. Out of 101 Government training schools, 18 were for women; and the number of private training schools was 11, mostly run by the Missions.

### Gujarat

	1960-61	1965-66 Targets
A. No. of Teacher Training Schools (Primary and Middle)	56	56
No. of Teacher Training Colleges .. .. .	11	11
B. TEACHERS :		
<i>Primary Schools</i>		
(i) Total .. .. .	19,265	97,000
(ii) No. trained .. .. .	6,855	64,000
(iii) (ii) as % of (i) .. .. .	35.6	65.9
(iv) No. of Women Teachers .. .. .	3,702	..
(v) (iv) as % of (i) .. .. .	19.2	..
<i>Middle Schools</i>		
(i) Total .. .. .	39,542	58,000
(ii) No. Trained .. .. .	21,469	36,700
(iii) (ii) as % of (i) .. .. .	54.2	63.3
(iv) No. of Women Teachers .. .. .	11,697	..
(v) (iv) as % of (i) .. .. .	29.6	..
<i>High Higher Secondary Schools</i>		
(i) Total .. .. .	14,208	36,000
(ii) No. Trained .. .. .	8,416	18,360
(iii) (ii) as % of (i) .. .. .	59	51.0
(iv) No. of Women Teachers .. .. .	2,239	..
(v) (iv) as % of (i) .. .. .	15.8	..
C. TRAINING FACILITIES :		
(i) <i>No. of untrained teachers at the beginning and end of III Plan &amp; %</i>		
	No.	%
Primary Schools .. .. .	12,410	64.4
Middle Schools .. .. .	18,073	45.8
High/Higher Secondary Schools ..	5,792	41.0
(ii) <i>Total intake capacity of training institutions per year</i>		
(a) Teacher Training Schools .. .. .	4,960	4,960
(b) Teacher Training Colleges .. .. .	805	855

## (iii) Policy of the State Government regarding the expansion of and improvement in training facilities

Additional teachers required during the Third Plan account for about 77,000 primary teachers, 19,000 middle school teachers and 22,000 high school teachers. The additional intake capacity of the training schools will be 900 so that by the end of the Third Plan, about 6,000 students will be admitted, at one time, to the training schools. Thus the intake capacity of the existing 56 training schools will be increased to accomplish it. There will be no additional training colleges established. The financial provision during the Third Plan Rs. 79.55 lakhs for training schools and Rs. 2.75 lakhs for training colleges.

## D. COST per capita ON TRAINING :

	From Proformae received		"Education in the States" (1959-60)
	Minimum (1961-62)	Maximum	
	Rs.	Rs.	Rs.
Primary Level .. ..	84.4	544.4	267.3
Secondary Level .. ..	231.7	815.0	497.3

## E. TYPES OF COURSES :

## (i) Primary Level

The 56 training schools located in different districts offer a variety of courses—Junior Primary Teachers' Certificate with 2 years' duration for Middle passed candidates; Senior Primary Teachers' Certificate with 2 years' duration for SSLC passed trainees; Secondary Teachers' Certificate examination for certain matriculate teachers with some teaching experience working in a middle school either of the elementary school or of the high school. Matriculates can also take up T.D. course of one year's duration from Gujarat University, and take up teaching in the middle school classes. There are other courses also like Diploma in Physical Education course of one year's duration both for matriculates and graduates, Drawing Teacher's Certificate and Drawing Master's Diploma or Art Master's Diploma. D.T.C. is offered to matriculates and the latter two courses are for Drawing Masters or Art Masters.

2. Some Training Schools also provide pre-primary Teaching Diploma Course of 2 years, Junior Hindi Shikshak and Senior Hindi Shikshak courses of 3 and 8 months' duration, respectively for those passing Intermediate Examination with Hindi and SSLC Examination with Hindi, respectively. It would seem thus that the State of Gujarat has provided teachers at different levels and in special subjects like Art, Physical Education and the national language and thereby given lead in providing different types of training.

## (ii) Secondary Level

11 training institutions at secondary level offer B.Ed. and M.Ed. courses in general and Diploma in Basic Education courses for trained graduates with one year's duration. The details are analysed as under :

Name of Institution	Capacity	Degree/Diploma offered	Affiliation to
Faculty of Education, Baroda University.	120	B.Ed.	Baroda University.
	40	M.Ed.	
S.T. College, S.V.P. Vidya Nagar	110	B.Ed.	Gujarat University.
	12	M.Ed.	
Training Colleges (4)	200	B.Ed. at Ahmedabad.	Gujarat University.
	100	B.Ed. at Porbander	
	100	B.Ed. at Surat.	
	100	B.Ed. at Rajkot.	
S.N.D.T. University	50	B.Ed. at Ahmedabad.	
	30	B.Ed. at Baroda.	
Govt. Basic Training Centres ..	40	D. Ed. at Rajpipla.	
	30	D. Ed. at Mangrol.	

## F. IMPRESSIONS OF INSTITUTIONS VISITED :

We were informed by the State officials that the Government are in favour of allowing more expansion of training facilities in private sector. Standards and facilities in different private training colleges differ very widely. Some of them are well financed by philanthropists and they present a much better picture than even Government training institutions. Some of Govt. training schools were found lacking in library, hostel and building facilities.

2. However, we were particularly impressed by the different levels of training in Gujarat, specially T.D. and S.T.C. courses. The T.D. course is under the academic control of the University and, we understand, is very popular among women who want to take up a teaching career after matriculation.

3. Teachers trained through the S.T.C. courses are those who have taught for some years after matriculation in the middle schools attached to the high schools and their practical lessons are supervised by the trained headmasters or trained teachers of the high schools concerned while the Department holds the annual test for these teachers, both in theory and in practice. The theory part is done by the teacher at home. We find this experiment interesting from the point of view of introduction of part-time courses, evening courses and correspondence courses for teachers of elementary classes, both at primary and middle school level.

4. It was observed that Govt. Basic Training Centres at Rajpipla and Mangrol were not running to their full capacity and that cost *per capita* is very high in both the cases. Besides the training is open to already trained graduates. This training could also be open for fresh graduates also, to make the scheme more economical.

## Jammu &amp; Kashmir

	1960-61	1965-66
A. No. of Teacher Training Schools (primary and middle) ..	12	12
No. of Teacher Training Colleges .. .. .	3	3
B. TEACHERS :		
<i>Primary Schools</i>		
(i) Total .. .. .	4,440	7,260
(ii) No. Trained .. .. .	2,384	4,070
(iii) (ii) as % of (i) .. .. .	54.0	56.0
(iv) No. of Women Teachers .. .. .	750	..
(v) (iv) as % of (i) .. .. .	17.02	..
<i>Middle Schools</i>		
(i) Total .. .. .	2,522	3,340
(ii) No. Trained .. .. .	1,468	2,410
(iii) (ii) as % of (i) .. .. .	58.4	72.0
(iv) No. of Women Teachers .. .. .	383	..
(v) (iv) as % of (i) .. .. .	15.2	..
<i>High/Higher Secondary Schools</i>		
(i) Total .. .. .	3,449	3,250
(ii) No. Trained .. .. .	2,369	3,210
(iii) (ii) as % of (i) .. .. .	68.0	99.0
(iv) No. of Women Teachers .. .. .	754	..
(v) (iv) as % of (i) .. .. .	21.8	..
C. TRAINING FACILITIES:		
(i) No. of untrained teachers at the beginning and end of III Plan & %	No.	%
Primary schools .. .. .	2,020	45.0
Middle schools .. .. .	1,054	42.0
High/Higher Sec. Schools .. .. .	1,080	32.0
(ii) Total intake capacity of training institutions per year		%
(a) Teacher Training Schools .. .. .	720	750
(b) Teacher Training Colleges .. .. .	300	350



## (iii) Policy of the State Government regarding the expansion of and improvement in training facilities

The existing training facilities will be improved by the provision of Rs. 20.08 lakhs at the elementary level and Rs. 7.56 lakhs at the secondary level during the Third Plan period. No additional training schools or colleges are likely to be established during the Third Plan.

## D. COST per capita ON TRAINING:

	From Proforma received		'Education in the States' (1959-60)
	Minimum	Maximum	
	(1960-61)		
	Rs.	Rs.	Rs.
Primary Level .. ..	N.A.	N.A.	941.0
Secondary Level .. ..	304.0	315.0	1,010.0

## E. TYPES OF COURSES :

*Primary level.*—The teachers for elementary schools are provided one year's training and receive Basic Education Certificate. Minimum qualification for this course is a pass in matriculation examination. There are also facilities for in-service training for teachers who have passed their middle school examination.

*Secondary level.*—There are 3 training colleges—two Government and one non-Government, all affiliated to the Jammu and Kashmir University, which offer a B.Ed. course of one year's duration to graduates.

## F. IMPRESSIONS OF INSTITUTIONS VISITED :

The Team visited the Teacher Training College at Srinagar which is co-educational having the capacity of 120 students including 40 girls for B.Ed. course. Admission ratio between boys and girls has been fixed at 80 : 40. Out of 120 trainees, 85 were in-service teachers nominated by the Directorate of Education. The remaining 35 were selected from aided schools, mostly with Science and Mathematics qualifications.

2. Every year, the training college works on some educational projects teaching different aspects of education. The Principal of the college mentioned inadequacy of staff for supervision purposes. The institution has an Extension Services Department also where research projects in Secondary Education were organised.

3. The language teachers in secondary schools are all untrained teachers. They had passed Munshi Fazil, Prabhakar or Giani but had no training. An orientation training course might be helpful.

4. It was noted that in-service teachers did not favour training. They would rather like to do the post-graduate study in arts and science than training.

5. At present, the duration of a primary school teacher training is of one year. It is expected the course should be extended to two years as in other States.

At the Team's meeting with Education Minister and other Officers, following points emerged :—

- (1) Matriculate teachers were available in fairly adequate numbers except in certain far flung areas like Ladakh, Gurez, etc.
- (2) Retired teachers were being re-employed temporarily to overcome the shortage of trained personnel.
- (3) A special grade (Rs. 150--250) has been sanctioned for Science graduates to attract them.
- (4) There is a shortage of Science and language teachers and they would like to appoint teachers for these subjects from outside.

The Principal indicated a plan to develop the training college into an Institute of Education, having facilities of training for primary as well as secondary teachers, M.Ed. course research facilities, experiments in audio-visual aids and facilities for training in Basic Education and languages. This would minimise the expenditure on laboratories, staff, libraries, teachers.

## Kerala

	1960-61	1965-66 Targets
A. No. of Teacher Training Schools (Primary and middle) ..	80	105
No. of Teacher Training Colleges .. .. .	19	23
<b>B. TEACHERS :</b>		
<i>Primary Schools</i>		
(i) Total .. .. .	48,171	61,702
(ii) No. trained .. .. .	44,198	61,000
(iii) (ii) as % of (i) .. .. .	91.7	99.0
(iv) No. of Women Teachers .. .. .	19,742	..
(v) (iv) as % of (i) .. .. .	40.98	..
<i>Middle Schools</i>		
(i) Total .. .. .	32,884	42,000
(ii) No. Trained .. .. .	27,268	42,000
(iii) (ii) as % of (i) .. .. .	82.9	99.0
(iv) No. of Women Teachers .. .. .	11,359	..
(v) (iv) as % of (i) .. .. .	40.1	..
<i>High/Higher Secondary Schools</i>		
(i) Total .. .. .	28,033	32,864
(ii) No. Trained .. .. .	21,819	30,500
(iii) (ii) as % of (i) .. .. .	75.0	93.0
(iv) No. of Women Teachers .. .. .	11,359	..
(v) (iv) as % of (i) .. .. .	40.5	..

**C. TRAINING FACILITIES:***(i) No. of untrained teachers at the beginning and end of III Plan & %*

	No.	%	%
Primary Schools .. .. .	3,973	8.3	1.0
Middle Schools .. .. .	5,616	11.1	1.0
High/Higher Secy. Schools .. .. .	6,214	25.0	7.0

*(ii) Total intake capacity of training institutions per year*

(a) Teacher Training schools .. .. .	10,000	10,000
(b) Teacher Training colleges .. .. .	2,100	2,500

*(iii) Policy of State Government for expansion of and improvement in training facilities*

Kerala like Madras has had no difficulty in having a large number of trained teachers and the national target of 75% of trained teachers has already been exceeded by both the States by the end of the Second Plan and attention is being devoted to qualitative improvement. This State has also got a large number of women teachers at different levels.

2. In the Third Plan, some additional facilities are to be provided in the existing training colleges. The number of training colleges will increase from 19 to 23 but training schools will remain the same in number. During the Second Plan, Kerala provided about Rs. 15 lakhs for training of elementary teachers and 13 lakhs for secondary teachers. In the Third Plan this amount is raised to Rs. 37.50 lakhs and Rs. 13.50 lakhs, respectively.

D. COST *per capita* ON TEACHER TRAINING :

	From Proformae received		'Edn. in the States.' (1959-60)
	Minimum (1960-61)	Maximum	
	Rs.	Rs.	Rs.
Primary Level .. .. .	38.9	514.8	161.3
Secondary Level .. .. .	577.6	867.7	387.5

## E. TYPES OF COURSES :

*Primary Level.*—Out of 80 training schools, 31 are run by Government and 48 by private bodies. A variety of courses is available for undergraduates in these training schools; for example, Trained Teacher's Certificate of two year's duration is offered to SSLC passed candidates. There is a provision for a one-year Nursery Teacher's Training Certificate examination, two courses of one year's duration in Physical Education, one for graduates and the other for SSLC candidates. The former receive the Diploma in Physical Education while the later receive a certificate in Physical Education. There are diploma and certificate courses in Hindi of one year duration.

*Secondary Level.*—The University of Kerala provides M.Ed. and Ph. D. courses in the University Department of Education for trained graduates. Of the 19 training colleges, 1 is run on basic pattern by the Department for training the trained graduates in a programme of reorientation of basic education run by the Department of Education. The remaining 18 colleges are affiliated to the University of Kerala, offering B.T. course of one year's duration for graduates. None of them has a Post-graduate Department in Education. The total intake of 19 training colleges—4 Government and 15 non-Government—is 2,100 per annum.

2. In secondary schools, all teachers except for Regional Language and Hindi are graduates. There is also a separate training college for Hindi teachers. The training colleges are mostly co-educational with only a few women's colleges. The staff of training colleges is appointed by the Public Service Commission. Private candidates are selected by the P.S.C. whereas those with teaching service are selected by the Department of Education.

## F. IMPRESSIONS OF TRAINING INSTITUTIONS VISITED :

During the visits of the Members of the Team, the Government Training College, Trivandrum—a co-educational institution—was found to have a record of 50 years' experience in training teachers. They admit 200 graduates, nearly 30% of whom are women. The college was recently transferred to the Department of Education, University of Kerala, taking up M.Ed. Course only. The Members of the Team felt that some well-established training college could be strengthened with the provision of M.Ed. and Ph.D. courses. At present, the physical facilities do not seem to be adequate for the large number of students admitted in this college : for example, absence of hostel facilities, senior and junior rooms, playgrounds etc., etc. The library budget was only Rs. 250 for books and 450 for journals which would be inadequate when compared with Rs. 12,000 a year of the Central Institute of Education, Delhi for an intake of 100 students only. The percentage of untrained in-service teachers among the trainees was negligible.

2. The Government Training College, Trichur, and 9 basic training colleges were visited by one or more members of the Team. We were impressed in most of them by a seriousness of purpose in the institutions for women. In other schools and colleges, usually physical facilities were not up to the mark and certain standards of training need to be observed.

3. The selection of trainees is done by D.P.I. in all government institutions and in private institutions 80% seats are filled departmentally. Untrained trainees get stipends while others have no such provision. As the level of education is high in Kerala, men and women are attracted to training schools and colleges for they told us this gave an assurance of employment later. In some cases, we also noticed that departmentally, when a trainee was selected to a training school or college, an offer of appointment by the Public Service Commission was also made to him at the same time and he had to make a choice between the two.

## Madhya Pradesh

	1960-61	1965-66 Targets
A. No. of Teacher Training Schools (primary and middle) ..	105	105
No. of Teacher Training Colleges .. .. .	12	13
<b>B. TEACHERS :</b>		
<i>Primary Schools</i>		
(i) Total .. .. .	61,099	91,000
(ii) No. trained .. .. .	32,459	71,700
(iii) (ii) as % of (i) .. .. .	53.0	78.0
(iv) No. of Women Teachers .. .. .	8,689	..
(v) (iv) as % of (i) .. .. .	14.0	..
<i>Middle Schools</i>		
(i) Total .. .. .	21,339	25,260
(ii) No. Trained .. .. .	11,088	13,500
(iii) (ii) of as % of (i) .. .. .	52.0	53.0
(iv) No. of Women Teachers .. .. .	3,328	..
(v) (iv) as % of (i) .. .. .	16.0	..
<i>High/Higher Secondary Schools</i>		
(i) Total .. .. .	12,790	15,700
(ii) No. Trained .. .. .	6,143	9,526
(iii) (ii) as % of (i) .. .. .	48.0	60.6
(iv) No. of Women Teachers .. .. .	2,687	..
(v) (iv) as % of (i) .. .. .	21.0	..

**C. TRAINING FACILITIES:**

(i) No. of untrained teachers at the beginning and end of III Plan and %

	No.	%	%
Primary Schools .. .. .	28,640	47.0	22.0
Middle Schools .. .. .	10,251	48.0	47.0
High/Higher Secondary Schools .. .. .	6,647	52.0	39.4

(ii) Total intake capacity of Training Institutions per year.

(a) Teacher Training Schools .. .. .	10,460	11,000
(b) Teacher Training Colleges .. .. .	1,300	1,364

(iii) Policy of the State Government regarding the expansion of and improvement in teacher training facilities

The State Government is not establishing any additional training schools during the Third Plan period while only one additional training college is likely to be established during the Third Plan. The provision for teacher training programme in the State during the Third Plan is Rs. 309.73 lakhs for training elementary teachers and Rs. 0.90 lakhs for secondary teachers.

**D. COST per capita ON TRAINING:**

	Proforma received		'Edn. in the States' (1959-60)
	Minimum	Maximum	
	(1960-61)		
	Rs.	Rs.	Rs.
Primary level .. .. .	194.2	564.0	310.0
Secondary level .. .. .	N.A.	N.A.	768.0

## E. TYPES OF COURSES:

For elementary schools, there is provision of Teacher Training Certificate Course of one year duration for matriculates. In Mahakaushal region, there is a Diploma in Teaching course offered to teachers with matriculation after two year's training. There is another one-year Basic Teacher Training Certificate course after matriculation, prevalent in some parts. For middle class passed students, the duration of training is of two years. A pre-primary training course of one year duration is also available to matriculates.

## Madras

	1960-61	1965-66 Targets
A. No. of Teacher Training Schools (primary and middle) ..	153	153
No. of Teacher Training Colleges .. . . . .	18	18

## B. TEACHERS :

*Primary Schools*

(i) Total .. . . . .	74,168	1,05,168
(ii) No. Trained .. . . . .	71,120	1,03,064
(iii) (ii) as % of (i) .. . . . .	95.8	98.0
(iv) No. of Women Teachers .. . . . .	23,621	..
(v) (iv) as % of (i) .. . . . .	31.8	..

*Middle Schools*

(i) Total .. . . . .	36,501	41,882
(ii) No. Trained .. . . . .	35,211	41,044
(iii) (ii) as % of (i) .. . . . .	96.5	98.0
(iv) No. of Women Teachers .. . . . .	14,414	..
(v) (iv) as % of (i) .. . . . .	39.5	..

*High/Higher Secondary Schools*

(i) Total .. . . . .	29,089	32,714
(ii) No. Trained .. . . . .	26,766	30,097
(iii) (ii) as % of (i) .. . . . .	92.0	95.00
(iv) No. of women teachers .. . . . .	7,055	..
(v) (iv) as % of (i) .. . . . .	24.1	..

## C. TRAINING FACILITIES :

(i) *No. of untrained teachers at the beginning and end of III Plan & %*

	No	%	%
Primary schools .. . . . .	3,048	4.2	2.0
Middle Schools .. . . . .	1,290	3.5	2.0
High/Higher Secondary Schools .. . . . .	2,323	8.0	5.0

(ii) *Total intake capacity of training institutions per year*

(a) Teacher Training Schools .. . . . .	6,400	9,700
(b) Teacher Training Colleges .. . . . .	1,500	1,500

(iii) *Policy of State Government regarding expansion of and improvement in training facilities*

The financial provision in the Third Plan for training schools and training colleges is Rs. 45.0 lakhs and Rs. 16.68 lakhs, respectively. These amounts are meant to improve the existing institutions and to reorganise the training schools into the basic type. No additional training schools or colleges are to be opened during the Third Plan except 66 training sections to be opened in the existing training schools with an increase of 3300 in the intake capacity.

D. COST *per capita* ON TRAINING:

	From Proformae Received		'Edn. in States' (1959-60)
	Minimum	Maximum	
	(1960-61)		
	Rs.	Rs.	Rs.
Primary level .. .. .	75·0	686·0	124·0
Secondary level .. .. .	422·0	991·0	208·0

## E. TYPES OF COURSES :

*Primary level*

Basic Training School Certificate (Junior & Senior).

Junior Grade Training—for III form or 8th standard pass candidates for 2 years.

Senior Grade Training—for SSLC pass candidates for 2 years.

*Secondary level*

B.T. course for graduates and post-graduates for one year.

M.Ed. course for trained Graduates and post-Graduates for one year in four training colleges and University Department of Psychology.

## F. IMPRESSIONS OF TRAINING INSTITUTIONS VISITED :

In training schools selection of trainees is done by a committee consisting of District Education Officers, Headmasters/Headmistresses from each educational district. A stipend of Rs. 18 is given to each trainee of junior and senior grade courses with an undertaking that he/she will serve for at least two years after successful completion of the course. Medium of instruction at these levels is the regional language.

*Primary level**Institutions visited*

*Govt. Secondary Training School for Masters, Egmore, Madras.*—It offers both elementary and secondary grade teachers' training. The intake capacity for each course is 100. It has its own building and a hostel. There is no practising school and the trainees have to go to Urdu Govt. School. Staff were adequately trained and there were special teachers for craft, music and drawing. Its library had only 300 books, most of which were in English. The medium of instruction was Tamil. The laboratory consisted of a small cupboard containing eye model, ear model and a few items of science equipment.

2. *Sri M.A.N. Training School (for women), Konarkuddi, Ramnad.*—It is a non-missionary private training school providing training for both junior and senior grade teachers. It was adequately staffed and had a hostel which was used as hostel-cum-teaching block. It had its own practising school.

3. *Gandhigram Basic Training School, Gandhigram.*—It offers facilities for Senior Basic Teachers' Certificate course having intake capacity of 50 on average. Agriculture, spinning and weaving were the main crafts. The school had its separate craft room for spinning and weaving.

In most of the training schools, full attention was not paid to science teaching, library, laboratory and hostel facilities.

*Secondary level**Institutions visited*

(i) Thiagarajar College of Preceptors, Madurai.

(ii) Teachers Training College, Saidapet, Madras.

(iii) Sri Ramakrishna M.V. Teachers' College, Coimbatore.

(iv) Dr. A.C. College, Karaikudi.

1. Thiagarajar College of Preceptors is a co-educational training college offering B.T. course with an intake of 100 per year. It is one of the best institutions as regards the teaching facilities, equipment and organisation etc. It is adequately staffed with a teacher pupil ratio of 1 : 9. It has separate halls and rooms for general and science lectures, extension services department, library and reading-room, staff-room etc. Extension Service Department has done commendable work in different subjects, including the setting up of a college science club.

2. Teachers' Training College, Saidapet is the oldest and one of the most reputed training institutions, offering B.T. and M.Ed. courses of Madras University. Besides, it offers a shortened B.T. course for teachers with 3 years' teaching experience. This course includes 3 months comprehensive course followed by a 3 months intensive course at the college premises. It also offers a Tamil teacher's course of 5 months' duration to teachers with SSLC standard in Tamil, and a craft instructor's course of 2 years to SSLC pass candidates. The M. Ed. course is conducted in collaboration with other training colleges of Madras State. It has also set up a Research Bureau to study the current educational problems. It has a well-equipped library with an annual budget of about Rs. 2,000 but the accommodation for and the maintenance of library appeared to be inadequate. The science laboratory of the college is shared by the attached high school and training college.

3. Sri Ramakrishna M.V. Teachers' College at Coimbatore is located in a big campus among the different types of institutions including one Rural Institute. It provides B.T. and M.Ed. courses and the cost of training in B.T. was stated to be about Rs. 750 per capita.

4. Dr. A.C. College Karaikkudi is situated in campus shared by a Science College, Arts College, Physical Education College, elementary school and a nursery school. It could provide a good experimental design for integrated training programmes of various types of teachers.

### Maharashtra

	1960-61	1965-66 Targets
A. No. of Teacher Training Schools (both primary and middle)	127	127
No. of Teacher Training Colleges	26	32
<b>B. TEACHERS :</b>		
<i>Primary Schools</i>		
(i) Total	50,371	89,000
(ii) No. Trained	25,060	89,000
(iii) (ii) as % of (i)	50.0	100.0
(iv) No. of Women Teachers	10,109	..
(v) (iv) as % of (i)	20.1	..
<i>Middle Schools</i>		
(i) Total	64,239	75,600
(ii) No. Trained	46,755	75,600
(iii) (ii) as % of (i)	72.8	100.0
(iv) No. of Women Teachers	15,568	..
(v) (iv) as % of (i)	24.3	..
<i>High Higher Secondary Schools</i>		
(i) Total	33,100	40,600
(ii) No. Trained	20,886	28,000
(iii) (ii) as % of (i)	62.0	70.0
(iv) No. of Women Teachers	8,131	..
(v) (iv) as % of (i)	24.5	..

## C. TRAINING FACILITIES

(i) No. of untrained teachers at the beginning and end of III Plan and %:

	No.	%	%
Primary Schools .. .. .	25,311	50.0	..
Middle Schools .. .. .	17,484	27.2	..
High/Higher Secondary Schools .. .. .	12,214	38.0	30.0

(ii) Total intake capacity of training institutions per year:

(a) Teacher Training Schools .. .. .	16,500	20,000
(b) Teacher Training Colleges .. .. .	1,700	2,500

(iii) Policy of the State Government regarding the expansion of and improvement in teacher training facilities:

It will be seen from the above table that Maharashtra State has taken steps in the Third Plan to increase the number of trained teachers without setting up additional institutions because they had already increased the institutions in the Second Plan. The State Government proposes to increase the number of trained teachers at primary school level in a planned way. To liquidate 41,000 untrained primary teachers in the service of Government and local bodies, more liberal terms of financial assistance during the period of training have been offered. The following measures have been sanctioned to clear the backlog of untrained teachers and to ensure recruitment of only trained candidates after June, 1965:—

(a) Primary school teachers with more than 15 years of service or above 35 years of age should be considered as experienced and need not be sent for training. They will be given increments gradually and if any of them desired to be trained, they will be allowed to undergo one year's training course prescribed for teachers who have put in more than 7 or 8 years but less than 15 years of service.

(b) Those teachers who have put in between 7 to 8 years of service should be given one year's training and be treated as junior trained teachers after they pass the Junior Primary Teachers Certificate course. These two measures should be available for a limited period only.

(c) All the other teachers except SSC examination passed should be given a regular training of two years. Teachers with SSC can have one year's training for Junior Trained Teachers' Certificate.

(d) Recruitment of untrained teachers in primary schools should be stopped from June, 1965 except in case of teachers from backward classes.

(e) According to their training programme by the end of the Third Plan, 49,000 will be trained for primary schools and 15,500 private teachers will also have been trained by that period.

(f) The Director of Education would be authorised to increase the strength of each division in the basic training institutions by 10 in order to increase the total intake capacity of the institutions from 18,000 to 20,000 from 1962 onwards.

(g) There are schemes of providing stipends at the uniform rate of Rs. 35 per month and a scheme of loan scholarship of Rs. 25 per month to teachers under training. This monetary assistance will be available to teacher candidates also.

The financial provision in the Third Plan is Rs. 170.22 lakhs for training schools and Rs. 43.09 lakhs for training colleges.

## D. COST per capita ON TRAINING

	From Proformae received		'Edn. in States' (1959-60)
	Minimum (1960-61)	Maximum	
Sub. National Systems Unit, National Institute of Educational Administration, New Delhi-110016	Rs.	Rs.	Rs.
Primary level .. .. .	600.4		262.8
Secondary level .. .. .	760.0		359.0



## E. TYPES OF COURSES

### *Elementary level :*

(i) One-year diploma course in Education, T.D., for SSC candidates with three years' teaching experience, is run in Arts and Science colleges under the academic control of the universities. This is intended to train teachers for middle schools and there are 4 institutions of this type in Maharashtra with a total intake of 200 students.

(ii) Diploma in Physical Training of one year duration for SSC candidates.

(iii) The STC course for undergraduate teachers in service to be done privately, examination being held by the Department.

(iv) Junior Primary Teachers' Certificate is available to students with 7th class (45% marks) of a primary school for two years.

(v) Senior Primary Teachers' Certificate for SSC candidates of one year's duration.

(vi) Pre-primary and Nursery Teacher course for two years in special institutions open to candidates with VII class and for one year for SSC candidates. This is mostly taken by women students in the cities. There are Drawing Teachers Certificate Course and other courses for teachers of Handicrafts, Hindi, Basic Education etc., also available in this State.

### *Secondary level :*

Apart from the facilities for post-graduate training *i.e.*, M.Ed. and Ph.D. in different colleges affiliated to the Universities of Bombay, Poona, Nagpur, there is B.T./B.Ed. course of one year duration for graduates in Science, Arts and Commerce.

## F. IMPRESSIONS OF THE INSTITUTIONS VISITED

### *Training Colleges :*

1. The Secondary Training College, Bombay, one of the oldest institutions in the country, prepares students for B.Ed., M.Ed. and Ph.D. courses. It has an intake of 100 candidates for B.Ed., nearly 50% of whom are women. Accommodation appeared to be inadequate and there was no attached practising school. About 22 schools in the city are being utilised for practice-teaching purpose. St. Xavier's Institute of Education co-operates with this college for the M.Ed. programme. It was reported that choice for selection was abundant as the number of applicants every year was 4 to 5 times the number of seats. Laboratory equipments were far from adequate and other facilities for teaching aids needed improvement.

2. S. M. Teacher Training College, Kolhapur offers B.Ed., M.Ed. and Ph.D. courses affiliated to the University of Poona (now Shivaji University) but under the administrative control of Government with 90 seats for B.Ed. and 15 seats for M.Ed. course. Trainees here prepare audio-visual aids and organise model co-curricular activities. Students were required to do some field work in connection with one of the five papers which has four optional—rural education, basic education, physical education, vocational guidance etc. Hostel facilities appeared to be adequate and arrangements were being made for separate facilities for women students. The use of library was not very common and library facilities needed financial assistance. The Team visited Gargoti Rural Institute also in the Mouni Vidyapeeth group of training institutions.

### *Training Schools :*

(1) Sevasadan Society Training School for primary teacher Hostel had 204 women trainees preparing for two years' course of Primary Teachers' Certificate. The course was also available for SSC candidates for one year's duration. It is reported that it was difficult to get lady teachers for Craft, Urdu, and Gujarati. Medium of instruction was both Marathi and Gujarati but the availability of books in these languages was a problem. Admission to this institution was on competitive basis and most of the women were assured of employment in the Bombay Municipal Corporation schools. The institution had kept up a follow-up record indicating that majority of women, even after marriage, continued to teach.

(2) Govt. Basic Training College, Bordi, north of Bombay is a residential training school, offering two years' Basic Training Course for students who had passed the 7th standard. It was noted that accommodation was hardly adequate and the institution had no proper equipment and furniture.

(3) Samrath Vyayam Mandir, Bombay offers Certificate of Physical Education Course to SSC candidates.

(4) The Training School at Hingne, Poona, of the Stree Shikshan Sanstha runs a two years' course for training primary teachers after the VII class. We were impressed by the introduction of various crafts, such as agriculture, weaving, card-board making and also by practice-teaching in the attached primary school.

## Mysore

	1960-61	1965-66 Targets
A No. of Teacher Training Schools (Both primary and middle)	66	70
No. of Teacher Training Colleges	14	14

## B. TEACHERS

*Primary Schools :*

(i) Total	38,191	57,200
(ii) No. Trained	16,579	49,400
(iii) (ii) as % of (i)	43.0	86.0
(iv) No. of Women Teachers	6,286	..
(v) (iv) as % of (i)	16.4	..

*Middle Schools :*

(i) Total	34,378	38,380
(ii) No. Trained	21,087	24,500
(iii) (ii) as % of (i)	61.0	64.0
(iv) No. of Women Teachers	7,063	..
(v) (iv) as % of (i)	20.3	..

*High/Higher Secondary Schools :*

(i) Total	13,536	14,530
(ii) No. Trained	8,894	11,620
(iii) (ii) as % of (i)	65.0	80.0
(iv) No. of Women Teachers	2,730	..
(v) (iv) as % of (i)	20.2	..

## C. TRAINING FACILITIES

(i) *No. of untrained teachers at the beginning and end of III Plan & % :*

	No.	%	%
Primary Schools	21,612	57.0	14.0
Middle Schools	13,291	39.0	36.0
High/Higher Secondary Schools	4,642	35.0	20.0

(ii) *Total intake capacity of Training Institutions per year :*

(a) Teacher Training Schools	6,600	7,000
(b) Teacher Training Colleges	950	1,100

(iii) *Policy of the State Government regarding the expansion of and improvement in training facilities:*

In the Third Plan, 4 additional training schools are proposed to be established with an additional intake of 400. But there is no proposal to establish any new training college. It appears that the problem for Mysore is to improve the quality of training rather than to expand their training facilities. The financial provision for the Third Plan is Rs. 70.75 lakhs for the training of elementary school teachers and Rs. 38.80 lakhs for the training of secondary school teachers.

D COST *per capita* ON TRAINING

	From Proformae received		'Edn. in the States' (1959-60)
	Minimum (1960-61)	Maximum	
	Rs.	Rs.	Rs.
Primary level	91.7	529.0	551.5
Secondary level	227.0	2,409.0	353.4

## E. TYPES OF COURSES

*Primary level :*

- (1) T.C.H. (Teachers Certificate Higher) of one year duration for matriculates.
- (2) T.C.L. (Teachers Certificate Lower) of two years' duration for middle school passed candidates.

The courses in theory, methods and practice in both the types are almost the same with the only difference that the one year in T.C.L. course is devoted to imparting general education and knowledge about various school subjects.

*Secondary Level :*

The secondary teachers training institutions are affiliated for B.Ed. course for graduates to Universities of Karnatak and Mysore. Besides, there is one year post-graduate course for basic education, known as Diploma in Basic Education open to trained graduates only. In addition, there are Hindi Shikshak Training Course and Nursery Training Course of one year's duration each.

## F. IMPRESSIONS OF THE INSTITUTIONS VISITED :

(1) Training schools in general lacked proper library and hostel facilities for students. Some of the private training schools did not have their own buildings and practising schools to conduct practice teaching properly.

(2) In the Team's meeting with the representatives, headmasters and headmistresses at Bangalore, we came to know that about 5 per cent of the staff in high schools were M.Sc.'s or M.A.'s. They thought that experienced B.A.'s and B.Sc.'s were competent to take up the XI class of higher secondary schools. A shortage of craft teachers was also reported as crafts were being introduced in all the schools.

(3) The Team discussed some of the problems with the officers of the Education Department and the Members felt that while in the Third Plan, the quality of training needs to be taken care of, certain administrative matters also have to be looked into. For example, untrained teachers deputed to training colleges should not normally belong to the region or division in which the institute has been established. Secondly, untrained teachers with 40 or 45 years of age should be declared as trained teachers by virtue of their experience or courses could be organised like the STC in Maharashtra and Gujarat States for them. Some of this training could be organised through correspondence courses. Some of the private training schools were attached to high schools.

## Orissa

	1960-61	1965-66 Targets
A. No. of Teacher Training Schools (both primary and middle).	93	102
No. of Teacher Training Colleges .. .. .	2	4
<b>B. TEACHERS</b>		
<i>Primary Schools :</i>		
(i) Total .. .. .	35,073	47,500
(ii) No. Trained .. .. .	14,086	31,500
(iii) (ii) as % of (i) .. .. .	4.0	66.0
(iv) No. of Women Teachers .. .. .	793	..
(v) (iv) as % of (i) .. .. .	2.3	..
<i>Middle Schools :</i>		
(i) Total .. .. .	5,069	6,100
(ii) No. Trained .. .. .	1,702	3,200
(iii) (ii) as % of (i) .. .. .	33.6	52.0
(iv) No. of Women Teachers .. .. .	308	..
(v) (iv) as % of (i) .. .. .	6.1	..

**High/Higher Secondary Schools:**

(i) Total .. .. .	4,814	6,050
(ii) No. Trained .. .. .	2,501	3,810
(iii) (ii) as % of (i) .. .. .	52.0	63.0
(iv) No. of Women Teachers .. .. .	378	..
(v) (iv) as % of (i) .. .. .	7.9	..

**C. TRAINING FACILITIES****(i) No. of untrained teachers at the beginning and end of III Plan and % :**

	No.	%	%
Primary Schools .. .. .	20,987	60.0	34.0
Middle Schools .. .. .	3,367	66.4	48.0
High/Higher Secondary Schools .. .. .	2,313	48.0	37.0

**(ii) Total intake capacity of training institutions per year:**

(a) Teacher Training Schools .. .. .	3,170	4,250
(b) Teacher Training Colleges .. .. .	240	480

**(iii) Policy of the State Government regarding the expansion of and improvement in teacher training facilities :**

During the Third Plan, it is proposed to open 2 teachers training colleges at secondary level and 9 training schools for undergraduates. The 2 training colleges are affiliated to the Utkal University. Both the colleges are co-educational and do not charge any fee. There is a provision for expansion of the intake capacity of training schools. 65 E.T. schools will thus be expanded. The intake capacity in the case of 4 training schools (for matriculate trainees) is also to be increased and an amount of Rs. 1.50 lakhs has been provided for the purpose. The total provision for the Third Plan is Rs. 114.34 lakhs for training schools and Rs. 11.23 lakhs for training colleges.

**D. COST per capita ON TRAINING**

	From Proforma Recd.		'Edn. in the States'. (1959-60)
	Minimum (1960-61)	Maximum	
	Rs.	Rs.	Rs.
Primary level .. .. .	44.3	371.8	124.1
Secondary level .. .. .	N.A.	474.7	359.6

**E. TYPES OF COURSES****Primary level**

(i) Elementary Teachers' Training Course for middle passed candidates of two years' duration.

(ii) Junior Basic Training Certificate for matriculates for two years' duration.

**Secondary level**

B.Ed. of one year duration for graduates where majority of the trainees are deputed by the State Government.

### F. IMPRESSIONS OF THE INSTITUTIONS VISITED

The Team visited 2 training colleges and 14 training schools. Of the 2 training colleges one is post-graduate basic training college and the other one is running a general B.Ed. course. Capacity for B.Ed. course is 120 where 101 are freshers and the rest are deputed by the State Government. Among the freshers, the college is now getting better qualified candidates on account of recently revised pay scales.

2. Among the training schools, Women's Elementary School, Cuttack is under Government management. The trainees are all freshers and the intake capacity is only 20. Almost all the elementary training schools' intake capacity ranges between 20 and 40, excepting a few institutions where it goes up to 100, for example in E.T. Schools, Salipur; E.T. School, Rahama; E.T. School, Gumupur; E.T. School, Jagatsinghpur (District Cuttack) and Mohammedan E.T. Schools, Cuttack.

3. The Elementary Training Schools are run by the Department of Education and the trainees are teachers selected by D.I.Os. Most of the training schools do not have practising schools attached to them. Such practising schools are under the administration of Zila Parishads and E.T. Schools often find it difficult to organise practice-teaching for pupil teachers. Since the number of practising schools is not sufficient, they find it difficult to give more than 13 practice lessons per trainee.

4. Training only makes a difference of Rs. 10 in the emoluments of teachers for initial salary. When the teachers are deputed to training schools, their regular salaries stop and they only receive a stipend of Rs. 25.

5. At present the number of matriculates coming out of secondary schools is far below the requirements of the State. Nearly 7,000 matriculates qualify out of secondary schools whereas the requirement of teachers is larger. However, the State Government have accepted the principle that the trained matriculates should be recruited as teachers in primary schools and every attempt is being made to achieve this end by giving incentives in higher pay scales to the 9th class and matric passed teachers than is admissible to an M.E. passed trained teacher. The State officials said that it will not be possible to have all trained graduates in these training schools and so the staff is inadequate. During the discussion they felt, it might be more economical to have all three types of institutions at the same place wherever it may be possible.

6. The average strength of a training college is between 50 to 60. This is uneconomical and the strength has to be 100 and, if possible, more.

### Punjab

	1960-61	1965-66 Targets
A. No. of Teacher Training Schools (both primary and middle) .. .. .	87	123
No. of Teacher Training Colleges .. .. .	23	24
<b>B. TEACHERS</b>		
<i>Primary Schools:</i>		
(i) Total .. .. .	25,953	39,038
(ii) No. Trained .. .. .	23,946	37,038
(iii) (ii) as % of (i) .. .. .	92.2	94.4
(iv) No. of Women Teachers .. .. .	6,528	..
(v) (iv) as % of (i) .. .. .	25.1	..
<i>Middle Schools:</i>		
(i) Total .. .. .	9,623	12,538
(ii) No. Trained .. .. .	8,515	11,455
(iii) (ii) as % of (i) .. .. .	88.5	91.4
(iv) No. of Women Teachers .. .. .	2,636	..
(v) (iv) as % of (i) .. .. .	27.4	..
<i>High/Higher Secondary Schools:</i>		
(i) Total .. .. .	19,824	23,644
(ii) No. Trained .. .. .	16,203	19,293
(iii) (ii) as % of (i) .. .. .	82	81.6
(iv) No. of Women Teachers .. .. .	4,428	..
(v) (iv) as % of (i) .. .. .	22.3	..

## C. TRAINING FACILITIES

		1960-61	1965-66 Targets
<i>(i) No. of untrained teachers at the beginning and end of III Plan and % :</i>			
	No.	%	%
Primary Schools .. .. .	2,007	8	5.6
Middle Schools .. .. .	1,108	12	8.6
High/Higher Secondary Schools	3,621	18	18.4
<i>(ii) Total intake capacity of training institutions per year :</i>			
(a) Teacher Training Schools .. .. .		5,500	6,500
(b) Teacher Training Colleges .. .. .		1,800	2,000
<i>(iii) Policy of State Government regarding the expansion of and improvement in teacher training facilities:</i>			

In order to meet the demand for trained teachers, the State Government had laid down the target of establishing 47 J.B.T. Units in 1961-62. It is proposed to establish 37 more J.B.T. Units in 1962-63. The provision for teacher training programme has been raised enormously since at the Junior level, Government have taken over the entire responsibility of teachers training. The original provision for the Third Plan was Rs. 20 lakhs, and the revised is Rs. 156.77 lakhs.

## D. COST per capita ON TRAINING

	From Proformae Recd.		'Edn. in States' (1959-60)
	Minimum	Maximum	
	Rs.	Rs.	Rs.
Primary level .. .. .	117.0	261.2	385.0
Secondary level .. .. .	322.0	770.0	400.2

## E. TYPES OF COURSES

*Primary level*

Junior Basic Teachers Training Course—2 years—for matriculates with second class marks excepting women and scheduled castes and backward classes for whom a pass in matriculation is sufficient qualification for admission.

Language Teachers' Certificate—one year—for matriculates with Honours in Hindi or Punjabi.

Physical Training Certificate—1 year—for matriculates. Training of instructors in Crafts and Art-masters also available in a few centres.

*Secondary level*

Non-Basic Training Colleges offer B.T. course of one year duration to graduates. Basic Training Colleges offer B.Ed. (Basic) course only.

M.Ed.—Course of one year duration—for trained graduates.

Integrated Course of 4 years for teacher training offered by Kurukshetra University under its College of Education.

Physical Training Diploma—1 year for Graduates etc.

## F. IMPRESSIONS OF THE INSTITUTIONS VISITED

*Govt. Women's Training College, Simla*

It is one of the 4 training colleges, exclusively for women. It has an old and inadequate building but its library is well-equipped. Five seats are reserved for women teachers from Himachal Pradesh.

*State Colleges of Education, Patiala*

It is an example of an institution offering different levels of teacher training on the same campus—M.Ed., J.B.T. and L.T.C. It has a well-equipped palatial building and a hostel for 250 students.

*Government Training College, Jullundur*

It was one of the premier and old institutions of the State (in Lahore) before partition.

2. In all the training Colleges visited there was no follow-up study taken to know how many of the trainees actually joined the teaching jobs. At Sidhwan Khurd Girls' Training College, it was reported that 50% of trainees had joined at the desire of their parents and they were not really interested in joining the teaching profession.

3. Five Junior B.T. Schools were visited by the Team Members. Two of them attracted their attention and appreciation, while the three were overcrowded, ill-equipped, inadequately staffed and meant to make up the deficits of the main institution.

4. It was stated by the officials that in the Third Plan, provision of Rs. 28.08 lakhs for J.B.T. Schools and Rs. 11.00 lakhs for Training Colleges, was allotted for improvement in the training facilities.

**Rajasthan**

	1960-61	1965-66 Targets
A. No. of Teacher Training Schools (primary and middle) .. .. .	56	56
No. of Teacher Training Colleges .. .. .	4	4
<b>B. TEACHERS</b>		
<i>Primary Schools:</i>		
(i) Total .. .. .	28,502	57,648
(ii) No. Trained .. .. .	14,482	44,929
(iii) (ii) as % of (i) .. .. .	50.8	77.9
(iv) No. of Women Teachers .. .. .	2,912	..
(v) (iv) as % of (i) .. .. .	10.2	..
<i>Middle Schools:</i>		
(i) Total .. .. .	13,636	16,900
(ii) No. Trained .. .. .	16,856	9,520
(iii) (ii) as % of (i) .. .. .	50.3	56.3
(iv) No. of Women Teachers .. .. .	2,261	..
(v) (iv) as % of (i) .. .. .	16.6	..
<i>High/Higher Secondary Schools:</i>		
(i) Total .. .. .	9,522	12,500
(ii) No. Trained .. .. .	4,161	6,500
(iii) (ii) as % of (i) .. .. .	43	52.0
(iv) No. of Women Teachers .. .. .	1,156	..
(v) (iv) as % of (i) .. .. .	12.1	..

## C. TRAINING FACILITIES:

## (i) No. of untrained teachers at the beginning and end of III Plan &amp; %

	No.	%	%
Primary Schools .. .. .	14,020	49.2	22.5
Middle Schools .. .. .	6,780	49.7	43.7
High/Higher Secondary Schools ..	5,361	57.0	48.0

## (ii) Total intake capacity of training institutions per year.

(a) Teacher Training Schools .. .. .	6,180	6,180
(b) Teacher Training Colleges .. .. .	600	720

## (iii) Policy of the State Government for expansion and improvement in training facilities

In the Third Plan, provision has been approved to the extent of Rs. 100.00 lakhs for the training schools and Rs. 23.60 lakhs for the training colleges. Only 2 new training colleges are to be opened during the Plan, but no new training schools. The provision for training schools is meant to consolidate and improve them and to organize and orientation programme of primary school teachers.

## D. COST per capita ON TRAINING:

	From Proformae Received		'Edn. in the States' (1959-60)
	Minimum (1960-61)	Maximum	
	Rs.	Rs.	Rs.
Primary level .. .. .	131.4	417.2	511.1
Secondary level .. .. .	500.0	982.0	886.0

## E. TYPES OF COURSES:

*Primary level*

Senior Teacher Certificate—1 year—for matriculates.

Senior Teacher Certificate (Basic)—2 years—for middle pass women.

*Secondary level*

B.Ed.—1 year—for graduates—at present 5 training colleges offer this course.

B.Ed.—3 months' short course to graduate teachers with C.T. or T.T.C. qualifications.

B.Ed.—Specialisation—3 months' course for teachers with 2nd class in practice teaching in B.Ed.

M.Ed.—1 year for graduate trained teachers.

## F. IMPRESSIONS OF THE INSTITUTIONS VISITED:

The Team Members visited some of the training colleges in Rajasthan in January, 1962. It was noted that the syllabi of the training colleges were extensive enough in theory and practice, compared with colleges elsewhere. Selection in training colleges is done by a Selection Board. Nearly 20 seats are reserved in each college for open recruitment. Teachers in permanent service are allowed full salary during training and those who have joined the profession after 1954 are allowed Rs. 40 p.m. as stipend. All the colleges are co-educational and have hostel facilities. M.Ed. course is available both at Udaipur and Sardar Shahr.



2. The training schools follow the basic pattern. Agriculture is the main craft taught in most of them besides spinning and weaving. 90% seats of these schools are reserved for teachers or nominees of 232 Panchayat Samitis. 10% seats are filled in by selection by a Board appointed by the Director of Education. Trainees get Rs. 25 p.m. as stipend and have to execute a bond to serve the Government for 3 years. Hostel facilities in most of them are fairly satisfactory. In order to attract more women to the teaching profession, Government have opened special training school for S.T.C. (Basic course of 2 years for Middle pass) women. Government also grant advance increments to those women who go to rural areas for service.

3. It was realized that S.T.C. course, if extended for 2 years, may be more useful for equipping trainees with more academic knowledge of school subjects.

### Uttar Pradesh

	1960-61	1965-66 Targets
A. No. of Teacher Training Schools (both Primary and Middle)	155	197
No. of Teacher Training Colleges	43	60

#### B. TEACHERS:

##### Primary Schools

(i) Total	97,716	1,61,096
(ii) No. Trained	73,179	1,04,712
(iii) (ii) as % of (i)	75.0	65.0
(iv) No. of Women Teachers	11,233	..
(v) (iv) as % of (i)	11.4	..

##### Middle Schools

(i) Total	22,848	32,600
(ii) No. Trained	17,757	24,450
(iii) (ii) as % of (i)	77.7	75.0
(iv) No. of Women Teachers	4,064	..
(v) (iv) as % of (i)	10.8	..

##### High/Higher Secondary Schools

(i) Total	35,153	38,900
(ii) No Trained	24,967	30,000
(iii) (ii) as % of (i)	71.0	..
(iv) No. of Women Teachers	5,789	..
(v) (iv) as % of (i)	16.5	..

#### C. TRAINING FACILITIES:

(i) No. of untrained teachers at the beginning and end of III Plan and %	No.	%	%
Primary Schools	24,537	25.0	35.0
Middle Schools	5,091	22.3	25.0
High/Higher Secondary Schools	10,116	29.0	23.0
(ii) Total intake capacity of training institutions per year.			
(a) Teacher Training Schools	7,000		8,300
(b) Teacher Training Colleges	3,500		4,500

(iii) *Policy of the State Government regarding the expansion and improvement in training facilities*

There will be no addition in the number of Government Training Colleges during the Third Plan, but private training colleges may increase in number being affiliated to either of the four Universities of Agra, Lucknow, Gorakhpur and Aligarh. Government have prepared schemes for opening 2 Junior Training Colleges, one basic junior training college for women, 26 Government normal schools (for primary teachers) and improvement of 75 training schools by equipping them properly with books, furniture and science apparatus. In the Third Plan, provision for training is Rs. 455.34 lakhs and for training colleges is Rs. 33.08 lakhs only.

D. *COST per capita ON TRAINING*

	From Proformae Received		'Edn. in the States' (1959-60)
	Minimum (1960-61)	Maximum	
Primary level ..	87.2	601.0	401.6
Secondary level ..	461.5	1,712.7	866.3

E. *TYPES OF COURSES:**Primary level*

- J. T. C. (Junior Teacher's Certificate)—2 Year's for Matriculates—in 36 J. T. C. schools.
- C. T. (Certificate of Teaching) Basic—2 Years for Intermediate Pass women only.
- C.T. (General)—2 years for intermediate pass women only in 9 C.T. colleges.
- C.T. (Home Science)—2 years for Intermediate pass women only in 9 C.T. colleges.
- C.T. (Nursery)—2 years for high school pass women only.
- H.T.C. (Hindustani Teachers' Certificate)—2 years for VIII or Junior High School pass candidates only offered by 117 Govt. & Private Normal schools.

*Secondary level*(a) *Under State Department*

- L.T. (Licentiate in Teaching)—General—1 year for graduates etc. conducted by Govt. Training Colleges and private Training Colleges affiliated to State Department.
- L.T. Basic-1 year for graduates etc. offered by Govt. Basic Training College at Varanasi.
- L.T. Constructive—2 years—for graduates etc.—1 year for B.Sc. with Agriculture pass candidates or with Industrial Chemistry or Ceramics—Offered by Govt. Constructive Training College, Lucknow.

(b) *Under the Universities*

- B.Ed.—1 year for graduates etc. offered by the Education Depts. of Lucknow, or Aligarh Varanasi & Gorakhpur Universities and by different private training colleges affiliated to the above Universities and Agra University, which does not have its departments of Education. In all 41 secondary training institutions of the above type offered B.Ed. course.
- M.Ed. — 1 year for trained graduates.
- Ph. D. — 2 years for M.Ed. pass candidates.
- D. Litt. — 5 years after Ph. D.

These post-graduate courses are available only in the Universities of Allahabad, Varanasi, Lucknow, Gorakhpur, Aligarh and a few selected post-graduate training colleges affiliated to Agra University.

## F. IMPRESSIONS OF THE INSTITUTIONS VISITED :

### *Government Basic Training College, Varanasi*

It is a post-graduate basic training institution providing training in agriculture, spinning, weaving and house-crafts (for women only) as main crafts, fruit and vegetable gardening and spinning of newar etc., as subsidiary crafts, besides imparting instruction in theory, practice of teaching and principles and methodology of Basic education. The Team Members discussed the productive aspects of the Craft with the Principal. The College had deposited more than Rs. 10,000 in the Govt. Treasury for the last 2 years as a result of the productive labour of students. It provides inservice training also in Basic education.

### *Govt. Training College For Women, Allahabad*

It offers Diploma in Licentiate in Teaching course to graduate women only. It also arranges a number of inservice training courses for the graduate teachers of different Government Girls' Higher Secondary Schools, Normal Schools and Govt. High Schools in subjects like History, Music, Art, Mathematics, Geography and Hindi.

### *D.A.V. Training College, Kanpur*

It prepares for L. T. Diploma course mentioned above and has also 3 branch training institutions preparing graduates for B. T./L.T. courses. Housed in a big building meant for graduate and post-graduate classes for science, arts and other wings of the institution, it shares the general class rooms for training purposes. Most of the trainees here were freshers and only 15% were teachers from schools. Only 5 were nominated by the Department. Stipends of Rs. 30 p.m. are awarded to successful trainees in a competitive test. All the staff are trained post-graduates. The college library is well-equipped and properly used by the trainees who have to devote one hour, 3 times a week, in the library and prepare notes on selected topics for discussions and seminars. Cost per capita on training is Rs. 461.

### *Govt. Normal Schools at Narwal, Pandu Nagar, Kanpur*

The training school at Narwal is for men preparing for H.T.C. course. There is rush of applications of whom only 50 are selected, mostly teachers and ninety per cent from the rural areas. About 20% of them are nominated by the Govt. A stipend of Rs. 20 is given to all. It has two commodious buildings and a small library of 900 books which are not up-to-date and very useful. There are two hostels but accommodation per student is not adequate. The other school at Pandunagar is meant for girls only preparing for the same course. It has a rented building having 6 rooms of 12' x 12' size each. Students are provided free lodging and hostel facilities appeared to be satisfactory, but class rooms have insufficient space for 50 trainees who have to sit on the floor quite close to each other. It has no space for co-curricular and crafts activities. It was pointed out by the Headmistress that the staff were trained at secondary level and hence a special reorientation course at primary training level was necessary to make them familiar with teaching in primary classes.

### *Kanya Kubja Inter. College, Kanpur*

It has a Junior Teachers Certificate Section which provides training of 2 years' duration to men and women. It works in shifts in collaboration with the main college. A new building is proposed to be built for the training section. It has its own practising school. Fees are charged from all the trainees and no stipends are paid to them. Besides the Principal, there are 12 teachers of Inter College, all trained who devote part of their time in the training institution against some allowance. The training section has a good collection of books but these are not much utilized.

### *Impressions from the talks with State Officials*

The Govt. are going to establish a State Curricular Research Unit at C.P.I. Allahabad, along with research facilities at Govt. Training College for Women, Allahabad, and Government Basic Training College, Varanasi with a view to streamlining school and teacher training syllabi. They have other schemes of providing research facilities elsewhere, expanding inservice training to untrained graduate teachers of non-Govt. high schools and refresher courses to teachers and inspectorial staff. They are going to raise stipend value from Rs. 20 to Rs. 30 for trainees in Government girls' normal schools and provide improvement and expansion in Govt. nursery training and home science training colleges.

2. There are, at present, private training colleges in majority at the secondary level, which are either affiliated to Universities or to State Department. Besides, there are University Departments of Education and Govt. Training Colleges. A proper co-ordination in

these training agencies would be desirable in view of demand and supply of trained teachers in secondary schools. Admissions to these institutions should be made strictly according to demand for various subjects.

3. There are inservice training programmes for old untrained teachers—L.T. inservice course (General and Hindi). They complete their training in 2 instalments of 3 months each, spread over two years. It seems to be a good method of removing the backlog of untrained teachers. The Department also organises refresher courses in other subjects for inservice teachers.

### West Bengal

	1960-61	1965-66	
		Targets	
A. No. of Teacher Training Schools (primary and middle)	77	97	
No. of Teacher Training Colleges .. .. .	18	24	
<b>B. TEACHERS :</b>			
<i>Primary Schools</i>			
(i) Total .. .. .	83,382	99,650	
(ii) No. Trained .. .. .	31,914	47,000	
(iii) (ii) as % of (i) .. .. .	38.0	47.0	
(iv) No. of Women Teachers .. .. .	8,338	..	
(v) (iv) as % of (i) .. .. .	10.0	..	
<i>Middle Schools</i>			
(i) Total .. .. .	10,877	25,000	
(ii) No. Trained .. .. .	1,618	5,200	
(iii) (ii) as % of (i) .. .. .	15.00	21.0	
(iv) No. of Women Teachers .. .. .	1,522	..	
(v) (iv) as % of (i) .. .. .	14.0	..	
<i>High/Higher Secondary Schools</i>			
(i) Total .. .. .	29,272	41,000	
(ii) No. Trained .. .. .	10,397	20,500	
(iii) (ii) as % of (i) .. .. .	35.0	50.0	
(iv) No. of Women Teachers .. .. .	5,854	..	
(v) (iv) as % of (i) .. .. .	20.0	..	
<b>C. TRAINING FACILITIES :</b>			
(i) <i>No. of untrained teachers at the beginning and end of III plan and %</i>			
	No.	%	%
Primary Schools .. .. .	51,468	62.0	53.0
Middle Schools .. .. .	9,259	85.0	79.0
High/Higher Secondary Schools .. .. .	18,875	65.0	50.0
(ii) <i>Total intake capacity of training institutions per year :</i>			
(a) Teacher Training Schools .. .. .	4,250	5,250	
(b) Teacher Training Colleges .. .. .	2,130	2,790	
(iii) <i>Policy of the State Government regarding expansion and improvement in training facilities</i>			

It appears that some special efforts may have to be made to improve upon the poor percentages of trained teachers which are much below the all-India average (1960-61) 65% for primary and middle and 68% for high/higher secondary schools. State Government propose to increase the number of seats in the existing training institutions apart from the increase in the number of training institutions. There is also a proposal to conduct condensed courses for primary untrained teachers who have attained the age of 50 and put in at least 10 years' service.

D. COST *per capita* ON TRAINING:

	From Proformae received		'Edn. in the States' (1959-60)
	Minimum (1960-61)	Maximum	
	Rs.	Rs.	Rs.
Primary level .. .. .	96.0	296.0	257.0
Secondary level .. .. .	349.0	1,174.0	703.0

## E. TYPES OF COURSES:

*Primary level**Junior Basic Training Course*

For matriculates, runs for one year in the training institution, 6 months in practising schools and again 1 month in the training institution. Number of such schools is 66.

*Senior Basic Training Course.*

For Intermediate Arts or Science pass candidates, runs on the same lines. Number of such schools is 11.

*Secondary level*

- B.T.—1 year for graduates etc.—4 Govt. colleges.  
 —7 non-Govt. colleges.  
 —2 University Deptts. of Edn.  
 —Trg. Sections attached to the colleges.

B.Ed. Basic—1 year for graduates etc.—2 institutions.

*Other courses*

Besides, there are courses for Craft teachers, Music teachers, Home Science and Physical Education.

M.A. in Education in University of Calcutta is open to trained graduates or graduates with Education as a subject.

Training Centres for adult women also are there.

## F. IMPRESSIONS OF THE INSTITUTIONS VISITED:

*David Hare Training Colleges, Calcutta*

It is one of the oldest training colleges in India. It was co-educational up to 1954 when the Women's Section was separated as Institute of Education for Women. It enrolls 240 students for B.T. and other students for M.A. and M.Sc. courses in Education of Calcutta University. Most of the trainees are untrained teachers who are required to sign a bond under the rules to go back to their respective schools after training. Stipends at the rate of Rs. 50 p.m. and deputation allowance are awarded to 50% of trainees after success in competitive test. Deputed teachers, in addition to stipend/deputation allowance, get their full pay and allowances, as usual, during training. Medium of instruction is both English and Bengali.

2. The Institute of Education for Women prepares 150 students for B.T. degree Calcutta University. Nearly two-thirds of trainees are deputed from the aided schools. The accommodation is quite adequate, but the library is rather insufficient and ill-equipped. Training schools generally appear to suffer from inadequate accommodation, particularly hostel accommodation where overcrowding is a general rule. Library facilities in training schools also are inadequate. Thus it would appear that the existing training facilities are inadequate both from the quantitative and qualitative aspects. Suitable steps have to be taken to improve the present state of affairs.

## Union Territories

### Delhi

There are only three training institutions in Delhi—Central Institute of Education offering B.Ed., M.Ed. and Ph.D. courses in Education for graduates etc., Teacher Training Institute offering Basic Teacher Training Certificate Course of two years to undergraduates, and Jamia Millia offering B.Ed. for graduates and Basic T.Trg. course to undergraduates. There are proposals for an additional training institution for training undergraduates with a capacity for 100 seats and a scheme for the training of craft teachers during the Third Plan.

2. Entrance qualification for primary teachers has already been raised to a pass in Matriculation or its equivalent. No Middle pass teachers are now appointed in the training institutions in Delhi.

3. In the Govt. co-educational Teachers' Training Institute, 60 seats have been allotted for girl candidates out of 114 with a view to encouraging women students for teacher training. A few seats have specially been reserved for girl candidates belonging to rural area so that they may be able to work in the rural schools after completion of their training.

4. Scale of salary of Junior Basic Trained teachers is Rs. 118-225 which is higher than the prevailing scales in other States. These scales help to attract better qualified teachers for the primary schools.

5. C.I.E. is one of the leading Training institutions of Delhi University but financed and administered by Govt. of India. A large number of applications for admission to B.Ed. Course are received every year and tests, interview and group discussions are used for selecting the right type of candidates. It is also well-known for its multifarious curricular and co-curricular activities connected with different aspects of teacher training. Nearly cent per cent teachers are trained in Delhi.

### Himachal Pradesh

To cater to staff requirements of 24 Higher Secondary, 69 High Schools, 180 Middle/Senior Basic, 1,288 Primary/Junior Basic schools, there are four Govt. Basic Training Schools with an intake of 350 and one Govt. Basic Training College, with an intake of 100 only. The actual enrolment during 61-62 in elementary B.T. Schools was 328 as against the above intake capacity. It is expected that during III Plan 317 trained graduates and 1,203 trained undergraduates will be required for schools; and that percentages of trained teachers at primary, middle and secondary levels will be 71.4, 93.3 and 92.6 respectively.

2. All the training institutions are financed and administered by the Govt. They are generally well-staffed and well-housed. In the Training College 75 % seats are meant for in-service trainees. It has a special course to train science teachers who will be given more training in subject contents to meet the shortage of science teachers in elementary schools. There is a similar scheme to prepare science teachers for Higher Secondary schools. As post-graduates in science are not available, the scheme envisages training of B.Sc. pass candidates in one year in one of the undergraduate colleges of Science. It was reported that there is shortage of Home Science teachers, Art and Music teachers also.

3. Education up to secondary stage is being controlled by the Territorial Council and the rest, including training programme, by the Director of Education.

### Manipur

This Territory has got high percentage of untrained teachers as compared to Delhi and Himachal Pradesh. There are 6 training institutions for undergraduate teachers. The Panel members visited three of them mentioned below :—

*Basic Training Institute, Kakching.*—It had 97 trainees on rolls as against the capacity of 100 preparing for B.T. Basic Certificate (Junior). It had 13 women among trainees and 13 Staff members including 5 Craft Instructors, 1 P.T. instructor and 1 Hindi teacher.

*Basic Trg. Institute, Canchipur.*—It was running on a similar pattern of training for Junior B.T. Course. There was no provision for teaching Home Science as they experienced much difficulty in getting qualified staff for the subject. There was shortage of theory instructors also. It was felt that upgrading of pay scales of Basic trained graduates may attract more graduates to teaching profession.

*Govt. B.T. Institute, Imphal.*—It was running Junior Basic Trg. Course for Middle pass candidates and sharing the campus with a Senior Basic Trg. Institute, Hindi Teacher Trg. Institute and Nursery School. 80 % trainees in Junior B.T. course were deputed. Senior B.T. Course and Hindi Teacher Trg. course were available for Matriculates for two years and 1 year respectively.

*B.T. Section, D.M. College, Imphal.*—There were only 35 seats in this section preparing graduates for B.T. Degree of Gauhati University. The trainees were nominated and deputed by Territorial Council. There was no sufficient hostel accommodation but soon a new building for 50 trainees might be ready for hostel purposes. There were no separate staff members for this section except one full-time lecturer. The work was shared by staff of the College on part-time payments.

During the Third Plan, only one new training school for Junior B.T. course, with an intake capacity of 40, is to be opened.

### **Pondicherry**

On the eve of the II Plan, there was only one Teachers' Training School in this Territory (1960-61). To meet the increased demand of teachers consequent on the introduction of universal and free education at the primary stage, the capacity of the present institution will be doubled and a new institution alone will be started at Karikal. Thus the intake of the present institution will be raised from 40 to 80 per year—with the capacity of 40 trainees in the new institution. For both the schemes cost has been estimated at Rs. 2.18 lakhs for expansion and Rs. 3.80 lakhs for the new institution.

### **Tripura**

This Territory has 4 Training schools preparing for Undergraduate B.T. (Course) Certificate and 1 Training College preparing for post-graduate B.T. Diploma, both awarded by Secretary, Directorate of Education. Number of trained primary teachers is appallingly low and it needs special efforts to remove this backlog. During III Plan a new B.T. Training School will be started at a cost of Rs. 8.23 lakhs. There is a scheme to improve the existing training institutions and to train 60 teachers for secondary schools in the neighbouring States and for both items an amount of Rs. 3.78 lakhs has been sanctioned. At present, in all the training institutions for primary teachers, facilities exist for training secondary teachers also. One redeeming feature of training is that from the very inception of training colleges in the territory, co-educational pattern of training of teachers is being practised and found extremely desirable and without any complication.

The Leader of Education Team visited all the institutions mentioned above during April, 1962.

*P.G. Basic Trg. College, Agartala.*—It runs two courses—one for the undergraduates and the other for graduates, under one Principal and as a combined unit. Trainees are mostly untrained teachers deputed by Tripura Territorial Council. There was a proposal to admit freshers also. During the training, undergraduates and graduates are awarded Rs. 20 and Rs. 30 respectively as stipends. No tuition fee, and other charges are levied on trainees. Hostel facilities are adequate and trainees are required to participate in the community life.

*Craft Teacher Training Institute, Agartala.*—It provides training to teachers of Basic Schools in various crafts, who are nominated by the Territorial Council and selected from the Basic schools. They are awarded Rs. 20 as stipend p.m. in addition to their salaries and allowances. The Institute provides training in weaving and spinning, wood, metal, bamboo and fibre work, book-binding, tailoring, clay modelling, leather work and horn and bone work etc. It is well-housed and equipped with raw materials and instruments. There is no hostel accommodation for the trainees.

At present Basic Training Course for Primary School teachers is of one year duration. Authorities are of the view that it should be made a 2-years course and second year be devoted to teaching of crafts.

*Hindi Teacher Training College, Agartala.*—It trains Hindi teachers for all schools at primary, middle and secondary level. It has two wings, one for Juniors and the other for Seniors with an intake of 30 and 20, respectively. Duration of course varies from trainee to trainee according to his/her knowledge of Hindi. Graduates with Hindi or with Rashtra Bhasha Prachar Samiti Certificates are given 1 year training at Senior level and matriculates with Junior Training course of Hindi teachers are also given 1 year training. The rest have to devote 2 years. It is located in a residential building and has a well-equipped library.

*Basic Training College, Kakraban.*—It runs undergraduate B.T. Certificate course (for matriculates) only for in-service trainees in Govt. employment for one year. It is adequately housed and has a good library of 3,332 books.

During the discussions, it was revealed that by the end of III Plan, 93 % of the children in age-group 6-11 would be at school and all the primary schools would be converted into Basic Schools. There are 75 % untrained teachers and due to shortage, freshers are appointed as teachers and later on sent for training. Orientation courses in the form of camps during the summer vacation are held and last year, nearly 1,300 teachers attended them. To remove the shortage of graduate teachers, it was felt that upgrading of salary scales may have a salutary effect in attracting graduates from other neighbouring States.

Table showing position of training institutions and teachers in Union Territories as on 31-3-61

Category	Delhi	Himachal Pradesh	Manipur	Pondicherry	Tripura
<b>I. Teacher Trg. Schools :</b> (Primary and Middle)					
(a) Total No.	2	4	6	1	4
(b) Total intake capacity	150	350/267 (Actual)	480	40-I Yr. 40-II Yr.	400
<b>II. Teacher Trg. Colleges :</b>					
(a) Total No.	2	1	1	..	1
(b) Total intake capacity	B.Ed. 220 M.Ed. 25 B.Ed. Basic 50	100/57 (Actual)	35	..	50
<b>III. Primary Schools :</b>					
(a) Total	6,928	2,307	4,512	908	2,859
(b) No. Trd.	6,892	1,682	589	553	600
(c) (ii) as % of (i)	99.34%	72.9%	13.05%	60.9%	20.9%
(d) No. of Women Teachers	2,909	247	206	261	477
(e) (iv) as % of (i)	41.9%	10.7%	4.5%	28.7%	16.6%
<b>IV. Middle Schools :</b>					
(a) Total	2,356	1,474	1,215	178	686
(b) No. Trd.	2,335	1,188	103	113	194
(c) (ii) as % of (i)	99.03%	80.5%	8.47%	63.4%	28.3%
(d) No. of Women Teachers	826	179	65	77	122
(e) (iv) as % of (i)	35%	12.1%	5.3%	43.2%	17.7
<b>V. High/Higher Secondary Schools :</b>					
(a) Total	3,702	1,499	755	310	687
(b) No. Trd.	3,258	1,300	110	190	167
(c) (ii) as % of (i)	93.9%	86.6%	14.5%	61.3%	24.3%
(d) No. of Women Teachers	1,242	292	42	111	125
(e) (iv) as % of (i)	33.5%	19.5%	5.5%	35.8%	18.2%



Table showing additional training facilities during the Third Plan

Union Territories	No. of untrained teachers at different levels (31-3-1961)						Training Colleges to be opened				Training Schools to be opened		Types of courses offered			
	Primary Schools		Middle Schools		High/Higher Sec. Schools		No.	Intake (Additional)			No.	Intake (Additional)	Primary and Middle Stages		High/Higher Secondary Stages	
	No.	%	No.	%	No.	%						Title	Minimum qualifications	Title	Minimum qualifications	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
1. Delhi	36	0.66	21	0.97	444	6.01	..	..	..	1	100	Matric or equivalent.	B.Ed., M.Ed., B.Ed. (Basic)	Graduates.		
2. Himachal Pradesh	625	27.1	286	19.5	199	13.4	..	40	1	133 (including other additions)	Basic Trg. course.	Matric or equivalent.	B.Ed.	Graduates.		
3. Manipur	3,923	86.95	1,112	1.53	645	85.5	..	..	1	40	B.T. Basic.	Junior—Mid. Senior—Mid.	B.T.	Graduates.		
4. Pondicherry	355	39.1	65	71.3	120	38.7	..	..	1	40 (other additions)	B.T. Basic.	Matriculation or equivalent.	..	..		
5. Tripura	2,259	79.1	492	71.7	520	75.7	1	60	..	..	Under-graduate B.T. Course (By Secy. D.E.).	Matric and Inter.	Post Graduate B. T. Course Diploma (By Secy. Director of Education.)	Graduates.		
100 (Other Addition)																

*Financial Provision for Teacher Training Programme in Third Plan in Union Territories*

(Rs. in lakhs)

Union Territories	Training Schools	Training Colleges
1. Delhi ..	.. 8.00	..
2. Himachal Pradesh ..	.. 4.56	1.80
3. Manipur ..	.. 6.75	..
4. Pondicherry ..	.. ..	..
5. Tripura ..	.. 14.41	4.40

## CHAPTER V

### SOME ASPECTS OF TEACHER TRAINING

#### **Staff of Training Schools and Training Colleges**

5.01. We have noted the difficulties of staff both in training schools and training colleges. It has been pointed out to us that training college teachers have not been contributing much to educational thinking in the country; the general directive, coming either from the Government or persons without any pedagogical training, is accepted uncritically. Lack of laboratory facilities and teaching aids and equipment is another factor which discourages the members of the staff to take up research projects. Among the 216 training colleges, we could say that very few institutions have got well-qualified staff and some record of research publications. In Government colleges and other private institutions, some posts were vacant for long time for want of suitably qualified persons or on account of delay in administrative procedures. We recommend that since this is an important academic problem, universities should take interest in the appointment of staff to the training colleges. The qualifications of the staff of training colleges who deal with methods of teaching school subjects, should have at least a second class Master's degree in their subject area, besides their professional qualifications. The minimum teacher-student ratio in a training college should be encouraged to be about 1 : 10. The areas of contact and collaboration between the staff of training colleges and other University departments should be wider and more intimate in the interest of both.

5.02. The staff of the training schools consists of trained teachers drawn from secondary schools, who very often desire to continue as secondary school teachers, because the mental attitude of a member of the staff of a training school is different from that of a teacher in a secondary school. He has to read more widely, keep himself up-to-date with the latest educational literature and methods of training and teaching aids. Moreover, the secondary teacher is not familiar with the problems of the primary teacher who is being trained. He needs to have an orientation course of two to three months at least before he could lecture in a training school. Lack of suitable text-books and materials for teacher trainees is another problem which was mentioned to us by many members of the staff of such institutions.

5.03. Appendix XVIII gives statements in regard to the teaching staff, their salaries and qualifications along with their experience. This is only a sample study in which a few institutions in different States have been selected. It will be seen that the scales of pay of teachers in different States, both for training colleges and training schools, show a great variation. Government training colleges are mostly governed by departmental rules and the teachers are officers of class II or class I, and their scales of pay, therefore, are governed by the rules. The same is not the case in private institutions.

From the statement it will also be seen that the scale of pay for teachers in training colleges in U.P. is lower than that in Mysore, Maharashtra or West Bengal.

We recommend that the scales of pay of teachers in the training colleges should be the same as recommended by the University Grants Commission for teachers in the colleges of Arts and Science, as indicated below:—

*Teachers of affiliated colleges*

Principals	..	..	..	..	Rs. 600—40—800
Heads of Department	..	..	..	..	Rs. 400—25—700
Lecturers	..	..	..	..	Rs. 200—15—320—20—500
Tutors and Demonstrators	..	..	..	..	Rs. 150—200

5.04. In respect of scales of pay for the staff of training schools, it will be seen that these are mostly the same as those given to teachers in the secondary schools.

We recommend that State Governments may consider giving teachers of secondary schools, appointed to training schools, either a special allowance for working as lecturers in the training schools or some other incentive. Special allowance could be 10 per cent of the salary or Rs. 25 per month whichever is lower.

5.05. We hope that with the incentives indicated above, better type of personnel will be attracted to the staff of training institutions.

5.06. The suggestions made above could be only a short-term measure, but the whole question of staff, salaries, conditions of service etc. will need to be examined by different State Governments in relation to other salaries for similar type of work.

**Selection Procedures**

5.07. The problem of selection arises only when the number and quality available for selection is more than the number needed; and the degree of effectiveness of any selection depends on the relationship between the demand and supply. Of course, selection has to be done from the existing supply position, no matter what the quality is. In majority of the teacher training institutions from where the proformae were received by the Team, the selection problem does not appear to be a serious one as they have not reported the number of applicants for the courses offered by them as compared to their intake capacity. The following table indicates the position of training institutions reporting the number of applicants higher than their capacity during 1961-62:

State	Total No. of Training Colleges covered under the study	No. of Training Colleges reporting higher No. of applicants for the courses	No. not reporting	No. of Training Schools covered under the study	No. of Training Schools reporting higher No. of applicants for the courses	No. not reporting
1	2	3	4	5	6	7
	No.	No.	No.	No.	No.	No.
1. Andhra	5	..	5	7	..	7
2. Assam	2	0	2	5	1	4
3. Bihar	3	2	1	12	3	9

	1	2	3	4	5	6	7
4. Gujarat	4	1	3	11	..	11	
5. J. & K.	2	..	2	..	..	..	
6. Kerala	2	..	2	11	..	11	
7. Madhya Pradesh	..	..	..	5	..	5	
8. Madras	5	2	..	14	5	9	
9. Maharashtra	3	..	3	6	3	3	
10. Mysore	6	2	4	25	4	21	
11. Orissa	1	1	..	15	..	15	
12. Punjab	7	2	5	8	4	4	
13. Rajasthan	2	1	1	6	..	6	
14. Uttar Pradesh	5	3	2	4	2	2	
15. West Bengal	4	1	3	9	2	7	
16. Himachal Pradesh	1	..	1	1	..	1	
17. Manipur	1	..	1	6	..	6	
18. Tripura	2	..	2	..	..	..	
19. Delhi	1	..	1	1	..	1	
<b>TOTAL</b>	<b>56</b>	<b>15</b>	<b>41</b>	<b>146</b>	<b>24</b>	<b>122</b>	
<b>PERCENTAGE</b>	<b>..</b>	<b>26.8</b>	<b>73.2</b>	<b>..</b>	<b>16.4</b>	<b>83.6</b>	

5.08. Thus out of a sample of 56 training colleges only 15 (26.8 per cent) have reported sufficiently higher number of applicants than their capacity to pose the problem of selection. Nearly 73.2 per cent training colleges have not reported the number of applicants. At the primary level, 24 (16.4 per cent) out of 146 training schools have reported higher number of applicants for their courses, though at this level most of the institutions do not have any choice for selection which is already done by the D.P.I. at the headquarters and partly also many of their trainees are deputed untrained teachers of the various schools. It can be safely argued that, on the one hand, in some training institutions there is some shortage of candidates, with the result the intake capacity is not fully utilised; while on the other hand some training institutions attract much larger number of applicants than the seats available.

5.09. But where the number of applicants is more than the seats available, the selection is made on the basis of certain criteria, the important ones being interview, academic record, psychological tests and capacity to participate in extracurricular activities, recommendations of the heads of institutions last attended, intelligence and general knowledge tests etc.

5.10. Teacher training at secondary level has been the responsibility in almost all the States, except one or two, of three agencies; (a) State Departments of Education—Government Training Colleges; (b) Private Training Colleges affiliated to the universities (in U.P. some are affiliated to the State Department of Education); and (c) the Departments of Education in the universities themselves. The Government training colleges and University Departments of Education are obviously very popular because they present good examples of efficiency and standards in teacher training. Consequently, there is a heavy rush of applicants which outnumber the capacity in them. On the other hand, some of the training colleges run by private bodies affiliated to the State Departments or universities, do not often attract a good number of applicants for admission to their courses. Thus the choice of selection varies from State to State and institution to institution. In States with high percentage of trained teachers in secondary schools, applicants comprise freshers to the extent of even more than 50 per cent; while

in other States with low percentage of trained teachers, number of deputed teachers forms a considerable majority as compared to freshers for whom the choice of selection is to be exercised.

5.11. Appendix VII gives details about the selection procedures in different States, while Appendix XI shows the number and quality of the trainees applying to different categories of institutions during 1962-63.

5.12. In the case of teachers of primary schools there is not much choice left for selection in those States where nearly 65 per cent to 90 per cent. of the trainees to the institutions are deputed and/or nominated.

5.13. The selection procedure adopted for admission to the training schools indicates a great variation in the methods employed. Procedures adopted in different States have been given in Appendix VII and Appendix XII which give details about the number and quality of trainees in these institutions. It was noted earlier that a large number of institutions have no problem of selection at all. There was no prescribed requisite standard in any State to guide the selection of candidates for admission. There is an urgent need for evolving a suitable and objective set of measures of assessment for selection of trainees. So far a vast majority of the training schools and colleges have been using interview as their only tool. This measure is adopted in some cases even to accommodate trainees of an indifferent quality.

5.14. It will thus be seen that minimum standards have to be established for admission to training institutions whether the number of applicants is more than the capacity for admission or less. For example, if there are 100 seats and applicants are less than 100, it is not necessary to admit every one unless the applicant has satisfied the minimum standards laid down.

5.15. We also noted that the Departments of Education would generally find it difficult to make proper selection from among those untrained teachers already teaching in the schools and having experience of teaching over some years. Here again, some standards for admission have to be drawn up and very often State Governments may like to consider that it was no use admitting a teacher to a Training institute above the age of 35 or with an experience of more than 7 years of teaching. For teachers with set habits some other types of courses like the Refresher Courses, Correspondence Courses and others included in in-service training programmes could be organised; the principle being that a student who is admitted to a training institute should have the capacity to benefit by such training and should be able generally to mix freely in an uninhibited manner in the atmosphere of the institute.

5.16. Generally, in selection of candidates for training, various criteria are used by different training institutions. In most of the cases, interview has been given an undue importance in selection of the trainees. While selecting candidates, we recommend that a combination of the following criteria, with modifications, may be found helpful :

- (i) Past achievements and academic record of the candidates :
- (ii) Results obtained by the candidates in aptitude tests specially devised for the purpose :
- (iii) Interview by a Selection Committee.

We also recommend that, in order to attract better type of students to the training schools and colleges, there should be liberal provision of scholarships, fellowships and freeships.

## Courses of Studies and Examinations

5.17. We have noted that the school curriculum and the teacher training programme do not bear a close relationship in many cases. Primary and secondary school syllabi have been undergoing changes during the last 50 years, but the syllabi of training institutions have remained singularly static. As a result, there is a wide gap between what the training institutions produce and what is required in a school. It was reported to us very often during our visits that training courses both at primary and secondary levels were too theoretical, and were not always helpful to the teacher in the class-room. There was also less room for experimentation and initiative that trainees should find in any programme of teacher education. Quite a lot of dead wood appears to have been collected and needs to be cleared through new approaches, experimentation and continuous modifications and improvement in the courses of studies.

### (a) *Syllabi of Training Colleges*

5.18. While the universities are the competent bodies to consider the syllabi of training colleges, a few points that have been observed by us, are mentioned below:

#### (i) *Aims and objectives*

The syllabi of teacher training programmes collected by us from different institutions did not state aims and objectives of teacher training. A statement of these would generally help in bringing out the need for modification and review of the courses of studies.

#### (ii) *Courses of Study in Theory of Education*

The duration of the course in most of the cases is one year. Excepting the Government Constructive Training College at Lucknow, which runs post-graduate training for two years, the rest of the training colleges are running one-year teacher training courses. There is not much variation between theory courses prescribed in different training colleges. Appendix XV gives an all-India picture of the different theory papers prescribed in the training colleges. The common theory courses included in the syllabi of a vast majority of the colleges are the following:—

- (1) Educational psychology and measurement.
- (2) Methods of teaching various school subjects.
- (3) Theory of Education, including principles of philosophical, sociological and cultural basis of education.
- (4) History of Education—Current Indian problems.
- (5) School management and hygiene.
- (6) Optional—specialisation in school subjects or studies in special fields of education.

We came across many topics in the above papers which need to be reconsidered and modified in view of the heavy burden on students who have to do practicals and theory in a period of 9 months only. For instance, one paper in most of the training colleges, deals with the principles of education and school organisation. The theory paper on Educational Psychology and Management has been loosely framed in some of the syllabi of training colleges. Study of the system, abstract concepts of psychology and other aspects of psychological studies, not related to the school situation, have been loaded in this theory paper. The paper on

History of Education or Comparative Education in many training institutions contains such elements as are not directly related to the current educational problems of our country.

### (iii) *Courses in Methodology*

Almost all the training institutions have provided ample choice to the trainees to select subjects to be taught during practice teaching period. These subjects have been indicated in Appendix XVI, giving the courses in Methodology offered in various training colleges. We found, however, that majority of students select the same subjects for methods which are known to be easy, and the ample choice placed before them is rarely fully utilised. This defeats the purpose of producing different types of subject teachers required by the schools.

### (iv) *Practice Teaching*

During visits to training institutions we observed much variation in the number of practical lessons prescribed as minimum—ranging between 20—60. Moreover, the supervision of lessons also was not regulated in some institutions, time given to average lesson ranging between 5 to 45 minutes. In our opinion, no rigidity of fixed number of lessons should be observed in this respect. We are convinced that an unnecessary load of practical work will not serve any useful purpose to the teacher under training, and therefore, we would recommend about 30 lessons *i.e.* 15 each in two school subjects as the optimum for the purpose of practice-teaching. The practical training should also include attendance at demonstration lessons given by masters of methods and other outstanding teachers, observation of lessons, delivering criticism lessons, working on educational projects, preparation of teaching aids etc. All practice-teaching lessons should be planned under guidance, given under supervision and discussed later by the supervisor. Consolidated practice teaching can also be given a trial successfully. Considering the desirable competencies of the secondary school teacher, it seems necessary that practical work and practice teaching should be given a weightage which is at least equal to that given for the study of theory courses.

### (v) *Examination and Evaluation*

There is wide disparity existing in different methods of examination and evaluation techniques used by different institutions. A candidate has to pass separately in theory papers as well as practicals. Appendix XVII gives the details of allocation of marks for theory and practice in different training institutions. It will be seen that there are two extremes in usual practice prevalent for practical examination of the trainees. On the one hand, the recommendation of the principals of training institutions is expected to be taken into consideration by the two external examiners but assessment is, in practice, made by the latter on the basis of actual performance of trainees. On the other hand, the assessment of the trainees in many places is done by internal examiners who happen to be the staff members and the external examiners only check up the assessment of the selected 25 per cent of the trainees and form their opinion regarding the rest of the trainees without further assessment. Much has been said about the pros and cons of both types of assessment techniques. The Team, however, was of the view that a moderate and balanced combination can be struck by placing proper weightage on internal assessment and checking up by external examiners in a greater proportion. An informal interview of a few minutes for the trainees by internal and external examiners



can also be very useful in having a proper and balanced estimate of the trainees' capabilities. The details of proper evaluation and weightage in marks and also the system of examination in practice-teaching, in our opinion, would require a review by academic bodies.

### (b) *Courses of Study in Training Schools*

5.19. On the basis of the information available in the proformae and the visits of the Team to institutions, it was observed that the syllabi of the training schools presented a very wide difference in the quality and load of the syllabi consisting of theory, practice, co-curricular and cultural activities.

A detailed study of the syllabi of Primary Training Institutions in India was made by Dr. E. A. Pires and has been included as Annexure II in "The Education of Primary Teachers in India"—Report of the First National Seminar, 1961. Some of the points brought out in the study are as follows:

1. Wide difference in the quality and load of the syllabi.
2. In many cases, the syllabi are not printed and so the courses of study are not available to students in advance.
3. The procedure for drafting the syllabi was not very often one where academic persons or teachers of the institutions were consulted or evolved through specialised committees of experts. So there was "poverty of both presentation and the contents".
4. In the syllabi more weightage was given to the contents of school subjects than to training course which appeared to be the main reason for the high cost and long duration. A balance between such courses has to be established.
5. Emphasis on craft work, social service and community living places greater burden on the trainees during the professional preparation.
6. Most of the syllabi of the institutions do not indicate various methods of teaching that can be fruitfully utilised in primary schools and scope for experiments and initiative of the trainees is lacking in the framework.

### **Duration of Courses**

5.20. In the earlier Chapter in para 3.11 the present position in regard to duration of courses and the recommendations of the Secondary Education Commission have been mentioned by us. At the present stage, it should be difficult for us to say more than what has been indicated earlier that for primary schools the duration of training should be 2 years after matriculation or equivalent stage and for secondary teachers duration should be one year after graduation stage. An experiment in the University of Kurukshetra for training of teachers in a 4-year integrated course will have to be studied as it makes progress during the next few years. The Team paid a visit to the institute and appreciated many good points about such a programme. At the present moment the intake is 100 students per year, about 1/3rd of whom are girls. They are mostly 1st division matriculates and residence in the hostel is compulsory. The Punjab Government has guaranteed employment to all those who complete the course successfully. The first batch will be out in 1964. The sanctioned

strength of the staff is 41, of whom 35 were in position in 1962. Examinations are held at the end of the first, third and fourth years and practice teaching is done in the last two years of the course.

The National Council of Educational Research and Training has also established Regional Colleges of Education to meet the needs of different regions in the country for trained teachers required for multi-purpose schools in co-operation with the Governments of Rajasthan, Madhya Pradesh, Orissa and Mysore. They propose to have different types of courses in these colleges and their experiments will also be watched with interest.

5.21. We note here, however, that after the high school stage today a student spends 4 years in an Arts/Science College followed by one year of training course in a training institution. If such a programme is to be replaced by an integrated course of 4 years, there could be many advantages of selecting the right material and orienting them correctly through the four years. But while a student who has taken a degree in General Education has an option to take a one-year's course of teaching, in this case a student has to decide early whether he is going to take up teaching as his career. We, however, feel that different types of experiments in teacher training programme have to be encouraged and we commend the Kurukshetra experiment and the 4 Regional Colleges, to be brought into existence by the Ministry of Education through the National Council as they would help to set certain standards for all Training Colleges in the country.

#### Size of Training Institutions

5.22. In the earlier Chapter we have already noted the position about the size of training institutions on an all-India basis. We would like to point out here that on the basis of a sample of 46 Training Institutions from which we secured information showing enrolment, capacity, results, cost *per capita* etc., which have been tabulated in Appendix XXIII, we have found a few revealing points which we would note here. It will be seen from the table that 10 Training Institutions have produced 98 to 100 per cent results and they comprise both big-sized and small-sized institutions. The cost *per capita* of these training institutions ranges from Rs. 237.7 to Rs. 1,523.1 per annum. This might seem to indicate that in many cases low cost *per capita* has also produced good examination results. But it may be difficult to say that this alone would account for quality of good training which invariably should be related to some standard cost pattern. Judging by examination results, however, it seems to us that better or higher enrolment reduces the cost *per capita* without endangering the examination results or the efficiency of training.

5.23. A sample study of 50 training colleges covered by the Team indicated that 49 per cent of these colleges did not have sufficient strength equal to their admission capacity: only 8 per cent had more than their capacity *vide* Appendix XXIV. Such surpluses and deficits could, perhaps, be rationalised by certain administrative steps.

5.24. In some of the advanced countries where much attention has been given to the various problems of teacher education like the U.S.A. and the U.S.S.R., large-sized institutions are established and facilities for practical lessons are provided in relation to the size. The advantage of a large-sized institution is the atmosphere that could be established in the campus of the institution and we have discussed other related points in Chapter VII in connection with the programme of comprehensive training institutions. We feel, however, that small training schools or colleges may

be educationally ineffective and costly. We are reinforced in this view by what the McNair Committee Report stated in 1944, "we doubt whether a college of much less than 200 is capable of being staffed, equipped and organised both efficiently and economically" (P. 75).

### **Cost Pattern of Training Colleges and Training Schools**

5.25. A point of interest is that while we were trying to analyse the cost patterns of the different types of institutions, we found that norms for the amount which should be spent on a training college or a training school were not available for the institutions established. The data that we collected, indicated varying degrees of expenditure in different States and even within the State, there was a great deal of variation between the requirements of staff, equipment, accommodation, hostel etc. for one institution and another engaged in the same type of work. When we tried to compare the Government training schools and colleges and the private institutions, in some cases, some of the private colleges appeared to be better organised than Government training institutions and in majority of cases the Government institutions had better equipment and buildings; but the staff position and the library facilities were not always satisfactory. We found that institutions for teacher training have not received the same attention at the hands of departments of education or private benefactors, as other educational institutions. For example, there is a set pattern now about the requirements of a new Engineering College, a Medical College or even an Arts or Science College, whether such institutions are established in one State or the other by Government or private agencies. It is possible that the machinery meant for this purpose such as the All India Council of Technical Education and the Universities have been jealously preserving the standards of such institutions and have a uniform minimum of requirements. The pattern has been evolved through experience over a number of years. While investigating this problem more carefully, we came across an Annexure to a D.O. letter (No. F. 34-36/56-BII dated 29th December, 1956) from the Ministry of Education addressed to State Governments at the beginning of the Second Plan, in regard to preparation of schemes for teacher training programmes (Appendix XXI). We have examined the cost pattern for providing a basic training college (school) for about 100 trainees. The non-recurring expenditure was Rs. 2.59 lakhs and recurring expenditure Rs. 74,000 with 8 members of the staff including the Principal. Besides, it was indicated that there should be 5 acres of land and at least 1 full-fledged Junior Basic School attached to the institution for practice purposes.

5.26. From our examination of some of the institutions, we found that the recurring expenditure of most of the training schools varied between Rs. 10,000 and Rs. 50,000 per annum and no institution was spending anywhere near Rs. 74,000 per annum as recurring expenditure. While we could not get accurate figures of capital expenditure for buildings of institutions we visited, we could gather that not many of them could have spent a non-recurring amount of Rs. 2.59 lakhs on the buildings. Nor was land found for playgrounds and other activities of the training schools. In fact, most of them appeared to be huddled up in small spaces.

5.27. In the case of training colleges, it has been mentioned that the non-recurring expenditure should be of the order of Rs. 3.60 lakhs and recurring expenditure of the order of Rs. 1.16 lakhs per year for an intake of 100 students and that there should be 10 members of the staff.

Similarly, the college should have at least 5 acres, preferably more, of land if it has agricultural bias otherwise 3 acres and a full-fledged practising school. We have found in our examination that the average recurring expenditure varies between Rs. 1 lakh and Rs. 1 lakh 80 thousands. But the building investment does not appear to be anywhere between Rs. 2 lakhs and Rs. 4 lakhs in majority of the cases.

5.28. The summarised statement of 15 States included in Chapter IV also indicates *per capita* expenditure for different types of training. Appendix XXII summarises these patterns for different States for training schools as well as training colleges. The statements indicate the wide range of pattern of expenditure and lack of uniformity in training institutions (both schools and colleges). Both the tables only mention the recurring expenditure. The *per capita* expenditure in a training college in Assam for 1959-60 was Rs. 1,984 and in Delhi Central Institute of Education, Rs. 2,999. These are the highest figures of cost we have come across. For training schools, the figures of expenditure in Orissa, Madras, West Bengal, Andhra Pradesh and Kerala appear to be low when compared to the figures for other States.

5.29. In Appendix XXIV attention is invited to the wide range of pattern of expenditure and lack of uniform models for training institutions and the financial provision during the two Plans for teacher training programmes. Attention is also invited to Appendix X (a) & (b) and Appendix XX. It is recommended that since the new ideas of correspondence courses (explained in Chapter VII), evening classes and vacation courses have now been proposed, it may be desirable to have an estimate of financial provision by an Expert Committee. Such a Committee may also take into account the suggestions made by the Association of Training Colleges in India which are given in Appendix XXVI.

## Equipment and Aids

### (i) Text-books

5.30. We had complaints from all concerned regarding the non-availability of good text-books in different subjects for teachers in Training Colleges and Training Schools as well as the students of these institutions. In Training Schools subjects are taught in Indian languages, but simple text-books in methods of teaching the subject as well as psychology have yet to be made available. In different languages some books are available of unequal quality and the tendency is to depend on the notes dictated by the lecturer for which the basic books are in English. Besides, the use of reference books and research studies done by educationists does not appear to be very much encouraged among the teaching institutions. Lack of handbooks leads students to a state of despair and they depend on teachers who employ the method of dictation of notes which they themselves would discard as a method of teaching.

5.31. The publication of suitable text-books in Indian regional languages has to be undertaken on a national scale with proper co-ordination and help of State Governments and the National Council of Educational Research and Training which, under its various departments, particularly the Central Bureau of Text-book Research, has decided to undertake survey of text-book procedures in the States and preparation of text-books in different subjects for the school classes. It is hoped that the Council will take up the question of preparing suitable text-books in relation to the

syllabus prescribed in training schools and colleges with a broad framework and encourage writers of text-books by different methods and incentives.

(ii) *Other Teaching Aids*

5.32. Instructional aids to supplement the regular class-room lessons have to be provided in the form of maps, charts, audio-visual aids, film strips, motion pictures, lingua phones, radio, tape records and even television where it is possible. During our visits we observed that the use of such teaching aids is conspicuous by their absence. We noted that where modern visual aids and teaching equipment were either purchased or donated to the institutions, they are often not fully exploited for teaching purposes.

5.33. We also feel that the National Institute of Audio-Visual Education, Delhi, set up by the Ministry of Education in 1959 and now a part of the National Council of Educational Research and Training, would take a lead in this matter and serve as a clearing house of information on all matters of audio-visual education to State Government and private organisations.

**Workshops and Craft Training**

5.34. Information received from training institutions indicates that many institutions do not have workshops or craft sheds, and where they exist, they are ill-equipped. In some cases, equipment was lying unused and even rusting. Of the institutions visited by us, hardly 15 per cent could be said to have fairly good workshops and craftsheds.

5.35. During the training period, it is necessary that pupil-teachers should be familiar with different types of teaching aids and workshop practice, and should be able to construct models. In training schools which are all becoming basic training schools, teachers have to be familiar with crafts and elementary workshop practices.

5.36. However, the position of workshops, shown in the following table, will indicate that these facilities have to be provided in a much greater measure:

*Provision of Workshop Facilities in Training Institutions*

Sl. No.	Name of the State Govt.	Workshops/Craft-sheds facilities (percentages only)
1.	Andhra Pradesh .. .. .	75
2.	Assam .. .. .	50
3.	Bihar .. .. .	33
4.	Gujarat .. .. .	75
5.	Jammu & Kashmir .. .. .	Not available
6.	Kerala .. .. .	60
7.	Madhya Pradesh .. .. .	70
8.	Madras .. .. .	50
9.	Maharashtra .. .. .	N. A.
10.	Mysore .. .. .	40
11.	Orissa .. .. .	33
12.	Rajasthan .. .. .	50
13.	Punjab .. .. .	50
14.	Uttar Pradesh .. .. .	50
15.	West Bengal .. .. .	20

5.37. We recommend that the minimum requirements of these should be provided in all training schools.

### **Libraries in Training Institutions**

5.38. Lack of reading material was noticed in most of the training schools. But we were surprised that even in training colleges proper library facilities were absent because necessary funds were not budgeted.

Lack of reading material was noticed in most of the training schools. But we were surprised that even in training colleges proper library facilities were absent because necessary funds were not budgeted. We feel that accommodation for the library, library staff and readers will have to be suitably improved. We make the following suggestions to improve the libraries :—

(1) The working Group set up by the All India Association of Training Colleges suggested :

(a) that a college which offers B.Ed. course should have at least 1,000 titles covering the various subjects and not less than four copies of the more frequently used books; (b) About Rs. 10,000 is considered to be the minimum for providing an initial nucleus of a modest, but well-equipped library; (c) The college which offers M.Ed. course will require additional books costing an additional expenditure of about Rs. 15,000; (d) A recurring expenditure of Rs. 3,000 should be permitted on the purchase of books and subscription of educational journals. The amount towards journals may be enhanced in the case of M.Ed. courses.

(2) The training institutions should also make arrangements to obtain educational techniques from research bureaux, employment organisations, educational and guidance bureaux etc.

(3) Good collections of (i) educational encyclopaedias, (ii) year books, (iii) other basic books on education by eminent educationists, (iv) special books and other reference books should be available in the libraries.

(4) The latest ideas and reactions in educational thought appear in periodicals and educational journals. The availability of such periodicals and journals is essential.

### **Training Schools or Colleges attached to High Schools or Arts and Science Colleges**

5.39. We came across training colleges in U.P., particularly the private ones, which are attached to the arts and science colleges, affiliated to the Universities of Agra and Gorakhpur. In Punjab and U.P., there are training schools attached to the high schools. It is difficult to make any specific recommendations contrary to the present practice, because in having such institutions along with other types, there is economy in relation to staff, building, equipment and library. It is also possible to arrange in such institutions better practice teaching and good teachers of the institutions can be associated in the work. Besides, promising students of the schools or colleges are likely to be attracted towards these institutions when they are familiar with the existence of such institutions in the campus. Moreover, trainees do not feel isolated from the general body of college students as far as training colleges are concerned and there can be an exchange of ideas amongst students and teachers of different faculties. Such cross-fertilisation of ideas is very helpful for an academic atmosphere.

On the other hand, there are certain limitations which one has to recognise in such an organisational set-up. It is possible that the training department in a college may be made a source of income as the cost on

separate establishments is much less and teachers can be taken from other departments on a small allowance for additional work. Moreover, the institutions may not have atmosphere for research and experimental projects to work upon.

5.40. Recognising the above position, where training programmes have been organised in good buildings with adequate library facilities, which in some training colleges are lacking, we feel that such institutions might continue, provided staff requirements are properly met.

### **Post-Graduate Training and Research**

5.41. We have not analysed in details the problems of Teacher Education at the M.Ed. and Ph.D. levels because the University Grants Commission appointed a Committee to review the progress of education of teachers at this level and two of the Members of our Team are also the members of this Committee. That Committee held its first meeting on 19th December 1960 and was presided over by the late Prof. N. K. Sidhanta. Later on, Shri K. G. Saiyidain became the Chairman of the Committee and it has held two meetings to discuss in details the problem. Their final report is awaited but the general impression of the Committee appears to be that the candidates taking the M.Ed. and Ph.D. courses did not have much grasp of subject matter and showed little original or creative thinking. Besides, there was lack of uniformity of principles and practices at the post-graduate level in education. There was disturbing variation and constant deterioration in the standards in the practices relating to admission, choice of curriculum and also in the type of research work required of students. There was no such common core of subjects prescribed by the Universities. They also felt that because the work done in training colleges was generally of a low order compared to other professional disciplines, teacher training or education at the post-graduate level did not attract the type of students who had either facilities or the capacity to attach research problems in education. A study which was done in the 5 colleges of U.P. revealed, as one of the Members of the Committee mentioned, that 86 per cent. of the candidates admitted to B.Ed. class had secured only a third-class in their first degree and some of these were further preparing for the M.Ed. and research degrees.

5.42. There are 27 universities providing post-graduate courses in education either at the University Headquarters or in their affiliated colleges. 15 of the universities have a provision for teaching at the M.Ed. level at the University headquarters (Appendix XIV) and also in 35 colleges affiliated to different universities. It was generally felt that from the point of view of provision of staff, equipment, library facilities for M.Ed. and Ph.D. courses, further improvements were necessary in nearly all the universities.

5.43. We are awaiting the report of the U.G.C. Committee but we felt that the normal pattern of members of staff of the Secondary Training Colleges was that while many of them were M.A./M.Sc's with a B.Ed. degree, a sizeable number of the staff were B.A.'s/B.Sc's with an M.Ed. or Ph.D. degree. It was necessary to understand for the supply of this type of personnel the kind of research facilities and M.Ed. courses provided, in different University centres and affiliated colleges. The Secondary Education Commission had mentioned the importance of research facilities being provided in some select training colleges. But it is apparent from the discussions we had with some of the Members of the U.G.C. Committee and also with the Members of the staff of different institutions we have visited

that compared to other disciplines in the universities, the research facilities in education appear to be neglected. Appendix XIV provides a statement giving the university-wise distribution of facilities for M.Ed. and Ph.D. courses.

5.44. During our visits and discussions, we felt that the best minds should be induced to take up research in education and this could be achieved by taking not only those who have done the M.Ed. degree but also others who have done either a good degree in humanities or science. For the latter, a course of a slightly longer duration (about 6 months to 9 months in addition) may perhaps be desirable.

### **Extension Programmes and Refresher Courses**

5.45. Extension programme usually connotes a planned series of "on the job" activities, designed to improve the efficiency of teachers and school administrators. Such activities always start with some observed problem, some teaching or supervisory or administrative difficulty or deficiency. The programme may take the form of such activities as conferences, seminars, workshops, lectures or the provision of consultants to individuals. The criterion of the success of any in-service teacher education programme should be the actual improvement in class-room teaching of the teachers or the administrative behaviour of the administrators who participate in such a programme.

#### *Some Features of Extension Training Programme*

5.46. A sound and constructive extension programme generally includes the following features:—

- (a) Each specific activity of the programme must focus on a concrete teaching or administrative problem which would be evident to the teachers and administrators.
- (b) Such problems, difficulties or deficiencies should be carefully diagnosed and analysed and the purposes of additional training programmes should be clearly stated in the light of such analysis.
- (c) The specific activities of such a programme may provide the teachers with actual supervised practice.
- (d) Both during and at the completion of programme, continuous efforts should be made to evaluate and assess the extent to which its purposes were achieved.

In order to provide facilities to the teachers in service to keep themselves abreast of the contents, methods, assessment etc. in education, it was proposed to strengthen the present secondary teacher training colleges with staff and equipment by starting the Departments of Extension Service.

5.47. The All India Council for Secondary Education organised a field advisory service and later on the Directorate of Extension Programme for Secondary Education (D.E.P.S.E.) came into being in 1955. It was ensured that the extension services reached the practising teacher right in the midst of conditions under which he worked.

24 Extension Centres were set up during the First Plan and the number rose to 54 at the end of the Second Plan. The selection of centres was determined by the capacity of the training college to undertake this additional responsibility and the most advantageous coverage of secondary

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schools. Extension Centres in selected training colleges and Education Departments of Universities have helped in increasing the training potency of such institutions. Apart from this, the measure brought the training colleges close to the schools thus establishing closer relationship among them.

#### *Activities under the Extension Programmes*

5.48. These Extension Departments, run with the financial support and supervision of the D.E.P.S.E., are headed by the Principal of the respective training institution who is *ex officio* Honorary Director of the Extension Department.

Some of the Extension Services carried out are:—

(i) Audio-visual Education; (ii) Refresher Courses; (iii) Advisory service; (iv) Workshops and seminars; (v) Library service; (vi) Publications; and (vii) Exhibitions.

The Extension Service Departments have now come to grips with the actual problems of the school teacher. The schools too have increasingly come to regard these services as their own. During our visits to various Extension Centres, we noticed that the programmes of the Centres are now being planned with more and more active co-operation from the educational institutions. The school personnel is taking a larger responsibility for organising and conducting this programme. Quite a few centres have arranged workshops to acquaint the teachers with latest evaluation approach and construction of new type of objective tests. Short courses during week-ends and vacations have been arranged for them in order to promote the modern methods of teaching various subjects. Administrative lessons, talks by the resource personnel, help of the experts from British Council and United States Educational Foundation and courses arranged to define objectives of teaching various subjects, have all helped in making this programme useful for the school teachers. Evening courses and workshops have also been arranged on the subjects of educational and vocational guidance courses. Maintaining of cumulative record cards, occupational information, placement services, counselling services and research services have been organised by these Centres.

5.49. Extension Centres have also given the lead in the organisation of clubs for local teachers with a programme of recreation and professional growth. Hobby clubs, week-end seminars and extra-curricular activities provide further interests to the teachers. In short, there is hardly any field of secondary education which has not been touched in one way or the other by the activities of these Centres.

5.50. The D.E.P.S.E. has now devised a suitable machinery to evaluate the work done by these Centres. Details of such evaluation programme are awaited. 25 new centres are likely to be set up during the Third Plan and they will be so distributed as to remove the existing imbalance in the location of centres, so that schools and areas not served so far by any extension centre are brought into the orbit of this assistance. D.E.P.S.E. has also proposed to establish Extension Units in about 72 training colleges during the Third Plan. They are designed to spread extension activity organised on a less extensive scale than in the case of full-fledged extension centres. They are expected to give more individual attention to schools which are too far away from other extension centres. It is expected that by the end of the Third Plan, about 60 per cent. of the training colleges

will be associated in extension work. Thus 79 extension centres together with the 72 extension units are expected to cover a very large number of more than 20,000 secondary schools in the country.

#### *Extension Programme for Elementary Teachers*

5.51. The extension programme is proposed to cover now training schools and elementary schools. Thus new ideas and educational practices will be carried by these extension centres to the elementary schools and will help the training institutions to come closer to the actual needs of the schools. According to a scheme organised by National Council of Educational Research and Training, 14 State Institutes of Education have been opened in the States. Their fundamental role will be to deal with problems of administration, finance and in selection of educational institutions, improvement of teachers through programmes of pre-service or in-service training and production of essential literature, improvement of curricula, teaching methods and aids, develop research to assist in the solution of all educational problems etc., etc. The main functions of these institutes are four: (i) Training; (ii) Extension; (iii) Research; and (iv) Publications. They will function in close collaboration with the State Education Departments at all levels. Organisation, administration and financial control of these institutes will be exercised by National Council of Educational Research and Training.

## CHAPTER VI

### PROBLEMS OF TEACHER EDUCATION

#### **Number to be trained**

6.01. From the foregoing Chapters it would be clear that even if 75 per cent. of teachers would be trained during the Third Plan, the dimension of the problem of teacher training in terms of numbers is formidable. For example, at the end of the Third Plan at the primary stage, out of 12.66 lakhs of teachers, only 9.50 lakhs will be trained *i.e.* 3.16 lakhs will be untrained; at the middle stage out of 3.60 lakhs, 2.70 lakhs will be trained and 90,000 untrained; at the secondary stage out of 2.90 lakhs, 2.17 lakhs will be trained and 73,000 will be untrained. Thus, the total number of untrained teachers in the three sectors will be about 4.79 lakhs or roughly about 5 lakhs against a total of about 20 lakhs of teachers. We have to consider, therefore, the question of not only training new teachers who will be required in large numbers every year, but also for normal replacement at the rate of 3 to 5 per cent. per annum and for the backlog of untrained teachers.

6.02. This would raise certain problems of organisation, administration and rethinking of contents of courses for training. Some aspects of these problems are discussed in the succeeding paragraphs and also in the next chapter.

#### **Teaching as Profession or Liberal Education**

6.03. Whether teaching can be considered as a profession in the same sense in which engineering or medical professions are held in society, may evoke conflicting views when it is noted that there are large elements of liberal education in 'teaching' and the technical skill emerges more out of experience and knowledge of the subject. But it cannot be denied that teaching has developed characteristic features of a profession very slowly and because of this it remains relatively unstructured and loosely defined.

6.04. Teaching profession is regarded as inclusive of workers in the field of education even though they are not directly engaged in class-room instruction. In the evolution of teaching, a number of fields of specialisation have developed which either involve no teaching or in which teaching is more or less incidental. Another factor to be noted is that advancement in the training of teachers has proceeded in India, as in other countries, on many fronts without co-ordination and without any overall or commonly accepted plan. Progress had to be made wherever or whenever it could be made with whatever adjustments in programme or practice were made necessary by the demands of specific, local or institutional situations. The net result has been the emergence of an almost multitudinous variety of teacher training programmes [*vide* Appendix XIII (a), (b) & (c)] and yet no critical ideas or circumstances have appeared which could lead or force teacher education in the direction of a greater degree of standardisation of programme.

6.05. The efforts to analyse the component elements of teaching profession raise certain serious questions. Conflicting conceptions arise from

the content of liberal education and pedagogical study, relationship between them as well as the minimum requirements of each at different levels. Some educationists have expressed a view that liberal or general education as well as subject matter specialisation should be professionalised and adapted to the needs of teachers.

6.06. We, therefore, feel that in organisation of teacher training programmes a balance between liberal and pedagogical elements has to be established and in the process, the specific needs in training have to be identified to meet the various requirements of teachers in a programme of expansion of school education.

### **Trained and Untrained Teachers and Salary Scales**

6.07. It is necessary to state that teachers at different levels need different types of training and we are assuming that any good system of education depends on good teachers, and good teachers need not only knowledge of the subject matter imparted to students but techniques and methods of teaching, both in theory and practice. At the same time, the pupil teacher should know precisely the contents of his training and the facilities provided for the purpose.

In some States, where the proportion of trained teachers is very low, departmental rules provide that the scale of pay is only for trained teachers and the untrained teacher is given a fixed salary and no annual increments till he gets the training qualification. At the same time, there are not enough facilities provided for his training as the large number of untrained teachers are applicants for only a few places in the training institutions. This is particularly discouraging in the case of high school teachers where graduates are employed on fixed salaries and they have to wait for five or more years before they could go to a training college for training to secure departmental scale. In the meantime, the teacher feels frustrated and is likely to look forward to doing something else. The private institutions in which he is employed find it financially more feasible to employ an untrained teacher on a fixed salary, while the teacher himself is anxious to get out of the profession. This paradox is partly responsible for a certain pessimistic atmosphere in the teaching profession.

6.08. We, therefore, recommend that if an untrained teacher is appointed to a teaching post, he should be given the scale of the pay of the post prescribed for a trained teacher. After he gets training qualification, he should be granted two increments in the scale. This would also mean that a trained teacher, if freshly appointed, has to be started with two advance increments in the scale. This will give sufficient incentive to the teacher to secure training and remove the sense of frustration for not getting facilities for training.

6.09. In other countries\*, special facilities are provided for further training courses in summer vacations and authorities are empowered to send teachers on full salary to attend sessional courses, leading to an additional qualification such as the qualification to teach handicapped or deaf children. Besides, regular courses like correspondence courses, vacation courses, evening courses, discussion groups, study circles, lectures, model lessons etc., are provided. In-service training programmes for primary teachers in this direction are desirable to stimulate the interest of teachers.

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\**In-service Training for Primary Teachers*—Research in Comparative Education, International Bureau of Education and UNESCO, Geneva; Publication No. 240, 1952.

## Morale of Teacher Trainees

6.10. Related to this problem are the issues concerning the quality of training, equipment, library and other facilities, financial provision, women teachers, different types of training, etc. At the outset, however, we may ask whether our training institutions have really an adequate atmosphere for training the kind of persons who should take up the responsibility of teaching. Our attention, in this connection, was drawn to a certain lack of morale, particularly in the training schools, where unwilling pupils were recruited to the teaching institutions in an atmosphere of inadequate physical facilities, lack of proper teachers and equipment. In the 15 States and Union Territories in 1961, there were 1358 training schools admitting every year 1,03,890 students and 216 training colleges admitting 19,445 students [Appendix VI(i)]. In the former, the proportion of the fresh men is of the order varying between 50 per cent. and 70 per cent. and the remaining are teachers who have put in at least 2 or 3 years of service, some even 10 years or more. In our discussions with some of the students, we found that those who had put in more than 5 years of teaching, felt that they were forced to attend the training schools because either the scale of remuneration and the increments were related to training qualification or departmental rules forced them to attend the training schools. Besides, they had to secure jobs to go back to and were not interested either in securing a good grade in the examination or in any new experiments. They also argued that they were not getting much from this training, as methods of teaching they were already employing were not very different from those taught in the training schools or even if they had to get something out of the training programme, it would be difficult for them to make use of it against their teaching habits. They also argued that the staff of the institutions was not sufficiently inspiring to encourage and enthuse them for training. Books in the courses were not available; clear-cut syllabus in some cases was not set. There was little scope for initiative, discussion and analysis of teaching problems. They did not know how the training in crafts was to help them in teaching the pupils of the age-group 6—11, and the lecturers in majority of cases dictated only notes which they were supposed to reproduce for the departmental examinations. The criticism was that the educational process in the training programme was not related to the development of the personality of the individual teacher and even the practical lessons which were supervised by the lecturers, were not much of an advance over what they were doing before.

The second group of pupil-teachers were those who had been teaching only for a couple of years or shorter periods and they very often came in touch with the older students to contribute to the lack of morale in the atmosphere of training schools. Some of the fresh men appeared to be keen but their enthusiasm for studies was vitiated by their desire to know future prospects and the discouraging atmosphere of a lack of educational process.

## Training Schools and Academic Status

6.11. The Training Schools are preparing teachers for primary schools and, therefore, historically the training programmes were organised by Departments of Education, when the problem was smaller in dimensions and secondly, the teacher was trained after he had passed the 7th or 8th class or the terminal point of middle school or the Vernacular Final Examination. The Universities could not, therefore, take interest in such a

programme. Nearly all the State Governments have now recognised that for such teachers the minimum educational qualification for admission should be matriculation or equivalent. This, in our opinion is a desirable improvement as teachers must have good knowledge of subject content before they employ methods of teaching. It should, therefore, be possible for the universities to deal with this problem of post-school training in the same way as they deal with other under-graduate education in colleges. They would then be in a position to specify whether such a course should be of two years duration, shorter or longer. If the Universities took more interest in these institutions, the latter will not only get an academic status but there will also be greater freedom for the institutions in giving proper initiative to the trainees and the members of the staff.

### **Deficiencies in Training Programme**

6.12. Some of the deficiencies in the training programmes mentioned to us in our discussions are as follows:—

- (i) Inadequate number of seats provided in training institutions.
- (ii) Existence of a large number of uneconomic and inefficient training schools.
- (iii) Absence of a well-designed programme for the proper location of training schools in all parts of the country.

Along with the proposal of introduction of A.T.O., the organisation of correspondence courses would correct some of these deficiencies and will, it is hoped, remove reasons for expansion of teacher training programme through inefficient or ineffective institutions. This could be considered as an emergency programme to clear up the backlog of untrained teachers. Even untrained teachers above the age of 35 years should be trained through the correspondence courses of special type. The question often raised about "Liquidation of the number of untrained teachers" will thus not arise and a costlier method for dealing with the problem will appear to be unnecessary.

## CHAPTER VII

### TEACHER EDUCATION—SUGGESTIONS FOR ADMINISTRATION AND ORGANISATION

7.01. We have taken a kaleidoscopic view of the present position of teacher training programmes and tried to analyse the physical and the academic requirements for different programmes. We have also seen that financial provision for this programme has never been adequate through the Plans. But apart from this major weakness in the programme, we have noted that both in depth and in extension the present organisational pattern sets certain limits for a kind of academic development which is necessary for a teacher training programme. Training colleges and schools have been administered by Departments of Education of State Governments, and this factor itself sets limits on the academic development and the spirit of freedom which the institutions must enjoy in order to show initiative and respect for their work and for research. The institutions seem to depend too much on the Directorates of Education who seem to find too little time for the needs of the institutions. The following paragraphs set out some suggestions for administration and organisation of education of our teachers:

#### **Qualified, Trained and Untrained Teachers**

7.02. When considering the supply of teachers both in terms of quality and quantity, certain problems of getting the right type of men in the teaching line who take up teaching not as a last resort but as an important choice in their career, arise. On the basis of the material received and discussions we had with representatives of State Governments and other educationists, we have been aware that with the expansion of secondary education which, in terms of percentages, has been higher in the decade 1951—61 than primary or middle school education, the question of well-trained teachers for secondary schools is significant. The increase in the number of pupils of the age groups 6—11 during the decade was 79 per cent, 11—14, 102 per cent and 14—17, 139 per cent. Thus, the demand for teachers at the secondary school level has increased very much. Trained teachers have not been available in the same proportion, nor are untrained teachers of quality, particularly required for Science and Mathematics, easily available. It is not our intention to discuss the question of supply of trained or untrained teachers to more than 17,000 high and higher secondary schools in the country today in relation to the type of university graduates in different subjects, for that would mean a different line of research not covered within our terms of reference. But the State Governments have been complaining of the shortages of teachers of quality and in certain subjects like Science, English and Mathematics. A point of view we came across was that sometimes fresh well-qualified graduates in Science, Mathematics, etc. were better than some of the trained teachers who did not have good academic qualifications and knowledge of subject matter required to teach these modern subjects.

7.03. In England today, in most of the Grammar Schools, Public schools and other schools of quality, well-qualified graduates from good universities are appointed and their scales of pay are governed by the

Burnham Committee's scales. The basis for the scales of pay is not the trained teacher but qualified teacher, and to the basic pay of all qualified teachers are added allowances for (i) longer time than the minimum spent in training; (ii) a University degree; (iii) other professional qualifications beyond the Teacher's Certificate; and (iv) a post carrying special responsibility. A graduate in Humanities or Science is known as a qualified teacher. If he has an additional qualification, he gets an additional salary. A non-graduate qualified teacher is one who has had two years' training and starts with the basic scale. If a teacher has spent three to six years or more in preparatory study and training, he gets an extra £ 30 to £ 120 a year. Besides, there are graded posts in some schools and some Heads of Department in Secondary Schools receive special allowances under different grades. Details about the system of scales of pay in U.K. and U.S.A. are given in Appendix XIX (a) & (b).

7.04. In India, however, the scales of pay of teachers in the States have been raised somewhat but the number of first class and second class graduates who could be attracted to the teaching profession is very small. Some idea of this will be clear from Appendix XI where a calculation has been made about the number of well-qualified B.As., B.Sc.s., M.As. and M.Sc.s., who join the training colleges. First class and second class graduates are hardly 1 per cent and 10 per cent respectively. The question of employing good first or second class graduates and M.A./M.Sc.s. in preference to trained graduates is always there before the employing authorities, even within the framework of departmental rules in this behalf.

7.05. The problem raised above is not confined to India only. It is being debated in the U.S.A. and U.K. too. For example, in 1958 and 1960, there were three National Conferences on Teacher Education and Professional Standards in U.S.A. held at Bowling, Kansas and Sandiego discussing the question. The conflicting views have been brought out in a book 'The Education of Teachers'—Hodenfield and Stinnett, Prentice Hall, 1961. It was pointed out that so long as the professional schools (normal schools) confined themselves to turning out teachers for elementary schools, nobody paid much attention to the problem in the 19th century, because the admission requirements and curricula were at such low levels that the world of higher education did not bother about it. This also happened in India when the admission qualification for the primary teachers was seventh or eighth class, and not matriculation until recent times. But in the USA when these normal schools began to transform themselves into degree-granting teachers colleges, that is, when the universities started taking interest in this programme, the debate started as to whether the teachers should spend too much time learning how to teach and not enough time learning what to teach. It was stated, "every body in education blamed everyone else. The most convenient scape-goats were teachers colleges and schools of education, which were attacked by their critics for their alleged easy curricula and poorly prepared teachers".\* The three Conferences in the USA cannot be said to have decided the issue. The consensus of opinion was that professional educators and other scholars from areas of science, humanities and social sciences should co-operate in developing better teacher education programme through some form of college or university planning. Nearly all groups thought that teachers should have a substantial degree of academic specialisation in addition to general and specialised education in teaching practices.

\**The Education of Teachers*: Hodenfield and Stinnett, Prentice Hall, 1961, P. IX.



7.06. The same point, in a different way, was discussed in the McNair Report whose recommendations are referred to later, pointing out how the universities should take interest in the programme through the scheme of area training organisations.

However, the question remains as to whether emphasis should be on what to teach or how to teach.

7.07. We are of the view that in the present circumstances in the country, the minimum knowledge for an elementary teacher of the subject matter should be at least of the matriculation or equivalent standard, followed by a two-year training course, well-linked with the content of courses in primary schools with necessary courses in pedagogy.

7.08. In regard to secondary teachers, however, while trained teachers could be desirable, good subject teachers from the universities, particularly in subjects like science, mathematics, who may be fresh graduates, should be progressively encouraged for employment. We have analysed the problem on the basis of our discussions with educationists concerned and felt that teaching of science and mathematics is more closely related to the knowledge of these subjects, and have to be taught in higher classes of high and higher secondary schools by those who know the subject better. But a first class or second class B.Sc or M.Sc. cannot be easily attracted to teach all his life time because he has other avenues open to him in a developing economy that needs scientists and technologists in ever-increasing numbers. It would be a couple of years after his graduation that he could decide to accept his career as a secondary school teacher. The subjects have to be taught by able men—that is men who know the subjects and not merely the methods of teaching and good fresh graduates have to be appointed for this purpose. Even if they could work for a period of two or three years, they should be employed and some of them, if they are interested, could get pedagogical qualification, either through a regular training college or through correspondence courses or other methods discussed later.

7.09. In support of the above observation, we are aware that many scientists and university men feel the same way. In April, 1962, Dr. Glenn T. Seaborg, Chairman of U.S. Atomic Energy Commission, expressed his concern about science teachers and pointed out that the more advanced the grade, the more important it was for the teacher to have good knowledge of the subject matter specifically in his particular subject fields, rather than in the methods of teaching. We quote the relevant extract from this address:—

“Certainly I agree that teachers need professional course work such as that which shows how children and adolescents learn, grow and develop. Supervised practice teaching is also very important. The system becomes too inflexible, however, when credential requirements begin to dictate the courses universities and colleges must teach the units of credit to be given, and overstress formal “education” courses to the detriment of subject matter courses. Educational institutions then lose the initiative and freedom to experiment and develop excellence in their teacher education programme. The system tends to result in inadequate subject matter preparation for those who elect to work for credentials based primarily on “education” courses. Simultaneously, it discourages from entering the teaching profession those individuals who excel in particular academic fields but have not concentrated on “education” credits. I suggest that the

individual who is well-trained and loves his subject, and who has a drive to communicate his knowledge and interest to others, makes the best teacher."

"The more advanced the grade, the more important it is for the teacher to have good training specifically in his particular subject fields. Thus, it is far more important for the high school teacher to have been trained in academic disciplines than to have been trained in methodology. And when we come to the level of the junior college, I can see no justification for any emphasis whatever on "methods" courses. Undoubtedly, credential requirements for junior college teachers would be greatly diminished. Fortunately, there is now an increasing recognition of the need for establishing a better balance between education matter courses and subject matter courses. Another interesting and desirable trend is the movement for "teacher colleges" to provide broader and more comprehensive arts and science curricula rather than the narrower education curricula."

"Another important aspect of teacher training relates to the need to keep experienced teachers abreast of the latest developments in the subject matter that they are teaching. Therefore, a very pertinent question faced by all Boards of Education is how to provide and to finance methods to accomplish this goal."

7.10. Our recommendation is that, while we regard 'training' as an indispensable part of educational equipment for elementary school teachers, for secondary schools in the higher classes, knowledge of subject should be considered as very essential, and training should ensure subject specialisation along with methods of teaching.

### **Programmes of Teacher Training and Leadership of Universities**

7.11. Want of proper educational atmosphere in the majority of 1358 training schools in the 15 States has to be considered in another way. While discussing this question with educational authorities, our attention was drawn to the fact that the organisation of these courses and examinations has been left to the Departments of Education in all the States. The Universities, to which the training colleges are affiliated or which have their full-fledged Education Departments, do not provide any leadership in this programme, though they supply the members of the staff to the different training schools. This subject, therefore, needs detailed consideration.

7.12. Professor M. L. Jacks in his *Total Education*, 1946, discusses the problem of training of teachers with a paradoxical proposition "all teachers should be trained but there should be no specific training of teachers".\* He has explained the first part by saying that though there are born teachers there are not enough to go round. Even the born teacher like the born artist or the born musician, should study the technique of his craft.

The self-made teachers, whose only training has been their experience, would take a long time to arrive at correct methods of teaching through a process of trial and error. The latter half of the paradoxical statement has been explained by Prof. Jacks to mean that the teacher should have

\**Total Education*—M. L. Jacks, Kegan Paul, London 1946, p. 144.

wholeness of personality and mind and wholeness of experience, and that he must be given time and opportunity in his training course *to think about education*. This aspect of teacher training is significantly lacking in our training schools and colleges. Teacher-trainees are not allowed to use their initiative and develop their personality through the educational process. They do what they are dictated to do and they give out in the examination what they have been told to cram. If training is made more interesting through various projects and experiments and if every trainee has scope to show his own initiative and secure appreciation of the way in which he would like to attack problems of teaching children, the main purpose of teacher training will be served.

7.13. Professor Jacks has pointed out that many teachers are taught unscientific psychology, for which they are hardly ready, by unimaginative teachers. Even the theory of education, according to him, is lopsided. His criticism is directed against the curriculum and he feels that real business of training teachers is of the universities. In fostering this wholeness, the universities, by undertaking responsibility for training of all teachers, can play a decisive part. Further, men and women, trained in this way, would find more than one occupation open to them, they would not be trained solely for teaching, still less in teaching in one particular type of school: the mobility within the profession would be greatly increased and inasmuch as the training would prepare the students for more than one occupation, a certain inter-changeability of profession would result and the problem of the exit from the teaching profession would be partially solved as well as that of entrance to it. It is the latter which has received our attention but the former cannot be ignored”.\*

7.14. The significant question raised above is of interest from the point of view of (a) trainees and (b) educational process. In order that the trainees should be properly involved in every aspect of the educational process, should show initiative and take lively interest in thinking about problems of education, it is necessary that every institution of training should have the university atmosphere of free academic thinking. If everything in respect of prescribed text-books, syllabus, examination schedule, admission, etc., is to be done from above by departmental orders, the members of the staff and the institutions themselves will find little hand in shaping the policies of the institutions. We, therefore, recommend that a suitable machinery should be employed to involve universities and university colleges of education to take leadership in the programmes of training schools.

#### **Administrative Machinery—Area Training Organisation**

7.15. The machinery for this purpose, however, has been a matter of debate. In the U.K., the McNair Committee on Teachers and Youth Leaders (1944) had first high-lighted the problem by making a recommendation about organisation of an area training organisation. Two different views about this organisation were stated by them. Some of the members of the Committee wished to place general responsibility for training of teachers upon the universities, which included university colleges, and recommended a scheme which requires the establishment of university schools of education. Other members of the Committee recommended the “Joint Board Scheme”. The major difference between the two types of

\* M. L. Jacks, op. cit.

organisation lies in the part which should be played by the universities, directly or indirectly. The main points about universities playing an important role were summed up in the Report as follows:

“(a) That each university should establish a school of education, it being understood that some universities may find it desirable to establish more than one such school;

“(b) That each university school of education should consist of an organic federation of approved training institutions, working in cooperation with other approved educational institutions; and

“(c) That university schools of education should be responsible for the training and the assessment of work of all students who are seeking to be recognised as qualified teachers”.\*

7.16. The other view was about the “Joint Board Scheme”. This flexible scheme involved an association of equals in the discharge of a common task, instead of making the training colleges the dependants of the university. The Joint Board was to be responsible for the organisation of an area training service, in which there would be a university training department and training colleges preserving their identity and being in direct relation with the Board of Education and the Central Training Council. In particular, they were to make arrangements for practical training schools, refresher courses, etc. The Joint Board was to work in consultation with university departments and training colleges and carry out the work of the training programme and the professional qualification was to be given by the Board of Education (now Ministry of Education), while the term ‘diploma’ in education was to be retained by the university.

7.17. These are only slightly divergent views about a machinery having the same purpose and the type of organisation that we should have, has to be thought over in relation to practical considerations keeping in view the principle that universities should be properly involved in all training programmes.

This point was considered by the International Team which, in their Report on Teachers and Curricula in Secondary Schools, 1954, recommended that “In the first place, all training of teachers be brought under the same authority, which will deal with it as an integral process, and in the second, that active cooperation be established between the university, the training colleges, the Department of Education and the Schools in the matter of all teacher training.”† However, this report was mainly dealing with training of secondary teachers and they thought of bringing into existence area training organisation, as has been established in the U.K.

7.18. In the U.K., England at present is divided into 16 areas, for each of which there is an Area Training Organisation (A.T.O.) set up, with one exception i.e., Cambridge, by the university located in the area. Wales is a single and separate area which makes the total A.T.Os. 17. Each A.T.O. is a partnership embracing all the bodies concerned with teacher training in the area: the university, the local education authorities, the training colleges, the teachers and the Ministry of Education. Its principal function is to supervise, on behalf of the university, the academic and professional

\**Teachers and Youth Leaders*—McNair Report, H.M.S.O. 1944, p. 54.

†*Teachers & Curricula in Secondary Schools*—Report of a Study by an International Team 1954, Ford Foundation, New Delhi, p. 30.

work of the colleges. The administrative and domestic affairs of these are the responsibility of the local education authorities or voluntary bodies which have provided them. In each area, there is an Institute of Education comprising a building and salaried staff whose function is to advise the A.T.O. and carry out its policy. The building is provided and the staff are appointed and paid by the university. In most cases, the Director of the Institute has the rank of Professor.

7.19. The actual business of training teachers is done by three main types of establishments; University Departments of Education, which train graduates only; training colleges whose principal job is the education and training of non-graduates, though some also train graduates, and art training centres which train men and women who have already secured specialist qualification in fine arts or crafts. Each university in England has, at least, one Department of Education, Birmingham and London have two and the University of Wales has four—one at each of its constituent colleges. Every university provides one year course of purely professional training. Besides, there are two types of training colleges, general and specialist in the U.K. The former trains students for general class teaching in primary and secondary schools, though, at present, the emphasis is heavily on training primary teachers. General colleges are more numerous than specialist. There are 3 varieties of specialist colleges, domestic science, physical education and technical. The first two train women only and the third both men and women. The course in these training colleges was of two years but is now being raised to 3 years, after the secondary school qualification.

7.20. The question is whether we can establish area training organisations, either State-wise or University-wise, in this country.

7.21. In all discussions of organisation of teacher training institutions for primary teachers, this question has come up. As stated earlier, the International Team on Teachers and Curricula in Secondary Schools, had recommended an Area Training Organisation on the British lines which will be fully representative of all appropriate interests and which will function within the orbit of the university or universities. They suggested, however, three alternatives for different States and Universities.

- (i) There should be one A.T.O. connected with each affiliating university in a State and it should comprise all teacher training institutions within the geographical area over which the jurisdiction of the university extends. This would mean the existence of more than one A.T.O. in a State if the number of universities in a State is more than one. The A.T.O. should be composed of all appropriate interests.
- (ii) The second alternative would be to have one A.T.O. in each State, irrespective of the number of Universities in the State, with the different universities agreeing to combine for the purpose. These would comprise all the teacher training institutions within a State and would again be composed of all appropriate interests.
- (iii) The third alternative would be to make the ATOs into independent bodies created by law, and composed of appropriate interests including the universities.

7.22. None of these suggestions, however, has had any follow-up. So the problem is where it was nine years ago. The latest suggestions are made in the report of the Study Group on Training of Elementary Teachers,

which was considered by the Council of Elementary Education in October, 1962. They suggested the creation of a State Council for Teacher Education, consisting of Director of Education, representatives of University Departments of Education, representatives of Principals of training colleges or secondary teachers, representatives of the Principals and teachers of training schools and non-official educationists. The Council should have powers to operate on funds placed at its disposal by the Government and should have an autonomous character. The Council will deal with teacher education at all levels—pre-primary to secondary—and will have the following functions:

- (i) to prepare programmes for the development of Teacher Education and supervise their implementation;
- (ii) to set standards for Teacher Education;
- (iii) to confer recognition on institutions which fulfil the requirements prescribed by the Council;
- (iv) to prepare the curriculum and syllabi according to which the training programmes, both pre-service and in-service, should be carried out;
- (v) to conduct examinations and award certificates and diplomas;
- (vi) to arrange for the inspection and supervision of the training institutions recognised by it;
- (vii) to coordinate the training programmes and collaborate with other agencies in the State and outside, in furtherance of its objectives.

This recent thinking could not be discussed by us with the State Governments. But while educationists and authorities of training institutions are aware of the problem, it is difficult to say whether the suggestion of a creation of a State Council for Teacher Education may be acceptable to many of the States, particularly with the executive and financial functions recommended for the Council.

7.23. We feel that the machinery that has to be recommended, has to have the objective of recognising the leadership that the universities would give in all these training programmes. For our conditions, the simpler machinery would be to make universities responsible for the academic control of the total training programmes, both at the primary and secondary levels, and Government and private institutions may continue to have the administrative control. Thus examinations, prescription of courses, preservation of standards in relation to staff, equipment, libraries, etc., will be with the universities. This will be in line with the present organisations of Government and private colleges affiliated to different universities. However, the existing training schools, where students are admitted after the Middle School standard, will have to be continued by the Departments of Education for some time till the training schools admitting matriculates and above, are able to turn out the number required for the increasing number of elementary schools in the country. We consider this recommendation practical as University Departments will be in a position to introduce courses and organise seminars, consultations, practical exercises, visits etc., throughout the school year for elementary class teachers through university departments of education, or the central colleges of education, affiliated to the universities, will cover a large number of activities mentioned above and extend to the training schools. Thus research problems of teaching in primary and middle schools will receive greater attention at the hands of Universitymen.

7.24. There could be a State Council for Teacher Education, as proposed, to assist in this programme, but it could have only advisory functions and it could work in cooperation with the Faculty of Education in the different universities. Thus universities and their departments and boards, training colleges, training schools, inspecting officers, educational administrators could have representatives on this Council. In this way each university would have an area training organisation within its geographical jurisdiction.

7.25. In regard to the interest taken by universities in this subject, it may be stated that the universities of Bombay, Nagpur, Poona, Baroda, Gujarat and S. V. Vidyapeeth, Anand, have already got a diploma course in education of one year's duration, and the Jabalpur University having two years' duration. For these courses, students who have passed matriculation or equivalent examination are admitted if they have experience of teaching of some duration or if they have passed first year of the Intermediate course of the pre-university course, and the trained teachers get positions mostly in middle schools in urban areas but are also well qualified to teach in primary schools. Therefore, not only these universities but also other universities in the country may like to consider the suggestion made above, and it would be for them to raise the duration of these courses and deal with other academic matters.

We recommend, for the consideration of the universities and State Governments, the possibility of setting up area training organisations which will integrate, and supervise all training of teachers at all levels in respective areas with the assistance of an advisory council.

### **Comprehensive Training Institutes**

7.26. Along with the foregoing recommendation, our attention was drawn by certain educationists to the idea of centralisation of training of teachers at all stages in a single institute of teacher training whether it is called multipurpose teacher training college or comprehensive training institute, or institute of education. Dr. E. A. Pires, former Principal of the Central Institute of Education, Delhi, told us that he and the late Professor A. N. Basu, former Principal of Central Institute of Education, Delhi and late Professor of Education, Vishwabharati University, had thought over this problem and they had supported the idea. In their view, the following were the advantages of such a comprehensive training institute :

(i) It would be more economical because the same facilities in the form of libraries, psychology and science laboratories, gymnasias, assembly halls would be utilised by a larger number of students.

(ii) All types of teachers—elementary, secondary teachers of science and humanities, arts and crafts, teachers of physical education, domestic science and technical subjects, could be brought together thus enhancing the academic atmosphere for training of teachers.

(iii) Caste system among the teachers would be eliminated and a solidarity among the profession could be established.

(iv) Specialists in the teaching staff would, in general, concentrate on their speciality and bring to bear on the subject, knowledge and experience gained by teaching at all levels.

(v) With kindergarten, nursery, primary and secondary schools attached to the comprehensive teachers' college, identification and the solution of problems of research would be easier and the institutions will have a comprehensive laboratory for practical problems and experiments.

7.27. Educationists have generally supported this idea and we recommend that as many of the existing 216 training colleges as possible, may be encouraged to develop into this type of comprehensive or multipurpose teacher training institutions. This would be possible within the recommendations made about Area Training Organisation.

### **Training of Teachers through Correspondence Courses**

7.28. The backlog of about five lakhs of untrained teachers cannot be easily trained through the existing 1,358 training schools and 216 training colleges, as they will be mostly concerned with the training of teachers of additional requirements, as the development proceeds. The problem is not uniform in all States. For example, in Kerala, Madras and Maharashtra, training facilities for teachers are adequate to achieve the target of more than 90 per cent trained teachers.

7.29. The training schools, as we have observed, whether for lack of finance, suitable teachers and equipment or for want of proper academic or administrative directives, do not, on the whole, supply the kind of atmosphere required for teacher training. We felt that out of 1,358 schools, hardly 10 per cent had the desirable standards. But even they were lacking in library facilities and the teaching methods involved dictation of notes in Indian languages, which is the medium of instruction. Educational process requires use of books, reference material, case studies and initiative to the teacher trainee. It does not appear to be practical to suggest that financial assistance to these schools should be enhanced for buildings, materials, staff, libraries, books and journals, because no provision has been made for such programmes in the Third Plan and marginal adjustments in the Plan may not be sufficient for the large amounts required for the purpose. It is recommended that detailed calculations of requirements will have to be made in the Ministry of Education in consultation with the State Governments and a programme outlined so as to be initiated in the last year of the Third Plan and fully implemented in the Fourth.

7.30. We, however, feel that correspondence courses should be introduced immediately. They should be of the same duration as the institutional courses for teachers who are untrained but teach in the schools. Their practical lessons should be supervised by trained headmasters or other trained teachers in the school and they should report about 30 to 50 such lessons during the course. The theoretical training could be done through correspondence courses in 4 or 5 papers that will be prescribed by the academic authorities. In this case, the suggestion made earlier of universities taking a lead will be helpful. We feel that the correspondence courses should be organised by the Area Training Centres, each area catering linguistically to the teacher population in its jurisdiction. The best of teachers with the knowledge of theory and methodology could be brought in to frame correspondence courses and during the vacation or short term leave on full salary the recipients of the lessons can be asked to come to these centres for a few lectures by experts and for discussion of the lessons communicated to them and of any problems arising through correspondence.



7.31. Such a method has three distinct advantages. Firstly, the lessons will be prepared and checked by the best of persons who are naturally few in the country but who should be available for the purpose at the university centres. Secondly, it will ensure that old and out-of-date notes are not dictated to the pupil teachers but up-to-date knowledge of the subject-matter will be communicated through lessons. Thirdly, this would be the most economical way of training the large body of teachers.

7.32. Even at present, in some of the States *e.g.* Gujarat and Maharashtra, the Secondary Teachers Certificate course is organised by the departments for teachers in service, particularly at the middle school level, from among those who are non-graduates and even some graduates. The lessons are supervised by the trained headmasters of the schools and the teachers do home study of the theory papers and take the departmental examination which qualifies them to be trained teachers for the scale of pay prescribed for them. The correspondence courses will help these teachers through their theory papers.

7.33. The correspondence courses have already been introduced in the Delhi University in B.A., in certain university subjects, as a Pilot Project. We feel that correspondence courses are best suited for teacher training just as they are suitable for technical education. The following extract from "Education in the Soviet Union" by Shri Raja Roy Singh, Joint Educational Adviser, Ministry of Education, being the Report on the Visit of the Indian Delegation to the USSR, 1961 (pp. 187-88) will be found very relevant:—

"Evening departments and correspondence courses form as important a means of teacher education as regular institutional training. Of the total enrolment in the evening and correspondence courses in all higher institutions, nearly 70 per cent is accounted for by the enrolment in teacher education. These facilities are being expanded rapidly in conformity with the importance accorded to this form of educational programme in the Law of 1958.

"While admission to these courses is open to all who have completed secondary education, by far the largest proportion of enrolled student body is of teachers of elementary grades who wish to raise their qualifications. The higher pay that goes with higher qualification provides an incentive which is further reinforced by the esteem accorded in the profession to those who possess advanced qualifications.

"The recent reorganisation of the school system has also created the need, on a large scale, to raise the qualifications of the existing teachers of elementary grades to the level prescribed for teaching classes V—VIII. In R.S.F.S.R. alone, 163,000 teachers of classes V—XI are to acquire higher qualifications.

"Apart from teachers in service, evening and correspondence courses provide an avenue for others also to enter the teaching profession. Since the admission to the regular courses is restricted, those who fail to get in and have to take some other work, can join these courses and qualify themselves as teachers.

"The scale on which these courses are organised can be judged by the following figures: the Pedagogical Institute in Tashkent has a total enrolment of 13,500 students of which 3,500 are in day-time courses, 2,500 in the evening departments and 7,500 in correspondence

courses. The Pedagogical Institute in Kiev has an enrolment of 5,500 students of which 2,000 is in day-time, 500 evening and 3,000 correspondence.

"The courses of studies are the same for the evening and correspondence students as for regular day-time students. The evening departments are organised by each faculty of the Institute. Those enrolled in the evening courses are given special facilities by the schools or undertakings where they work to enable them to attend classes.

"The correspondence student is required to specialise in one subject instead of two that a regular student does. In other respects, the courses of studies are the same and the student takes the same examination as the regular student.

"Correspondence students come to the Institute twice a year during vacations, for a total period of about 30 to 35 days, for practical work and examinations. Those who are not in service as teachers, join the Institute for a few months in the fifth year of the course for supervised practice teaching. The travelling expenses to attend the Institute are borne by the States."

7.34. This question was recently considered by the Study Group on Training of Elementary Teachers (September, 1962) which has stated: "With such a backlog of untrained teachers it is surprising that little attention has been given in this country to training teachers through correspondence courses, a device which has been used with outstanding success in all countries where it has been tried. Correspondence courses are particularly suited to the kind of problem we consider. It would not involve taking away the teacher from school for any length of time or the arrangement of a substitute."\*

7.35. We endorse the above view and recommend correspondence courses for training of teachers, both elementary and secondary through University Departments and colleges under the proposed Area Training Organisation.

#### **Inservice Training through Evening and Vacation Courses**

7.36. A significant programme to enable teachers to be in touch with experiments in teaching and different programmes of education is through specialised short courses, organised during vacations or evening classes of short duration. These could be for nursery school methods, education of backward classes, the education of handicapped pupils and special primary school subjects, such as Music, Drawing, Educational hand-work, needle work etc. Short vacation courses varying in length from a few days to two weeks, would be desirable on all aspects of primary curriculum where audio-visual aids including the radio and television could be used with advantage. Other types of training are through discussion groups, study circles, lectures, model lessons which could be incorporated both in regular and vacation courses. Group travel is another method of educating the teachers. Seminars, consultations, practical exercises, visits, could be organised, particularly for elementary teachers and they could be kept informed of the progress in educational science and experiments, carried out in schools enabling them to have free discussions and exchange of

\* *Min. of Edn., Govt. of India: Report of Study Group on Training of Elementary Teachers, 1963.*

opinion on educational questions of topical interest, through elementary teachers' associations or other professional organisations. There could be regional meetings and conferences during the vacations which should include public lessons and demonstrations to publicise best methods of teaching and education. Planning of such methods is really for in service teachers in the local school system and involves teachers, principals, supervisors, committees, and boards of education or organisations in the local school districts. Professional associations, staff of training schools and colleges, universities, governmental specialists and officials could be associated with such programmes.

### **Graduate Teachers in Primary and Middle Schools**

7.37. The number of graduate teachers in the middle schools is very gradually increasing. Out of a total number of about 9 lakhs teachers in 1957-58 in the elementary schools, 16,000 were graduates of whom 12,500 were men and 3,500 were women. This number has risen to 16,900 in 1958-59. We suggest that graduate trained teachers in the same scale of pay they would have drawn in high schools, should be gradually appointed as headmasters of middle schools and also of some of the large-sized primary schools. This will raise the tone of the schools and also enable the teachers to carry out the programmes of training through correspondence courses and inservice programmes of further training.

## CHAPTER VIII

### SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

#### CHAPTER II.—OBJECTIVES OF TEACHER EDUCATION AND TRENDS OF DEVELOPMENT

1. Modern education aims at the education of the whole person. So every teacher should have a deep knowledge and understanding of children and skill in applying that knowledge and understanding.

(2.02)

2. Overwhelming majority of men and women can only become good teachers if the training programme is built on a sound foundation of theoretical knowledge and supervised practice.

(2.02)

3. The problem is to examine whether the required number of teachers during the Plans is being properly trained in institutions established for the purpose, keeping in view both economy in training programmes and efficiency among men and women trained.

(2.03)

4. The following points need to be included in a programme of teacher training:

- (i) to enable the trainees to acquire the skills and techniques needed to teach young children with the help of modern knowledge of child psychology and methods of teaching;
- (ii) to inculcate in the educants the ideals of accepted behaviour patterns of the society in which they live and whose purposes they serve;
- (iii) to develop in the teacher trainee certain attitudes, values and interests in conformity with the ideals of democracy and our developing economy.

(2.04)

5. The following are the recent trends in Teacher Training Programme:

- (i) entrance qualification for primary teacher is being raised to a pass in matriculation or equivalent;
- (ii) training schools have increased to 1,358 and training colleges to 216 in 1960-61;
- (iii) more women students are seeking admission to training institutions;
- (iv) financial allocation for teacher education is not being proportionately increased through Plans;
- (v) the question of teachers' salaries cannot be dissociated from the question of training programmes;
- (vi) separation between elementary and secondary teacher education has led to a lack of participation of professional persons in the same objectives of teacher education.

(2.05)

## CHAPTER III.—PROCEDURE AND PREPARATION

6. There were in 1960-61, 1,358 training schools and 216 training colleges whose working and effectiveness have been assessed in this study. (3.05)

7. Programmes of training in each State have been summarised in Chapter IV. (3.07)

8. It is not intended to cover the ground already cleared in certain studies examined by the Committee. (3.09)

9. It seems to us that while making financial allocations through the Plan, sufficient attention to adequate staff, building, equipment etc. has not been paid. (3.10)

10. State Departments of Education have not been able to supervise and control this programme with efficiency needed in relation to the immensity of the task. (3.10)

11. Appendix IX indicates that in primary schools, non-matriculate teachers have been decreasing from 78 to 71% and matriculate teachers rising from 22 to 29%. In middle schools the non-matriculate teachers are about 45% and matriculates and graduates 55%. (3.15-3.16)

12. In 1957-58, in secondary schools, 48% were graduate teachers and 52% non-graduate teachers. (3.17)

13. During the last 10 years, recommendations of the Secondary Education Commission in regard to the Teacher Training Programmes have not been implemented fully probably because of financial limitations. (3.18—3.24)

14. Report of a Study by an International Team made certain recommendations which have been partially implemented but even now a dynamic approach to improve the existing institutions has yet to be made. (3.26)

15. The supply of trained teachers for elementary schools is not related to the actual requirements. (3.28)

16. Location of training institutions is more fortuitous than planned. (3.29)

17. There is no uniformity of courses for training of primary teachers in different States and the old traditions of admitting students after the middle school education continue in a number of States. (3.30)

18. Physical facilities in majority of training schools are lacking. (3.31)

## CHAPTER IV.—PRESENT POSITION

19. There is confusion of nomenclature in respect of training institutions. One suggestion is that the training schools for primary teachers be described as Junior Training Colleges. In this document the current terms 'training schools' and 'training colleges' have been employed.

(4.02)

20. In estimating teacher requirements, if qualitative improvement is taken into consideration, more trained teachers will be required at all stages.

(4.04—4.06)

21. Appendix XX, giving financial provision over the Plans for training programmes, indicates that provision in different States is not necessarily related to the requirement of teacher training programme in the States concerned.

(4.09)

22. Appendices XIII (a), (b) and (c) indicate various types of training and while training courses in the colleges indicate certain uniform practices, the variety of training courses at the training school level cannot be reduced to uniform pattern.

(4.10-4.11)

23. *The objectives of T.D. courses as obtained in States of Gujarat and Maharashtra conducted by colleges affiliated to universities are commended to other universities from the point of view of supply of middle school teachers.*

(4.11)

24. *A study of special courses in teacher's training for specialised teachers should be undertaken by a committee of experts to examine in details the objectives of such courses and syllabus or curriculum as well as the duration. They would be in a position to examine how some of these courses are out-moded and could be eliminated and other could be properly combined in useful and effective courses.*

(4.12)

25. We generally observed that women's training institutions showed a high morale compared with the institutions for men.

(4.14)

26. We recommend co-educational pattern for training colleges from the point of view of administrative economy and tone of efficiency.

(4.15)

27. *Current practice of separate training schools for men and women may continue along with co-educational institutions.*

(4.15-4.16)

28. In the Second and Third Plans, financial provisions for teacher training programme in terms of percentage of the total amount provided for general education indicates lack of progress.

(4.18)

## CHAPTER V.—SOME ASPECTS OF TEACHER TRAINING

29. *We recommend that universities should take interest in the appointment of staff to the training colleges.*  
(5.01)
30. *To staff training schools, teachers drawn from secondary schools are not suitable and therefore they should go through an orientation course of at least two to three months to make themselves familiar with the problems of the primary schools.*  
(5.02)
31. *Scales of pay of teachers in the training colleges should be same as recommended by the University Grants Commission for teachers in Colleges of Arts and Science.*  
(5.03)
32. *We recommend that State Governments may consider giving teachers of secondary schools appointed to training schools either a special allowance for working as lecturers in the training schools or some other incentive.*  
(5.04)
33. *The whole question of staff, salaries, conditions of service will need to be examined by different State Governments in relation to other salaries for similar type of work.*  
(5.06)
34. *In majority of teacher training institutions the problem of selection does not appear to be a serious one.*  
(5.07)
35. *We found that in some training institutions there was shortage of candidates and the intake capacity was not fully utilised, while in others there was a much larger number of applicants than the capacity.*  
(5.08)
36. *Certain selection methods are commonly used in institutions where selection from among the applicants is necessary.*  
(5.09)
37. *Departmental candidates are selected by the Directors of Education in Government institutions and the number of deputed teachers form a considerable majority as compared to freshers, for whom the choice of selection has to be exercised.*  
(5.10)
38. *Appendix VII indicates data about variations in the methods employed in selection procedures, quality of trainees and the number of trainees.*  
(5.11-5.12)
39. *There is an urgent need for evolving a suitable and objective set of measures of assessment for selection of trainees.*  
(5.13)

40. *Minimum standards have to be established for admission to training institutions whether the number of applicants is more than the capacity or less.*

(5.14)

41. *For teachers with set habits, above the age of 35 or with an experience of more than 7 years of teaching, other methods of training included in inservice training programmes should be employed.*

(5.15)

42. In selecting candidates the following criteria, with suitable modifications, may be found helpful :—

(i) Past achievements and academic records of the candidates :

(ii) Results obtained by the candidates in aptitude test :

(iii) Interview by a selection committee.

(5.16)

43. There is a wide gap between what the training institutions produce and what is required in a school.

(5.17)

44. In the course of studies prescribed, quite a lot of dead wood appears to have been collected and needs to be cleared through a new approach.

(5.17)

45. Statements of aims and objectives in relation to prescribed syllabi will be found helpful.

(5.18)

46. There was a general complaint of heavy burden on the students in the prescribed courses of theory and practice.

(5.18)

47. Appendix XVI gives various courses in methodology. However, the choice of students is not related very often to the requirement of the subject teachers in the schools.

(5.18)

48. (i) *We would recommend about 30 lessons i.e. 15 each in two school subjects as the optimum for the purpose of practice teaching.*

(ii) *The practical training should also include attendance at demonstration lessons given by masters of methods and other outstanding teachers, observation of lessons, delivering criticism lessons, working on educational projects, preparation of teaching aids etc.*

(iii) *All practice teaching lessons should be planned under guidance, given under supervision and discussed later by the supervisor.*

(5.18)

49. (i) Appendix XVII indicates allocation of marks for theory and practice.



(ii) *A moderate and balanced combination can be struck (in examination of the trainees) by placing proper weightage on internal assessment and checking up by external examiners in a greater proportion. An informal interview of a few minutes for the trainees by the internal and external examiners can also be very useful, in having a proper and balanced estimate of the trainees capabilities.*

(iii) *The details of any proper evaluation and weightage in marks and also in the system of examination in practice teaching, in our opinion, should require a review by academic bodies.*

50. In the case of primary teacher training institutions, a study included in the report (Education of Primary Teachers in India, 1961) brings out wide differences in quality and load of the syllabi from State to State.

(5.19)

51. *We feel that different types of experiments in training programmes have to be encouraged and we commend the Kurukshetra experiment and the experiment of the 4 Regional Colleges being established by the Ministry of Education under the National Council of Educational Research and Training.*

(5.21)

52. We notice that institutions with higher enrolment reduce the cost per capita without endangering the examination results or efficiency of training.

(5.22)

53. Large-sized institutions are found in some of the advanced countries and we have examined the advantages of such institutions which showed that an academic atmosphere could be established in the campus of such an institution without difficulty. A small training school or college may be educationally ineffective and costly. McNair Report says "We doubt whether a college of much less than 200 is capable of being staffed, equipped and organised, both efficiently and economically."

(5.24)

54. *Standardised cost pattern for recurring and non-recurring expenditure in the case of training schools or training colleges has to be evolved.*

(5.25—5.27)

55. Appendices XXII (a) and (b) summarising cost patterns of institutions in different States indicate interesting variations.

(5.28)

56. Appendices XXIV (a) and (b) indicate the wide range of pattern of expenditure and lack of uniform models for training institutions.

(5.29)

57. *It is recommended that an estimate of financial provision for different types of training programmes, including those of correspondence courses, evening and vacation courses should be done by an Experts Committee which should take into account suggestions made by the Association of Training Colleges in India.*

(5.29)

58. We had complaints from all concerned regarding non-availability of text-books for teachers and trainees. (5.30)

59. Lack of hand-books leads students to a state of despair and they depend on teachers who employ the method of dictation of notes which they themselves will discard as a method of teaching. (5.30)

60. *The publication of suitable text-books in Indian languages has to be undertaken on a national scale.* (5.31)

61. *In training schools the use of modern teaching aids has to be very much encouraged.* (5.32)

62. *Facilities of workshops and those for craft training have to be provided in a much greater measure in the training institutions.* (5.36-5.37)

63. *Recommendations made by the Working Group of the All India Association of Training Colleges in regard to provision of library facilities should be considered.* (5.38)

64. *Certain training schools and training colleges are attached to high schools or Arts and Science colleges. We suggest that this arrangement might continue provided the staff requirements are properly met and other physical facilities are made available.* (5.39-5.40)

65. In the case of post-graduate studies and research in education we have noted disturbing variation and constant deterioration in the practices relating to admission, choice of courses of study and also in the quality of research work required of students. (5.41)

66. Teacher education at post-graduate and research level did not always attract the type of students who had either facilities or the capacity to attack research problems in education. (5.41)

67. *The best minds should be induced to take up research in education and this could be achieved by taking not only those who have done the B.Ed. degree at the graduate level but also others who have done either a good degree in humanities or science. For the latter, a course of slightly longer duration may be desirable.* (5.44)

68. Extension centres and units in training programmes have given a new lead in teacher education and they will soon cover a very large number of secondary schools in the country. (5.49-5.50)

69. Extension programme is proposed to be introduced through training schools in elementary schools. The experiment will be watched with interest. (5.51)

## CHAPTER VI.—PROBLEMS OF TEACHER EDUCATION

70. Dimension of the problem of teacher training in terms of numbers is formidable as it includes the training of additional teachers required for expansion of school educational facilities, the backlog of untrained teachers and replacement.

(6.01)

71. Advancement in training of teachers has proceeded in India, as in other countries, on many fronts without coordination and without any overall or commonly accepted plan. Progress had to be made wherever and whenever it could be made with whatever adjustments in programme or practice were made necessary by the demands of specific local or institutional situations.

(6.04)

72. *A uniform standardization of programme would appear to be necessary.*

(6.04)

73. *A balance between liberal and pedagogical elements has to be established and specific needs in training have to be identified.*

(6.06)

74. *We recommend that if an untrained teacher is appointed to a teaching post, he should be given the scale of pay of the post prescribed for a trained teacher. After he gets training qualifications, he should be granted two increments in the scale. This would also mean that a trained teacher, if freshly appointed, has to be started with two advance increments in the scale.*

(6.08)

75. Our attention was drawn to a certain lack of morale, particularly in training schools—a subject which is related to selection of proper teachers and trainees in the training schools and provision of physical facilities such as buildings, library and equipment, as well as the scope for initiative of the trainee.

(6.10)

76. If the universities took more interest in the training schools, the latter will not only get academic status but there will also be greater freedom in giving proper initiative to the trainees and the members of the staff.

(6.11)

77. Some of the existing deficiencies in the training institutions like uneconomic and inefficient training units, absence of well-designed programme for location of training schools and inadequate number of seats in some of the institutions could be avoided after the introduction of the A.T.O. and Correspondence Courses.

(6.12)

CHAPTER VII.—TEACHER EDUCATION—SUGGESTIONS FOR ADMINISTRATION AND ORGANISATION

78. *Another line of research has to be undertaken for establishing relationship between the supply of subject teachers in secondary schools who are scarce and the undergraduates in those subjects in the universities.*

(7.02)

79. *We are of the view that in the present circumstances in the country, the minimum qualification for elementary teacher should be at least of matriculation or equivalent standard followed by a two-year training course well linked with the content of courses in primary schools with necessary courses in pedagogy.*

(7.07)

80. *At the secondary stage, teachers have to know their subjects and the more advanced the grade the more important it is for the teacher to have good training specifically in his particular field.*

(7.09)

81. *For secondary teachers, knowledge of subjects to be taught is very essential along with the knowledge of methods of teaching.*

(7.10)

82. *A teacher should have wholeness of personality and mind and wholeness of experience and he must be given time and opportunity in his training course to think about education.*

(7.12)

83. *Many teachers are taught unscientific psychology for which they are hardly ready, by unimaginative teachers.*

(7.13)

84. *The universities can play a decisive part in the training of all teachers.*

(7.13)

85. *We recommend that a suitable machinery should be employed to involve universities and University colleges of education to take leadership in the programmes of training schools.*

(7.14)

86. *The machinery for this purpose has been a matter of debate.*

(7.15)

87. *Considerable thinking done in the McNair Report, in a Study by an International Team and by the Council of Elementary Education, Ministry of Education, indicates the lines of administrative reforms.*

(7.15—7.22)

88. *Since the matriculation or equivalent qualification is recognised as a suitable admission qualification for training of primary teachers, the universities should be interested in their training. We recommend that the universities be made responsible for the academic control of the total training programmes both at the primary and secondary levels and Government and private institutions may continue to have the administrative control.*

(7.23)

89. Some universities have been conducting a T.D. course for those who have passed matriculation or equivalent examination and are supplying the needs of middle school teachers.

(7.25)

90. *We recommend for the consideration of the Universities and State Governments, the possibility of setting up Area Training Organisation (A.T.O.) which will integrate and supervise training of teachers at all levels in respective areas, with the assistance of an advisory council.*

(7.25)

91. *We recommend that as many of the existing 216 training colleges as possible may be encouraged to develop into the new type of comprehensive or multipurpose teacher training institutions. This should be possible within the recommendations made about A.T.O.*

(7.27)

92. *We feel that correspondence courses should be introduced immediately of the same duration as the institutional courses, for teachers who are untrained, to deal with the problem of backlog of untrained teachers.*

(7.28—7.30)

93. *The correspondence courses have been recommended in the study of the All India Council of Elementary Education and an account of their success has been given in the Ministry of Education publication "Education in the Soviet Union."*

(7.31—7.34)

94. *Correspondence courses could also be considered for training of teachers for middle schools and secondary schools under the proposed A.T.O.*

(7.35)

95. *We recommend organisation of inservice training programmes through evening and vacation courses.*

(7.36)

96. *We suggest that trained graduate teachers in the same scale of pay they would have drawn in the high schools, should be gradually appointed as Head Masters of Middle Schools, and also of some of the large-sized primary schools.*

(7.37)

## APPENDIX I

(Ref : Para 1.03)

### Problems and Objectives of the Study

#### (a) Problems for Study :

There is no co-ordination between the requirements of trained teachers in a State and the number of trainees admitted to the various training institutions because of different authorities like the Government departments, private bodies and universities—running training institutions and admitting candidates according to their own rules. There is also no relationship of teachers being trained with the requirements of different subjects of the school curriculum, e.g. there is a considerable shortage of science and mathematics teachers in most of the States. The question of wastage in teacher training, therefore, needs a special study.

2. The deterioration in the quality of trained teachers appears to be significant. The whole programme of teacher training, including syllabus, in theory and practical work, requires study so as to bring it in line with modern requirements. The question of the period of training extending to one session or two sessions will also have to be studied from the point of view of improvement of quality and also quick supply for the adequate personnel requirements during the Third and successive Plans.

3. Generally, it has been found that a trainee lacks the knowledge of the subject matter as required by the school curriculum when he goes to teach after having his training qualifications. It seems necessary that some knowledge of the subject matter with particular reference to the secondary school syllabus, should be imparted to the teacher trainees.

4. The organisational structure of the training institutions varies considerably from State to State. The primary teacher training is very largely under the departments of the States, but private institutions recognised by the States also do this work. The whole structure requires a careful study from economy and efficiency point of view.

5. The teacher training programme run by the universities has more academic weightage but there is less emphasis on professional attainments. Further, there is definite deterioration in standards due to indiscriminate affiliations granted to colleges for teacher training programmes. The training institutions run by the Government often have a tendency to become routine departments of the Government with the result that the academic atmosphere is lacking. The possibilities of close collaboration between the training colleges affiliated to the universities or the State Departments and university departments of education may also be explored.

6. There being considerable advance in educational thought taking place due to changes in social and economic set-up in the modern age, it is necessary to keep the teachers up-to-date and hence a programme for periodical refresher courses for teachers is called for. Regular programmes for running refresher courses, inservice courses and other allied matters such as correspondence courses may be studied by the Team.

7. Owing to considerable expansion, the standard of quality in the staff of the training colleges has been somewhat diluted. To attract experience experts on the staff of training colleges, better selection, better emoluments and more orientation for the lecturers of training colleges are called for. The staffing of the training schools which are likely to be about 1,400 at the end of the Third Plan, is also a serious problem. Generally, their staff have had training in training colleges for graduates, with the result that they are not acquainted with the problems connected with the primary schools. Special training or orientation giving them adequate knowledge of the layout and the needs of primary education are urgently needed for the staff of training schools.

#### (b) Objectives of the Study :

1. To study the problem of teacher education by—

(i) correct assessment of (a) the total number of teachers required and (b) teachers required for various subjects like Science, Maths., Social Studies etc.,

(ii) suggesting a policy for administrative and organisational pattern.

2. To study the possibilities of integrating the training programmes conducted by various authorities (Government Departments, Universities and private organisations) to ensure high academic standards along with adequate professional attainments.

3. To explore the possibilities of having one training institution for preparing teachers both for Primary and for Secondary schools.

4. To examine if the various types and levels of training prevailing in certain States can be combined resulting in the elimination of certain types which are no longer necessary.

5. To examine the feasibility of a 4 or 5-year integrated training course for high/higher secondary school leavers.

6. To recommend measures to ensure the supply of teacher-educators, possessing a high theoretical knowledge and practical skill, for training colleges in general and training schools in particular.

7. To suggest the various types of training programmes for the benefit of teachers in service and for other potential teachers.

APPENDIX (i)  
[Ref Para: 3.01]

**Training Institutions visited and discussions held by the Team**

Institutions visited	Discussion held with
<b>1. ANDHRA PRADESH (March 1962)</b>	
<b>Training Schools</b>	
(1) Govt. Basic Training School, Begumpet.	(1) Inspectors of Schools.
(2) Govt. Special School for Adult Women Masab Tank, Hyderabad.	(2) Director of Public Instruction and officers of Dept.
(3) Govt. Basic Training School for Women Chhatta Bazár, Hyderabad.	(3) Education Minister and Education Secretary.
(4) St. Francis Secondary Grade Training School, Secunderabad.	
(5) Govt. Basic Training School, Khairathabad.	
<b>2. ASSAM (June 1963)</b>	
<b>Training Schools</b>	
(1) Basic Training Centre, Shillong.	(1) Education Minister, Education Secretary, D. P. I. and other Officers.
(2) Basic Training Centre, Raha.	(2) State Social Education Officer.
<b>3. BIHAR (February and June 1962)</b>	
<b>Training College</b>	
Teachers' Training College, Turki.	(1) Education Secretary.
<b>Training Schools</b>	
(1) Teachers' Training School, Govindpur.	(2) Director of Public Instruction and Additional Director of Public Instruction.
(2) Monghyr Training School, Poorbisarai.	
(3) Teachers' Training School, Haveli Kharagpur.	(3) District Education Officer, Dhanbad.
	(4) District Education Officer, Monghyr.
<b>4. JAMMU &amp; KASHMIR (June 1962)</b>	
<b>Training College</b>	
Teachers' Training College, Srinagar.	(1) Education Minister.
	(2) Director of Education.
	(3) Principal, Government Teachers' Training College, Jammu.
<b>5. KERALA (August 1961 and March 1962)</b>	
<b>Training Colleges</b>	
(1) Govt. Training College, Trivandrum.	(1) Chief Minister (Edn. Secy., D.P.I. etc. were also present).
(2) Govt. Training College, Trichur.	
(3) St. Joseph Training College for Women, Ernakulam.	(2) Education Secretary, Director of Public Instruction.
(4) Govt. B. T. College, Ramavarnapuram.	
(5) Mar Theophilus Training College, Trivandrum.	



APPENDIX II(i)—*contd.*

Institutions visited	Discussion held with
<b>Training Schools</b>	
(1) Govt. Basic Training School, Manacand.	
(2) Our Lady's Basic Training School, Palluruthy (Cochin).	
(3) Govt. B. T. School, Ramavarmapuram.	
(4) Christ King Basic Training School, Paravarthy, Trichur.	
(5) J. P. E. Basic Training School, Kuru Kanchery, Trichur.	
(6) Govt. Basic Training School, Cherpu, Trichur.	
(7) The Blessed Little Thersa B.T.S., Irunjalakuda.	
(8) St. Mary's Basic Training School, Pattom, Trivandrum.	
(9) St. Roche's B. T. School, Trivandrum.	
(10) Govt. Basic Training School, Maruthoor, Trivandrum.	

6. MADRAS (*August 1961 and March 1962*)**Training Colleges**

- |  |   |
|--|---|
| (1) Govt. Training College, Saidapat, Madras.        | (1) Education Minister.   |
| (2) St. Christopher's Training College, Madras.      | (2) Shri T. Avinashilingam Chettiar, M.P.   |
| (3) Thyagarajar College of Preceptors, Madurai.      | (3) Shri G. R. Damodaram, Chairman, College Tamil Committee.                      |
| (4) Teachers' Training College, Perianaickenpalayam. | (4) Education Secretary.  |
|  | (5) Director of Public Instruction.   |
|  | (6) Dr. Smt. T. S. Soundaram Ramachandran, M. P. (Now Deputy Education Minister). |

**Training Schools**

- (1) St. Christopher's Training School, Madras.
- (2) Bathelham Basic Training School, Ooty.
- (3) Govt. Basic Training School, Coonoor.
- (4) Basic Training School, Gandhigram.
- (5) St. Theresa Basic Training School, Madurai.
- (6) Basic Training School, Perianaickenpalayam.

7. MAHARASHTRA (*July 1961 and January 1962*)**Training Colleges**

- |  |  |
|--|--|
| (1) Secondary Teachers' Training College, Dhobi Talao, Bombay. | (1) Acharya Bhise.   |
| (2) S.M.T. Training College, Kolhapur.                         | (2) Shri G. D. Parekh, Rector of Bombay University.        |
| (3) Mauni Vidyapith Training College, Gargoti.                 | (3) Director of Education and other officers of the Deptt. |
| (4) Training College, Hingne, Poona.                           |  |

APPENDIX II(i)—*contd.*

Institutions visited	Discussion held with
<b>Training Schools</b>	
(1) Seva Sadan Society's Training College for Women, Gram Devi, Bombay.	
(2) Training Institute for Pre-primary Teachers, Koshad.	
(3) Mauni Vidhyapith Training School, Gargoti.	
(4) M.P. Adyapak Vidhyalaya, Satara.	
(5) Pre-primary Training Centre, Hingne, Poona.	
(6) Jija Seta Adhyapika Vidyalaya, Satara.	
8. MYSORE ( <i>June 1961</i> )	
<b>Training College</b>	
Rashtriya Vidyalaya, Bangalore.	(1) Chief Minister.
<b>Training School</b>	
Rashtriya Vidyalaya, Bangalore.	(2) Education Minister. (3) Education Secretary, D.P.I. and other officers of the Deptt.
9. ORISSA ( <i>July 1962</i> )	
<b>Training College</b>	
Radha Nath Training College, Cuttack.	
<b>Training Schools</b>	
(1) Govt. Women's Training Institution, Cuttack.	(1) Chief Minister.
(2) Thompson Women's Training School, Cuttack.	(2) Education Minister.
(3) Mohammadan Teachers' Training School, Cuttack.	(3) Director of Education and Dy. Director of Education.
10. PUNJAB ( <i>June 1961 and September-October 1962</i> )	
<b>Training Colleges</b>	
(1) State College of Education, Patiala.	(1) Education Minister and Deputy Education Minister.
(2) Govt. Girls Training College, Simla.	
(3) Khalsa Training College, Sidhwan, Khurd.	(2) Educational Commissioner.
(4) Malwa Khalsa Training College, Ludhiana.	(3) Director of Public Instruction.
(5) Govt. Training College, Jullundur.	(4) Deputy Director/Asstt. Directors of Education.
(6) Montgomery Guru Nanak Teachers' Training College, Jullundur.	
(7) Saraswati Training College for Women, Amritsar.	
(8) Khalsa Training College, Amritsar.	

APPENDIX II(i)—*contd.*

Institutions visited	Discussion held with
<b>Training Schools</b>	
(1) Junior Basic Training College, Kharar.	
(2) Arya Girls Junior Basic Training College, Kharar.	
(3) Govt. Basic Training School, Jagraon.	
(4) Khalsa Basic Training School, Sidhwan, Khurd.	
(5) Junior Basic Training Section of Govt. Girls Higher Secondary School, Ludhiana.	
(6) Montgomery Guru Nanak Teacher Training School, Jullundur.	
(7) Govt. Girls Higher Secondary School, Jullundur.	
(8) Dayanand Normal School, Jullundur.	
(9) Khalsa National Basic Training School for Girls, Shankar.	
(10) S.D. Teachers' Training School, Shankar.	

11. RAJASTHAN (*September 1961*)**Training College**

G. S. Teachers' College, Udaipur.

12. UTTAR PRADESH (*August 1961, March 1962, April 1962*)**Training Colleges**

(1) Govt. Constructive Trg. College, Lucknow.	(1) Secretary, Education Deptt.
(2) Govt. Basic Trg. College, Varanasi.	(2) Director of Education.
(3) Teachers' Trg. College, (B.H.U.), Varanasi.	(3) Deputy Director and other officers of the Edn. Deptt.
(4) Prashikshan Vibhag Sanskrit Vidyalaya, Varanasi.	
(5) Govt. Trg. College for Women, Allahabad.	
(6) Central Pedagogical Institute, Allahabad.	
(7) D.A.V. Training College, Kanpur.	
(8) Radhaswami Educational Institute, Dayalbagh, Agra.	
(9) Women's Training College, Dayalbagh, Agra.	
(10) B.R. College of Education, Agra.	

APPENDIX II(i)—*contd.*

Institutions visited

Discussion held with

**Training Schools**

- (1) Govt. Normal School, Narwal, Kanpur.
- (2) Govt. Normal School for Women, Pandu Nagar, Kanpur.
- (3) Kanya Kubja Inter College J.T.C. Section, Kanpur.
- (4) Nagar Mahapalika Women's Normal School, Prem Nagar, Kanpur.
- (5) Govt. Girls' Normal School, Agra.
- (6) Govt. Boys' Normal School, Agra.

12. WEST BENGAL (*January 1962*)**Training Colleges**

- |  |  |
|--|--|
| (1) David Hare Training College, Calcutta.                 | (1) Education Secretary.               |
| (2) Institute of Education for Women, Calcutta.            | (2) Deputy Secretary, Education Deptt. |
| (3) Vihari Lal College of Home & Social Science, Calcutta. | (3) Officers of the D.P.I.'s office.   |

**Training Schools**

- (1) Ramakrishna Mission Sarada Mandir Junior Basic Training College for Women, Sarisha, Diamond Harbour.
- (2) Sponsored Senior Basic Training College (for Women), Beltala Road, Calcutta.

13. DELHI (*September and November 1961*)**Training Colleges**

- |   |  |
|---|--|
| (1) Central Institute of Education.                     | (1) Ford Foundation and T.C.M. experts.  |
| (2) Jamia Millia Teachers' Training College and School. | (2) Dr. E.A. Pires, Adviser on Survey of Teacher Education, U.N.E.S.C.O., Bangkok. |

**Training School**

Govt. Co-Educational Teacher Training Institute.

14. HIMACHAL PRADESH (*June 1961*)**Training College**

Post-Graduate Basic Training College, Solan. Education Secretary.  
Education Officer.

**Training School**

Basic Training School, Solan.

15. TRIPURA (*April 1962*)**Training College**

P.G. Basic Training College and School, Agartala.

Director of Public Instruction and Principal Education Officer.

## APPENDIX—II(ii)

[Ref: Para 3.01]

**Training Institutions visited by the Members of the Panel and Research Staff**

## Training Colleges

## Training Schools

## 1. ANDHRA PRADESH

- |   |   |
|---|---|
| (1) Lutheran Senior Basic Training School, Rajamundry.  | (1) Govt. Girls' Basic Training School, Rajamundry. |
| (2) Post-Graduate Basic Training College, Peatapadu.    |   |
| (3) Osmania University College of Education, Hyderabad. |   |
| (4) Govt. Training College, Warangal.                   |   |
| (5) Govt. Training College, Hyderabad.                  |   |

## 2. ASSAM

- |  |  |
|--|--|
| (1) Teachers Training Department, Gauhati University, Gauhati.   | (1) Basic Training Centre, Shillong.   |
| (2) Teacher Training Department of St. Mary's College, Shillong. | (2) Basic Training Centre, Raha.       |
| (3) Post-Graduate Training Centre, Jorhat.                       | (3) Basic Training Centre, Morigaon.   |
| (4) Post-Graduate Training Centre, Titabar.                      | (4) Normal School, Jorhat.             |
|  | (5) Basic Training Centre, Jaya Sagar. |
|  | (6) Basic Training Centre, Titabar.    |

## 3. BIHAR

- |  |   |
|--|---|
| (1) University Training College, Patna.          | (1) Teachers' Training School, Mahendru, Patna.                 |
| (2) Teachers' Training College for Women, Patna. | (2) Teachers' Training School, Rajgir, Distt. Patna.            |
| (3) Teachers' Training College, Turki.           | (3) Teachers' Training School, Bikram, Patna.                   |
| (4) Teachers' Training College, Ranchi.          | (4) Teachers' Training School, Hajipur, Distt. Muzaffarpur.     |
|  | (5) Teachers' Training School for Girls, Gaya.                  |
|  | (6) R.C. Mission's Teachers' Training School for Girls, Ranchi. |
|  | (7) Teachers' Training School for Women, Ratu, Distt. Ranchi.   |
|  | (8) Teachers' Training School, Chiri, Dist., Ranchi.            |
|  | (9) Craft Teachers' Training School, Hazaribagh.                |

## 4. GUJARAT

- |  |  |
|--|--|
| (1) A.G. Teachers' College, Ahmedabad.             | (1) Stree Adyapan Mandir, Ahmedabad.           |
| (2) Prakash Teachers' Training College, Ahmedabad. | (2) C. N. Talimi Vidyalaya, Ahmedabad.         |
| (3) Graduate Basic Training College, Mangrol.      | (3) Govt. Training College for Men, Ahmedabad. |
|  | (4) Prabhas Adhyapan Mandir, Veraval.          |

APPENDIX II(ii)—*contd.*

Training Colleges	Training Schools
(4) Faculty of Education, Baroda University, Baroda.	(5) Teachers' College, Dabka.
(5) S.N.D.T. Women's Training College, Baroda.	(6) Maharani Trg. College for Women, Baroda.
(6) S.V. Vidyapeeth, Khera, Anand.	(7) S.V. Vidyapeeth, Khera, Anan.
(7) P.D. College of Education, Rajkot.	(8) Govt. Women's Training School, Rajkot.
	(9) Lohana Women's Training School, Rajkot.
	(10) Shishu Mangal Pre-Primary School, Junagarh.

## 5. JAMMU AND KASHMIR

(1) Govt. Teachers' Training College, Srinagar.	(1) Teachers' Training College for Men, Jammu.
(2) Govt. Teachers' Training College, Jammu.	(2) Teachers' Training College for Women, Jammu.
(3) B.Ed. Department, Gandhi Memorial College, Srinagar.	(3) Teachers' Training College for Men, Srinagar.
	(4) Teachers' Training College Women, Srinagar.

## 6. MADRAS

(1) Meston Training College, Madras.	(1) Meston Training School, Madras.
(2) St. Christophers' Training College, Madras.	(2) Govt. Training School for Masters, Egmore.
(3) Govt. Trg. College for Women, Coimbatore.	(3) St. Christophers' Training School, Madras.
(4) Basic Training College, Gandhigram.	(4) Govt. Secondary and Basic Trg., School for Women, Coimbatore.
(5) Physical Training Section, Home Science College, Gandhigram.	(5) Govt. Basic Trg. School, Bhavani-sagar.
(6) Thiagrajar College of Preceptors, Madurai.	(6) St. Bathelham Training School, Ooty.
(7) Dr. Alagappa Chettiar College and Physical Education College, Karaikudi.	(7) Ramakrishna Mission, Gandhigram.
	(8) Gandhi Gram Basic Training School.
	(9) Capron Hall Training School for Women, Madurai.
	(10) Sri Murgran Aral Nari Sec. Grade Training Course, Kondhra Kudi
	(11) Govt. Basic Training School, Kallupatti.
	(12) Basic Training School, Pasumalai.

APPENDIX II(ii)—*contd.*

## Training Colleges

## Training Schools

## 7. MAHARASHTRA

- |  |  |
|--|--|
| (1) Govt. Training College of Education, Aurangabad. | (1) Govt. Basic Training College, Paithan Aurangabad.          |
| (2) Govt. Post-Graduate Training College, Amravati.  | (2) Govt. Basic Training College for Women, Aurangabad.        |
| (3) University Training College, Nagpur.             | (3) Govt. Basic Training College, Amravati.                    |
|  | (4) Basic Training College, Old and Additional, Amravati Camp. |
|  | (5) Govt. Old Basic Training College for Women, Amravati.      |
|  | (6) Shri Shivaji Basic Training College, Amravati.             |
|  | (7) Sri Guru Deo Basic Training College, Amravati.             |

## 8. MYSORE

- |  |   |
|--|---|
| (1) Graduate Basic Training Centre, Dharwar.         | (1) Govt. Training College for Men, Dharwar.          |
| (2) Rashtriya Vidyalaya Training College, Bangalore. | (2) Govt. Training College for Women, Dharwar.        |
| (3) M.E.S. College of Education, Bangalore.          | (3) Basel Mission Training College, Dharwar.          |
| (4) Govt. Teachers' College, Mysore.                 | (4) Vanita Samaj Training College, Dharwar.           |
|  | (5) Rashtriya Vidyalaya Training College, Bangalore.  |
|  | (6) M.E.S. College of Education, Bangalore.           |
|  | (7) Maharani Teachers' College for Women, Mysore.     |
|  | (8) Govt. Teachers' Training College for Men, Mysore. |

## 9. ORISSA

- |  |   |
|--|---|
| (1) Radha Nath Training College, Cuttack.    | (1) Mohammedan Training School, Cuttack.          |
| (2) Govt. Teachers' Training College, Angul. | (2) Women's Training School, Cuttack.             |
|  | (3) Ele. Trg. School, Kunthakuta, Cuttack.        |
|  | (4) Elementary Training School, Salipur.          |
|  | (5) Elementary Training School, Balia.            |
|  | (6) Elementary Training School, Angul.            |
|  | (7) Elementary Training School, Kabirpur.         |
|  | (8) Elementary Training School, Nagaon.           |
|  | (9) Elementary Training School, Jeypore, Koraput. |
|  | (10) Elementary Training School, Bisam, Cuttack.  |
|  | (11) Elementary Training School, Gurupun.         |
|  | (12) Women's Elementary Training School, Puri.    |
|  | (13) Elementary Training School, Pipli, Puri.     |

APPENDIX II(ii)—*contd.*

## Training Colleges

## Training Schools

## 10. PUNJAB

- |   |   |
|---|---|
| (1) Govt. Post-Graduate Basic Training College, Chandigarh. | (1) Govt. Normal School, Karnal.              |
|   | (2) Govt. Girls High & Normal School, Karnal. |

## 11. RAJASTHAN .

- |  |  |
|--|--|
| (1) Govt. Training College, Bikaner.         | (1) Govt. Basic Training School, Gomer, Jaipur.      |
| (2) Mahesh Training College, Jodhpur.        | (2) Govt. Basic Training School, Shapura, Jaipur.    |
| (3) Vidya Bhawan Training College, Udaipur.  | (3) Govt. Secondary Training School, Bikaner.        |
| (4) Govt. Teachers' Training College, Ajmer. | (4) Middle Pass Training School for Ladies, Bikaner. |
|  | (5) Training School, Ganga Shahr.                    |
|  | (6) S.T.C. School, Bedla, Udaipur.                   |
|  | (7) S.T.C. School, Rajasamand, Udaipur.              |
|  | (8) S.T.C. School, Goverdhan Vilas, Udaipur.         |
|  | (9) S.T.C. School, Pisangan, Ajmer..                 |

## 12. WEST BENGAL

- |   |  |
|---|--|
| (1) Post-Graduate Basic Trg. College, Banipur.    | (1) Junior Basic Training College, Belacoba.                       |
| (2) Anand Chandra Trg. College, Jalpaiguri.       | (2) Junior Basic Training College, Jalpaiguri.                     |
| (3) Ramakrishna Mission B.T. College, Darjeeling. | (3) Junior Basic Training College, Kalimpong.                      |
| (4) Vinaya Bhawan, Vishwa Bharati, Shantiniketan. | (4) Senior Basic Trg. College, Darjeeling.                         |
|   | (5) Junior Basic Training College, Shantiniketan.                  |
|   | (6) Ramakrishna Mission Sarada Mandir J.B.T. College, 24-Parganas. |
|   | (7) Siksha Sangha. J.B.T. College, 24-Parganas.                    |
|   | (8) J.B.T. College, Itachuna, 24-Parganas.                         |

## 13. HIMACHAL PRADESH

- |  |   |
|--|---|
| (1) Post-Graduate Basic Trg. College, Solan. | (1) Govt. Basic Teacher Trg. School, Nahan. |
|  | (2) Govt. Basic Teacher Trg. School, Solan. |



APPENDIX II(ii)—*contd.*

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**Training Colleges****Training Schools**

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**14. MANIPUR****(1) D.M. College, Imphal.****(1) Basic Training Institute, Kakching.****(2) Basic Training Institute, Canchipur.****(3) Senior Basic Training Institute,  
Imphal.****(4) Hindi Training Institute, Imphal.****(5) Bani Training Institute, Imphal.**

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**APPENDIX V**  
(Ref: Para 4.02)  
**Nomenclature of Training Institutions**

S. No.	State/Union Territory	Schools	Training Colleges
1	2	3	4
1	Andhra Pradesh	.. Training School, Basic Training Schools.	Training College ; B.Ed. College ; University College of Education ; B.Ed. Section of Art & Science College.
2	Assam	.. .. Basic Training Centre.	Post-Graduate Training College ; Teachers' Training College of Gauhati University.
3	Bihar	.. .. Training School (mostly) ; Elementary Training School ; Women's Training Section.	Teacher Training College.
4	Gujarat	.. .. Basic Training College (for men/women) ; Adhyapak Mandir ; Vikas Grah.	Graduates' Govt. Basic Training Centre (2 such Centres) ; Training College ; Faculty of Education and Psy. ; Secondary Teachers' Training College.
5	Jammu and Kashmir.	Teachers' Training School (for men/women).	Teachers' Training College ; B.Ed. Deptt. of Gandhi Memorial College, Srinagar.
6	Kerala	.. .. Basic Training School (mostly) ; Elementary Training School ; Govt. Training Institution.	Training College ; Teachers' Training College ; M.Ed. Deptt. of Kerala University.
7	Madhya Pradesh	.. 1. Basic Training College (for men/women). 2. Govt. Normal Basic Primary School (for men/women).	Govt. Post-Graduate Basic Training College.
8	Madras	.. .. Basic Training School (mostly) ; Training School for Masters (one only).	Training College ; College of Preceptors, Deptt. of Education.
9	Maharashtra	.. Govt. Basic Training College ; Primary Training College ; Adhyapak Vidya Mandir ; Adhyapak Vidyalaya ; Teachers' Training Class.	Graduate Basic Training College, Vidya Bhavan ; College of Education ; Secondary Training College.

APPENDIX V—Contd.

1	2	3	4
10	Mysore	.. Secondary Teachers' Basic Training School ; Secondary Basic Training School ; Basic Training Institute ; Basic Training Centre ; Primary Training College ; Hindi Shikshak Sanad Vidyalaya.	Teachers' College ; Training College ; Institute of Education.
11	Orissa	.. E.T. Schools ; C.T. Schools.	Training College.
12	Punjab	.. Junior Basic Training College ; Basic Training Schools.	Training College ; State College of Education.
13	Rajasthan	.. Govt. S.T.C. School.	Teachers' Training College.
14	Uttar Pradesh	.. Junior Basic Trg. College ; Normal School (Boys & Girls) Junior Trg. College.	Central Pedagogical Institute. Training College ; Teachers' Training College ; Department of Education of the Universities ; Institute of Education for Women ;
15	West Bengal	.. Junior Basic Training Schools ; Senior Basic Training Schools.	Training Colleges ; Department of Education in Universities.
16	Delhi	.. Teachers' Training Institute.	Central Institute of Education ; Teachers' College, Jamia Millia ; Lady Irwin College.
17	Himachal Pradesh	.. Govt. Basic Training Schools.	Govt. Basic Training College.

APPENDIX VI (i)

(Ref: Para 3.05)

**Training Institutions and their intake capacity (1961)**

S. No.	State/Union Territory		Number of Training Schools	Intake Capacity	Number of Training Colleges	Intake Capacity
1	2		3	4	5	6
1	Andhra Pradesh	..	127	7,200	9	1,130
2	Assam	.. ..	36	2,930	4	150
3	Bihar	.. ..	112	10,100	5	780
4	Gujarat	.. ..	56	4,960	11	805
5	Jammu & Kashmir	.. ..	12	720	3	300
6	Kerala	.. ..	79	10,000	19	2,100
7	Madhya Pradesh	.. ..	105	10,460	12	1,300
8	Madras	.. ..	153	6,400	18	1,500
9	Maharashtra	.. ..	127	16,500	26	1,700
10	Mysore	.. ..	66	6,600	14	950
11	Orissa	.. ..	93	3,170	2	240
12	Punjab	.. ..	87	5,500	23	1,800
13	Rajasthan	.. ..	56	6,180	4	600
14	Uttar Pradesh	.. ..	155	7,500	43	3,500
15	West Bengal	.. ..	77	4,250	18	2,130
16	Delhi	.. ..	2	150	2	275
17	Himachal Pradesh	.. ..	4	350	1	100

APPENDIX VI (i)—*Contd.*

1	2		3	4	5	6
18	Manipur	..	6	480	1	35
19	Tripura	..	4	400	1	50
20	Pondicherry	..	1	40	—	—
		TOTAL ..	1,358	1,03,890	216	19,445

APPENDIX VI (ii)

[Ref: Para 3.01]

**Training Institutions for Men (Including Co-educational) and Women**

(Source.—Proformae)

S. No.	State/Union Territory	Training Schools			Training Colleges		
		Total	For men and co-educational	For women only	Total	For men and co-educational	For women only
1	Andhra Pradesh ..	127	90	37	9	8	1
2	Assam ..	36	25	11	4	3	1
3	Bihar ..	112	86	26	5	4	1
4	Gujarat ..	56	48	8	11	9	2
5	Jammu & Kashmir	12	10	2	3	3	—
6	Kerala ..	79	70	9	19	16	3
7	Madhya Pradesh	105	95	10	12	12	—
8	Madras ..	153	118	35	18	13	5
9	Maharashtra ..	127	63	64	26	24	2
10	Mysore ..	66	33	33	14	13	1
11	Orissa ..	93	85	8	2	2	—
12	Punjab ..	87	47	40	23	19	4
13	Rajasthan ..	56	51	5	4	4	—
14	Uttar Pradesh ..	155	123	33	43	38	5
15	West Bengal ..	77	54	23	18	15	3
16	Union Territories	17	17	—	5	5	—
<b>TOTAL ..</b>		<b>1 358</b>	<b>1,014</b>	<b>344</b>	<b>216</b>	<b>188</b>	<b>28</b>

## APPENDIX

(Ref: Para

## Selection Procedures for Admission

Sl.No.	State/Union Territory and degree	Interview and Interviewing Authority	Tests (specific)	No. of Institutions using Tests as Selection Basis
1	2	3	4	5
1	Andhra Pradesh, (B.Ed.)	Selection Board		
2	Assam, (B.T. & T.D.)	D.P.I.)		
3	Bihar, (Dip. Ed.)	Interview by Committee formed by the director of Education and Principal etc.	Trg. Camp to watch the Aptitude etc. of Trainees.	
4	Gujarat, (B.Ed/D.Ed.)	Principal and Staff	Aptitude Test	2
5	Jammu & Kashmir, (B.Ed.)	Interview	Written Test by University	1
6	Kerala, (B.Ed.)	Interview by Director of Edn. Principal		
7	Madhya Pradesh, (B.Ed.)	Interview if necessary		
8	Madras, (B.T.)	Interview by Principals (B.T. College)		
9	Maharashtra, (B.T., B.Ed.)	University Committee		

N. B.—For abbreviations please see page 120.

## VII (i)

5.11)

## to Teachers Training Colleges

Nomination % or Deputation	Other bases of selection	Selecting Authority	No. of Institu- tions covered	Remarks
6	7	8	9	10
	Academic record	Selection Board of Head and other members	3 Universities	
Nomination	Academic merits	D.P.I.	2 P.G. Trg. Colleges	
Seats reserved for Scheduled Castes and Backward Tribes	Weightage on Exam., selec- tion Camp	50 % freshers Ed. Deptt.	3 Trg. Colleges	Shramdan, Safai and cultural activities
Deputation for D.Ed. (Basic)	Academic merits Tests, Interview	Head Edn. Staff Members	3 Universities 2 G.B.T.C.	
Deputation of un- trained teachers		Ed. Deptt. in fresher's case	2	Test by Univer- sity for freshers
In Govt. Colleges only	50 % D.P.I. 30 % Univer- sity, manage- ment	D.P.I., Univer- sity and College management	3 1 University	Small % of freshers
Deputation for un- trained teachers (majority by Govt.)	Records, Exp., Interview	For 70% untrai- ned Trs., D.P.I./ Colleges	3 Universities	25-30 seats re- main vacant
	Exp. skill in reading Eng. weightage on marks	Principal and Selection Com- mittee	2 Universities	Proportional Re- presentation of Degree Colleges
Deputation for Teachers in Marath- wada University	Academic merits, Teaching marks			Interview for freshers only



1	2	3	4	5
10	Mysore, (B.Ed.)	Principal		
11	Orissa, (B.Ed.)	By the University	One test	1
12	Punjab, (B.T.) B.Ed. (Basic)	Principal Trg. Colleges		
13	Rajasthan, (B.Ed.)	20 % University		
14	Uttar Pradesh, (B.Ed./ L.T.B.T.)	University Deptt.	G.I. test, G.K., G. Eng.	5
15	West Bengal, (B.Ed./ B.T.)	University	Written and oral (in case of B.T.)	2
16	A. & N. Isles			
17	Delhi, B.Ed.	University	G.K., G.I., Gen. Eng., S-1, S-2	1
18	Himachal Pradesh, B.Ed. (Basic)	25 %	Principal	
19	Manipur, B.T.			
20	N.H. & T. Area			
21	Tripura			
22	L. & M. & A. Isles.			
23	N.E.F.A.			
24	Pondicherry			

VII—(i) *contd.*

6	7	8	9	10
Deputation by Govt.		Principal and staff members	2	G. B. T. C. run by Govt.
	Academic merits and experience	University		
Very small %	Scrutiny and experience			
15 to 20 %	Formula of evaluation	Selection Board by Deptt. of Ed.		Evaluation and interview for freshers only.
	Preliminary scrutiny, teaching exp.	University, Panel of D.D.E., D.I. O.S., Principal	4	L.T. (Basic and constructive) by Deptt.
Yes	Academic merits and Co-Curricular activities	University, Principal, Trg. Colleges	3	
	Essay test and Group discussions	University	1	
75 % nominated	Teaching Exp. and merits	Territorial Council	1	Preference to local inhabitants.
85 % to 95 % Deputation	Exp. and merits	Administration		
100 %	Deputation Seniority and academic merits	Director of Education	1	Shortage of Candidates

## APPENDIX

## Selection Procedures for Admission

S.No.	State/Union Territory	Interview and Interviewing Authority	Nomination/ Deputation	Nominating Authority
1	2	3	4	5
1	Andhra Pradesh	By Distt. E.O. for deputed teachers	75 %	D.E.O. & R.D.P.I
2	Assam		94%	D.P.I. List by Secy. School Board
3	Bihar	For freshers and teachers with less than 7 years service	Teachers with teaching experience over 5 years	D.E.O.
4	Gujarat	5 to 10 %	90 % G.B.T.C. 80 % Private B.T.C.	D.E.O. or D.S.B.
5	J & K.	For Private candidates		D.E.O.
6	Kerala	By Selection Committee		
7	Madhya Pradesh	For freshers		Divisional Director of Education or his nominee
8	Madras	Selection Committee	Nil	
9	Maharashtra	Distt. Selection Committee headed by D.I.G.S.	60-70 %	Distt. Selection Committee presided by D.I.O.S.
10	Mysore		80-90 %	Distt. D.E.O. in consultation with Principal, Trg. College

## VII—(ii)

## to Teacher Training Schools

Bases of Selection	Selecting Authority	% of Freshers	Remarks
6	7	8	9
Seniority of Service and Academic merits	Deputed teachers selected by D.E.O.	25 %	Reservation for S.C. Backward Classes. Academic Qualifications considered in case of freshers
Previous results and interview, Inspection Reports	Selection Committee 4 Members	5 %	
D.E.O. conducts written test in Hindi Arithmetic and G.K.	Board of D.E.O. and Principal	50 % not followed strictly	Untrained teachers of 5 years or more of service selected by D.E.O. Others to compete with freshers
Seniority and Interview	Head of the institution and D.E.O.	5-10 %	
Seniority and length of service selection test	D.E. and D.E.O.	Selection test. No fixed %	Selection Committee of Head and others for freshers
Academic records, games and experience	Selection Committee Member P.S.C. or Head D.E.O.	40 %	Reserved seats for S. C. and S.T. Manager also is a member of selecting committee of private institutions
Academic achievement, test, interview	Divisional Dy. Director for freshers	20-30 %	Teachers above 35 years of age not sent for Trg. Short term courses
Academic records, interview, higher qualifications, and tests for manual labour	Committee by D.P.I. D.E.O. as a Member	80-90 %	Priority given to freshers in selection. Retraining course of five months for non-basic teachers in service
Elimination tests interview	D.I.O.S. and the Committee	20-30 %	
Seniority of service, Academic record	Distt. School Boards and D.I.O.S.	10-20 %	Available accommodation not fully utilised

## APPENDIX

1	2	3	4	5
11	Orissa	By D.I.O.S.	Intelligence Test, Demonstration Test, Written Test	D.I.O.S.
12	Punjab	90-100 %		
13	Rajasthan	For 10 % selection by Distt. Board	90 %	Panchayat Samities
14	U.P.	By committee of D.I.O.S., President of College Management		
15	West Bengal	For 20 % by Distt. School Board	80 %	Distt. School Boards D.I.O.S., President
16	A. & N. Isles			
17	Delhi			
18	Himachal Pradesh			T.C. Education Deptt.
19	Manipur			T.C.
20	Tripura			T.C. Education Deptt.

D.E.—Director of Education ; D.S.B.—District School Board ;

D.E.O.—District Educational Officer ; D.P.I./ R.D.P.I.—Director of Public Instruction/Regional D.P.I.

Exp.—Experience;

G.I.—General Intelligence;

G.K.—General Knowledge;

G.Eng.—General English;

D.D.E.—Deputy Director of Education;

D.I.O.S.—Distt. Inspector of Schools;

T.C.—Territorial Council;

VII—(ii) *contd.*

6	7	8	9
Written test in Arithmetic, mother tongue and G.K.	D.I.O.S.		Seniority for teacher and written test interview for freshers
Interview on rating scale of 125 Mrks.	Selection Board D.I.O.S. Head of the Institution	95 %	
Seniority, Previous record	Board appointed by D.E.	10 %	
Seniority in service; academic record	Committee of Dist. Board President, D.I.O.S. Head Master	70-80 %	
Seniority and qualifications	Board of Principal, Staff, and D.I.O.S. Nominee	20-23 %	Qualifications no, strictly adhered in case of deputed teachers
Written test in Hindi, Arithmetic, G.K. and interview	Committee of D.E. nominee, Head Master and Staff	90 %	In 1961-62 12 <sup>1</sup> nominated by the Mayor DMC.
Seniority	T.C. Education Deptt.	5-7 %	
Seniority	T.C. Education Deptt.	0.5 %	Paucity of candidates No other selection criteria
Seniority			Freshers selected by Selection Board set up by D.E. Tripura

## APPENDIX VIII

(Ref: Para 2.05)

Sl. No.	State/Union Territory	Total Teachers	Total Trained Teachers	Total Men Teachers	Trained Men Teachers	Total Women Teachers	Trained Women Teachers	Col. 8 as percentage of Col. 7	Col. 6 as percentage of Col. 5	Col. 4 as percentage of Col. 3	Col. 7 as percentage of Col. 3
1	2	3	4	5	6	7	8	9	10	11	12
<b>(a) Primary School Teachers—Trained Men and Women (1960—61)</b>											
1	Andhra Pradesh .. ..	78,520	65,750	63,887	52,198	14,633	13,552	92.6	81.7	83.7	18.6
2	Assam .. ..	27,454	10,377	23,685	9,090	3,769	1,287	34.0	39.0	37.7	13.7
3	Bihar .. ..	59,632	42,463	54,507	40,141	5,125	2,322	45.0	73.0	71.0	8.6
4	Gujarat .. ..	19,265	6,855	15,563	5,108	3,702	1,747	47.0	33.0	35.0	19.0
5	Jammu & Kashmir .. ..	4,404	2,384	3,654	1,856	750	528	70.4	50.8	54.0	17.1
6	Kerala .. ..	48,171	44,198	28,429	26,337	19,742	17,861	90.0	93.0	91.7	40.9
7	Madhya Pradesh .. ..	61,099	32,459	52,410	26,940	8,689	5,519	64.0	51.0	53.0	14.0
8	Madras .. ..	74,168	71,120	50,547	47,821	23,621	23,299	99.0	94.0	95.8	31.8
9	Maharashtra .. ..	50,371	25,060	40,262	17,897	10,109	7,163	70.0	44.0	50.0	20.1
10	Mysore .. ..	38,191	16,579	31,905	12,951	6,286	3,628	58.0	40.0	43.0	16.4
11	Orissa .. ..	35,073	14,086	34,280	13,732	793	354	45.0	40.0	40.0	2.3
12	Punjab .. ..	25,953	23,946	19,425	17,893	6,528	6,053	93.0	92.0	92.0	25.1
13	Rajasthan .. ..	28,502	14,482	25,590	13,121	2,912	1,361	47.0	51.0	50.8	10.2
14	Uttar Pradesh .. ..	97,716	73,179	86,483	68,008	11,233	5,171	46.0	79.0	75.0	11.4
15	West Bengal .. ..	83,382	31,914	75,287	28,788	8,095	3,126	39.0	38.0	38.0	10.0
	<b>TOTAL .. ..</b>	<b>7,31,901</b>	<b>4,74,852</b>	<b>6,05,914</b>	<b>3,80,881</b>	<b>1,25,987</b>	<b>92,971</b>	<b>73.77</b>	<b>68.0</b>	<b>65.0</b>	<b>17.0</b>

## (b) Middle School Teachers—Trained Men and Women (1960-61)

1	Andhra Pradesh	8,717	5,801	6,761	4,406	1,956	1,395	71.0	65.0	66.5	22.4
2	Assam	10,472	2,336	9,132	2,022	1,340	314	23.0	22.0	22.3	12.8
3	Bihar	25,166	15,854	23,107	14,499	2,059	1,355	66.0	62.0	63.0	8.2
4	Gujarat	39,542	21,469	27,845	14,772	11,697	6,697	57.0	53.0	54.2	29.6
5	Jammu & Kashmir	2,522	1,468	2,139	1,169	383	299	79.1	54.6	58.0	15.2
6	Kerala	32,884	27,268	19,717	16,569	13,167	10,167	81.0	84.0	82.0	40.0
7	Madhya Pradesh	21,339	11,088	18,011	9,258	3,328	1,830	55.0	51.0	52.0	16.0
8	Madras	36,501	35,211	22,087	20,962	14,414	14,249	99.0	95.0	96.5	39.5
9	Maharashtra	64,239	46,755	48,671	34,902	15,568	11,853	76.0	72.0	72.8	24.3
10	Mysore	34,378	21,087	27,316	16,455	7,063	4,632	66.0	60.0	61.0	20.3
11	Orissa	5,069	1,702	4,761	1,530	308	172	56.0	32.0	33.6	6.1
12	Punjab	9,623	8,515	6,987	6,167	2,636	2,348	89.0	88.0	88.0	27.4
13	Rajasthan	13,636	6,856	11,375	5,872	2,261	984	43.0	53.0	50.3	16.6
14	Uttar Pradesh	22,848	17,757	18,784	14,828	4,064	2,929	72.0	80.0	77.7	17.8
15	West Bengal	10,877	1,618	9,176	1,265	1,701	353	21.0	13.0	15.0	15.6
TOTAL		3,37,813	2,24,785	2,55,868	1,64,676	81,945	59,577	72.7	64.3	60.5	24.2

## (b) (i) High and Higher Secondary School Teachers—Trained Men and Women (1960-61)

1	Andhra Pradesh	24,874	20,017	20,795	16,774	4,079	3,243	79.0	81.0	80.4	16.4
2	Assam	9,886	1,486	8,689	1,238	1,197	248	21.0	14.0	15.0	12.1
3	Bihar	17,633	6,980	16,592	6,360	1,041	620	60.0	38.0	40.0	5.9
4	Gujarat	14,208	8,416	11,969	7,145	2,239	1,271	57.0	59.0	59.0	15.8
5	Jammu & Kashmir	3,449	2,369	2,695	1,768	754	601	79.7	65.5	68.0	21.8
6	Kerala	28,033	21,819	16,678	12,947	11,359	8,872	78.0	77.0	75.0	40.5
7	Madhya Pradesh	12,790	6,143	10,103	4,735	2,687	1,408	52.0	47.0	48.0	21.0
8	Madras	29,089	26,766	22,034	20,244	7,055	6,522	91.0	92.0	92.0	24.1
9	Maharashtra	33,100	20,886	24,969	14,816	8,131	6,070	74.7	59.3	62.0	24.5
10	Mysore	13,536	8,894	10,806	6,922	2,730	1,972	72.0	64.0	65.0	20.2
11	Orissa	4,814	2,501	4,436	2,203	378	298	79.0	50.0	52.0	7.9
12	Punjab	19,824	16,203	15,396	12,314	4,428	3,889	88.0	80.0	82.0	22.3
13	Rajasthan	9,522	4,161	8,366	3,671	1,156	490	42.0	44.0	43.0	12.1
14	Uttar Pradesh	35,153	24,967	29,364	19,545	5,789	5,422	94.0	66.0	71.0	16.5
15	West Bengal	29,272	10,397	23,329	7,436	5,943	2,961	50.0	32.0	35.0	20.3
TOTAL		2,85,183	1,82,005	2,26,221	1,38,118	58,966	43,887	74.4	61.0	63.8	20.7

Source.—Information collected through proformae.)



APPENDIX IX

(Ref: Para.2.05)

General Education, Professional Training of Teachers and Average Salary per Teacher per Year

Year	General Education of Teachers		Sex			Professional Training		Average salary per teacher per year
	Matriculation and above	Non-Matriculates	Men	Women	Total	Trained	Untrained	
<b>Teachers in Primary Schools</b>								Rs.
1954-55	1,44,955 (21.45 %)	5,30,846 (78.55 %)	5,63,589 (83.25 %)	1,13,212 (16.75 %)	6,75,801	4,17,716 (61.83 %)	2,57,985 (38.17 %)	633.3
1955-56	1,68,783 (24.42 %)	5,22,466 (75.58 %)	5,74,182 (83.86 %)	1,17,067 (16.94 %)	6,91,249	4,23,192 (61.22 %)	2,68,057 (38.78 %)	651.5
1956-57	1,95,232 (27.49 %)	5,14,907 (72.51 %)	5,88,878 (82.92 %)	1,21,261 (17.08 %)	7,10,139	4,42,147 (62.26 %)	2,65,922 (37.74 %)	694.0
1957-58	2,09,903 (28.78 %)	5,18,336 (71.22 %)	6,02,070 (82.56 %)	1,27,169 (17.44 %)	7,29,239	4,63,435 (63.55 %)	2,65,904 (36.45 %)	780.6
1958-59	Not available	Not available	5,77,467 (85.06 %)	1,17,773 (16.94 %)	6,95,240	4,43,063 (63.73 %)	2,52,177 (36.27 %)	Not available
<b>Teachers in Middle Schools</b>								
1954-55	63,472 (56.80 %)	48,277 (43.20 %)	94,671 (84.72 %)	17,078 (15.28 %)	1,11,749	59,768 (53.5 %)	51,981 (46.5 %)	774
1955-56	74,864 (50.45 %)	73,530 (49.55 %)	1,24,550 (83.93 %)	23,844 (16.07 %)	1,48,394	86,776 (58.5 %)	61,618 (41.5 %)	809
1956-57	86,850 (52.14 %)	79,713 (47.86 %)	1,35,467 (81.33 %)	31,096 (18.67 %)	1,66,563	1,00,077 (60.1 %)	66,486 (39.9 %)	832

1957-58	..	1,00,307 (54.20 %)	84,765 (45.80 %)	1,48,054 (80.00 %)	37,019 (20.00 %)	1,85,073	1,16,021 (62.69 %)	69,052 (37.31 %)	919
1958-59	..	Not available	Not available	2,05,568 (77.48 %)	59,755 (22.52 %)	2,65,323	1,74,607 (65.81 %)	90,716 (34.19 %)	Not available

#### Teachers in High/Higher Secondary Schools

1954-55	..	82,824 (47.06 %)	93,162 (52.94 %)	1,44,586 (82.16 %)	31,400 (17.84 %)	1,75,986	1,02,201 (58.07 %)	78,785 (41.93 %)	1,383
1955-56	..	90,575 (47.72 %)	29,219 (52.28 %)	1,54,709 (81.51 %)	35,085 (18.49 %)	1,19,794	1,13,338 (59.72 %)	76,456 (40.28 %)	2,260
1956-57	..	96,853 (47.10 %)	1,08,764 (52.90 %)	1,66,471 (80.96 %)	39,146 (19.04 %)	2,05,617	1,25,845 (63.23 %)	79,772 (38.80 %)	1,445
1957-58	..	1,05,638 (47.65 %)	1,16,057 (52.35 %)	1,78,492 (80.51 %)	43,203 (19.49 %)	2,21,695	1,39,175 (62.78 %)	82,520 (37.22 %)	1,503
1958-59	..	Not available	Not available	1,96,257 (79.92 %)	49,273 (20.08 %)	2,45,530	1,55,272 (63.19 %)	90,292 (36.77 %)	Not available

NOTE.—Figures in the parentheses indicate percentages.

Source.—A Review of Education in India, Ministry of Education, Govt. of India, 1961. Tables 22, 23 and 29; Annexure VII, pp. 935, 936 and 943.

APPENDIX X (a)

(Ref: Para 4.07)

State-wise Distribution of Pupils, Teachers and Trained Teachers

(Source.—Returns in the proformae)

Sl. No. State/Union Territory	1960-61				1965-66			
	Pupils	Total Teachers	Trained Teachers	Percentage of (3) to (2)	Pupils	Total Teachers	Trained Teachers	Percentage of (7) to (6)
	1	2	3	4	5	6	7	8
(a) (I) Stage I—Primary School								
1 Andhra Pradesh	28,20,000	78,520	65,750	83.0	44,20,000	1,00,520	94,750	90.0
2 Assam ..	10,93,360	27,454	10,377	37.0	15,08,000	41,140	14,913	36.2
3 Bihar .. ..	27,12,000	59,632	42,463	70.0	43,12,000	100,000	84,400	84.0
4 Gujarat ..	7,34,000	19,205	6,855	40.0	26,63,000	97,000	64,000	65.8
5 Jammu and Kashmir ..	1,97,000	4,404	2,384	55.0	3,02,000	7,260	4,070	56.0
6 Kerala ..	22,41,374	48,171	44,198	91.0	25,58,400	61,700	61,700	100.0
7 Madhya Pradesh	19,96,400	61,089	32,459	54.0	30,00,000	91,000	71,700	78.0
8 Madras ..	24,96,400	74,168	71,120	95.8	39,00,000	1,05,200	1,03,100	98.0
9 Maharashtra	17,80,900	50,371	25,060	50.0	54,00,000	89,000	89,000	100.0
10 Mysore ..	12,75,000	38,191	16,579	43.0	22,75,900	57,200	49,400	86.0
11 Orissa ..	12,92,700	35,073	14,086	40.0	18,00,000	46,500	31,500	66.0
12 Punjab ..	9,60,300	25,953	23,946	92.5	15,60,300	39,000	37,000	94.0
13 Rajasthan ..	8,81,650	28,502	14,482	47.5	18,50,000	57,650	44,950	77.9
14 Uttar Pradesh ..	39,07,470	97,716	73,179	75.0	66,00,000	1,61,096	1,04,712	65.0
15 West Bengal ..	29,04,367	83,382	31,914	38.0	35,54,000	99,650	49,300	49.2
ALL INDIA ..	2,72,93,421	7,31,831	4,74,852	64.76	4,57,03,600	11,60,916	9,04,195	77.89

(b) Stage II—Middle School

1	Andhra Pradesh	3,35,000	8,717	5,801	67.0	6,13,000	15,420	13,400	87.0
2	Assam ..	2,17,313	10,472	2,336	22.0	3,67,000	14,080	2,826	20.0
3	Bihar ..	8,12,083	25,166	15,854	63.0	11,87,000	33,000	24,000	73.0
4	Gujarat ..	17,16,000	39,542	21,469	55.0	19,37,000	58,000	36,700	63.3
5	Jammu and Kashmir ..	60,000	2,522	1,468	60.0	88,000	3,340	2,410	72.0
6	Kerala ..	7,72,171	32,884	27,268	82.0	8,47,000	42,200	42,200	100.0
7	Madhya Pradesh ..	3,05,000	21,339	11,088	51.0	4,96,000	25,260	13,500	53.0
8	Madras ..	11,07,835	36,501	35,211	96.0	14,07,000	41,882	41,044	98.0
9	Maharashtra ..	24,36,775	64,239	46,755	70.0	27,78,775	75,600	75,600	100.0
10	Mysore ..	11,80,276	34,378	21,087	60.0	13,70,276	38,380	24,500	64.0
11	Orissa ..	1,03,293	5,069	1,702	33.6	2,00,000	6,100	3,200	52.0
12	Punjab ..	2,90,805	9,623	8,515	88.5	4,79,805	12,538	11,455	91.4
13	Rajasthan ..	3,16,375	13,636	6,856	50.0	5,00,000	12,935	7,021	54.3
14	Uttar Pradesh ..	5,40,859	22,848	17,757	77.0	8,50,000	32,620	24,450	75.0
15	West Bengal ..	5,14,830	10,877	1,618	15.0	9,44,000	25,620	5,200	21.0
	ALL INDIA ..	1,07,17,655	3,37,813	12,24,782	66.61	1,40,64,856	4,36,336	3,27,506	75.0

(c) Stage III—High/Higher Secondary School

1	Andhra Pradesh ..	1,86,000	24,874	20,017	80.0	2,36,000	27,370	24,250	88.0
2	Assam ..	2,44,733	9,886	1,486	16.0	3,00,000	4,874	1,289	26.4
3	Bihar ..	5,28,621	14,208	8,416	40.0	7,13,000	22,700	11,000	48.0
4	Gujarat ..	4,16,538	17,633	6,980	59.0	4,66,538	36,000	18,360	51.0
5	Jammu and Kashmir ..	20,000	3,449	2,369	65.0	27,000	3,250	3,210	99.0
6	Kerala ..	3,30,675	28,033	21,819	75.0	4,50,000	32,850	29,400	80.0
7	Madhya Pradesh ..	1,14,000	12,790	6,143	50.5	2,24,000	15,700	9,520	70.0
8	Madras ..	6,88,937	29,089	26,766	92.0	8,00,000	32,714	30,097	95.0
9	Maharashtra ..	8,18,184	33,017	20,886	62.0	10,00,000	40,600	28,000	70.0
10	Mysore ..	3,29,975	13,536	8,894	65.0	3,89,975	14,530	11,620	80.0
11	Orissa ..	1,01,748	4,814	2,501	52.0	1,50,000	6,050	3,810	63.0
12	Punjab ..	6,63,167	19,824	16,203	80.0	7,43,167	23,644	19,293	81.6
13	Rajasthan ..	1,98,931	9,522	4,161	43.7	2,50,000	12,500	6,500	52.0
14	Uttar Pradesh ..	8,71,504	35,153	24,967	71.0	11,00,000	38,900	26,000	66.8
15	West Bengal ..	2,18,281	29,272	10,397	35.5	5,10,000	41,000	20,500	50.0
	ALL INDIA ..	57,26,294	2,85,100	1,81,005	64.91	69,09,680	3,52,682	2,42,849	68.86

APPENDIX XI

(Ref: Para 5.11)

Statement Showing the Quality (Divisions) of Trainees admitted to B.T./L.T./B.Ed./ Classes in Selected Training Colleges (1962-63 Session)

Name of the Institution	Total No. of seats	No. of students admitted	Graduates						Post-Graduates				Divisions of					
			B.A.	B.Sc.	B.Com.	(Hons.)		Total	M.A.	M.Com.	M.Sc.	Total	Graduates			Post-Graduates		
						B.A.	B.Sc.						I	II	III	I	II	III
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1. College of Education, Osmania University Hyderabad, Andhra Pradesh	150	148	57	80	1	1	—	139	7	—	2	9	1	27	111	—	2	7
2. Govt. Training College, Nellore, Andhra Pradesh	110	105	54	35	1	2	—	92	13	—	—	13	Divisions not reported					
3. Post-Graduate Basic Trg. College, Titabar, Assam	40	31	31	—	—	—	—	31	—	—	—	—	—	3	28	—	—	—
4. Karmela Rani Training College, Quilon, Kerala	120	120	120	75	—	1	—	116	4	—	—	4	3	16	97	—	—	4
5. N.S.S. Training College, Pandalam, Kerala	100	100	62	34	—	1	—	97	3	—	—	3	—	8	89	—	—	3
6. Post-Graduate Basic Trg. College, Bhopal, M.P.	128	125	117	—	2	—	—	119	6	—	—	6	—	12	107	—	2	4
7. St. Christopher's Training College, Madras	70	70	26	43	—	—	—	69	1	—	—	1	3	18	48	—	—	1

8. Department of Education, Annamalai University, Madras	105	104	50	36	5	3	1	95	9	—	—	9	4	12	79	—	5	4
9. Tilak College of Education, Poona, Maharashtra	135	147	106	28	3	—	—	137	9	—	1	10	3	45	89	—	1	9
10. Acharya Jawadeskar Vinaya Bhavan, Gargoti, Maharashtra*	40	20	16	2	—	1	—	19	1	—	—	1	—	2	17	—	—	1
11. Govt. College of Education, Aurangabad, Maharashtra	100	100	78	17	1	1	—	97	3	—	—	3	1	14	82	—	—	3
12. R. V. Teachers' College, Bangalore, Mysore	100	100	19	79	—	—	—	98	2	—	—	2	—	15	83	—	1	1
13. R. N. Training College, Cuttack, Orissa	120	120	95	7	—	7	4	113	7	—	—	7	—	11	102	—	4	3
14. Khalsa Basic Training College for Women, Sidhwan Khurd, Ludhiana, Punjab	150	150	141	2	—	2	—	145	4	—	1	5	2	26	117	—	1	4
15. Gandhi Vidya Mandir, Sardarshahr, Rajasthan	130	130	79	3	6	—	—	88	40	2	—	42	1	19	68	—	13	29
16. Vidya Bhawan G.R.S. Teacher Training College, Udaipur, Rajasthan	150	129	63	4	2	—	—	69	58	2	—	60	—	8	61	3	25	32
17. B.R. College of Education, Agra, U.P.	84	84	48	5	—	—	—	53	27	3	1	31	—	27	26	1	11	19
18. Govt. Constructive Trg. College, Lucknow, U.P.†	50	40	20	12	1	—	—	33	6	—	1	7	—	10	23	—	2	5
19. M.L.K. Degree College, Balrampur, Gonda, U.P.	120	103	73	8	1	—	—	82	21	—	—	21	—	7	75	—	6	15

APPENDIX XI—*contd.*

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
20. Govt. Central Pedagogical Institute, Allahabad, U.P. ..	20	64‡	23	6	1	—	—	30	31	1	2	34	—	16	14	—	20	14
21. Govt. Basic Trg. College, Varanasi, U.P. ..	40	61‡	17	9	2	—	—	28	33	—	—	33	—	9	19	—	23	10
22. Ananda Chandra Trg. College, Jalpaiguri, West Bengal ..	120	96	69	12	5	5	—	91	5	—	—	5	—	7	84	—	2	3
23. Institute of Education for Women, Calcutta, W. Bengal ..	150	158‡	73	15	—	27	2	117	40	—	1	41	—	28	89	—	30	11
24. Central Institute of Education, Delhi ..	110	104	45	13	1	13	—	72	30	—	2	32	4	21	47	—	18	14
25. Govt. Post-Graduate Basic Trg. College, Solan, Himachal Pradesh ..	100	76	65	2	1	1	—	69	6	1	—	7	2	9	58	1	4	2
	2,542	2,485	1,467	527	33	65	7	2,999	366	9	11	386	24	37	1,613	5	170	198

\* 50 % seats not filled.

†20 % seats not filled.

‡Number of trainees admitted was higher than the total number of seats.

## APPENDIX XII(i)

(Ref: Para 5.13)

## Statement showing details about the No. &amp; quality of Trainees in Teacher Training Colleges

State/Union Territory		No. of Pro-formae received	Intake Capacity (Total)	Total No. of Trainees	No. of Post-Graduates	No. of Graduates	No. of fresh-ers	No. with more than 5 years experience	No. with less than 5 years experience	No. above 35 years of age	Division	Remarks
1		2	3	4	5	6	7	8	9	10	11	12
Andhra Pradesh	B.Ed. ..	2	300	295	16	279	N.A.	N.A.	N.A.	N.A.	N.A.	
Assam	S.T.T. ..	2	90	82	5	77	2	66	37	53	Do.	
Bihar	D.Ed. ..	2	277	266	22	244	86 (1)	26 (1)	54 (1)	3 (1)	Do.	Details, about experience etc. available only for one institution.
Gujarat	B.Ed. ..	2	354	354	30	324	100	105	149	39	Do.	
Jammu & Kashmir	B.Ed. ..	2	250	248	—	248	133	36	79	27	Do.	
Kerala	B.Ed. ..	1	120	118	—	118	82	32	4	10	Do.	
Madhya Pradesh	..	—	—	—	—	—	—	—	—	—	Do.	No proformae received.
Madras	B.T. ..	4	380	368	10	358	294	2	62	—	Do.	
Maharashtra	..	2	140	134	Nil	134	10	48	36	17	Do.	Details of experience from 1 institution only.



APPENDIX XII(i)—contd.

1		2	3	4	5	6	7	8	9	10	11	12
Mysore	D.Ed.	1	40	36	—	36	—	—	—	—	N.A.	Do. Details of experience available from 4 institutions only.
	B.Ed.	5	380	374	10	364	64	128	57	37	Do.	
Orissa	B.Ed.	1	120	120	Nil	120	47	98	55	8	Do.	
Punjab	B.T.	2	200	200	Nil	200	N.A.	N.A.	N.A.	N.A.	Do.	
	B.Ed.	3	360	360	34	326	N.A.	N.A.	N.A.	N.A.	Do.	
Rajasthan	B.Ed.	2	270	243	140	103	8	61	52	5	Do.	Details of experience available from 1 institution only.
Uttar Pradesh	L.T.	4	140	138	74	64	115	10	45	3	Do.	Details of experience available from 2 institutions only.
West Bengal	B.T.	3	329	337	40	297	N.A.	N.A.	N.A.	12	Do.	
Delhi	B.Ed. C.T.E.	1	100	100	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	Do.	
Himachal Pradesh	B.Ed.	1	100	79	7	72	34	5	40	2	Do.	
Manipur	B.T.	1	35	35	Nil	35	Nil	28	7	N.A.	Do.	
Tripura	B.T.	1	15	15	2	13	15	—	..	...	Do.	
TOTAL		42										

APPENDIX XII(ii)

Statement Showing Details about the No. & Quality of Trainees in Teacher Training Schools

State/Union Territory	No. of proforma received	Total No. of Trainees	Total No. of seats	No. of Matri- culates /Middle Pass	No. of Inter- mediates & Gradua- tes	No. of freshers	No. with more than 5 years' teaching experi- ence	No. with less than 5 years' teaching experi- ence	No. above 35 years of age	Remarks
1	2	3	4	5	6	7	8	9	10	11
Andhra Pradesh T.S.L.C. (El.)	4	175	230	175 Mi	--	--	--	--	--	
T.S.L.C. (Sr.)	3	354	360	354 Ma	--	251	83	165	64	
Assam J.T.C.	4	488	580	398 Mi	--	20	56	118	6	
S.T.C.	3	68	100	158 Ma	--					
Bihar T.T.S.C. (Jr.)	3	289	300	138 Mi						
T.T.S.C. (Sr.)	1			127 Ma	24 (I)					
Gujarat P.T.C. (Jr.)	7	594	600	277 Ma	--	40	45	125	3	
P.T.C. (Sr.)	3	394	400	711 Mi	--	8	115	385	7	
Jammu and Kashmir	--	--	--	--	--	--	--	--	--	No proforma received.
Kerala T.T.C.	4	371	400	367 Ma	4 (I)	201	--	170	6	
Madhya Pradesh Basic Trg. Dip.	4	369	400	109 Mi 235 Ma	25 (I)	220	109	40	49	

APPENDIX XII(ii)—contd.

	1	2	3	4	5	6	7	8	9	10	11	
Madras	Ele. Gr./J.B.T.	9	565	585	565 Mi		N.A.	..	..	..		
	Sec. Gr./S.B.T.	14	790	800	790 Ma	..	242 (3)	..	8	..		
Maharashtra	Jr. P.T.C.	..	4	398	408	398 Mi	..	338	3	22	..	
	Sr. P.T.C.	..	4	204	204	204 Ma	..	196	N. A.	N. A.	..	
Mysore	T.C.H.	—	17	1,172	1,239	1,170 Ma	22 (I)	10	238	41	62	6 T.C.L. courses run commonly with T.C.H.
	T.C.L.	..	6	483	520	N.A.	N.A.	N.A.	260	168	104	
Orissa	E.T.T.	..	14	495	495	495 Mi	..	132	78	191	2	
Punjab	J.B.T.	..	2	175	170	175 Ma	..	130	..	2	..	
Rajasthan	B.S.T.C.	..	2	229	240	—	119 (I)	N.A.	N.A.	N.A.	N.A.	
	S.T.C.	..	2	227	207	326 Ma	11 G	158	2	185	..	
Uttar Pradesh	H.T.C.	..	3	204	210	79 Mi	25 (I)	30	3	155	..	
	J.T.C.	..	1	46	76	146 Ma	..	7	13	26	3	
West Bengal	J.B.T.C.	..	6	386	393	36 Mi	7 (I)	7	15	32	7	
	P.T.T.C.	..	1	20	20	370 Ma	..	77	92	132	8	
Delhi	J.B.T.C.	..	1	100	100	N.A.	N.A.	100	..	..	..	
Himachal Pradesh		..	1	113	120	120 Ma	..	..	1	112	..	
Manipur	J.B.T.	..	4	338	350	331 Mi	3 (I)	18	35	136	31	
	S.B.T.	..	2	74	75	77 Ma	1 G	1	18	16	2	
Tripura	U.G.B.T.C.	..	1	44	69	44 Ma	..	64	..	..	4	

N.A.—Not available G—Graduates. I—Intermediates. Mi—Middle. Ma—Matric. ( )—Figures within brackets show No. of proforma received.

APPENDIX XIII

(Ref: Para 4.10)

Statement Showing Courses in Teachers' Training in Different States and Union Territories

(States)

Name of the Course Degree/Diploma	Minimum qualification for admission	Duration	States/Union Territories
1	2	3	4
(A) For Graduates			
1. Ph.D.	Graduates or Post-graduates with Diploma or Degree in Education.	4 Sessions a year	All States (except Andhra Pradesh, Assam, Bihar, Jammu & Kashmir) and Delhi.
2. M.Ed.	Do.	One year	All States (except Assam and J. & K.) and Delhi.
3. B.Ed.	Graduates	One year	All States (except Assam, Bihar, Madhya Pradesh) Delhi and Himachal Pradesh.
4. B.Ed. (Basic)	Do.	Do.	Madhya Pradesh.
5. B.Ed. (Home Science)	Do.	Do.	Delhi.
6. B.T.	Do.	Do.	Assam, Madhya Pradesh, Madras, Punjab, Uttar Pradesh and West Bengal.
7. B.T. (Basic)	Degree	Do.	Madras, Maharashtra and West Bengal.
8. L.T. (Basic)	Do.	Do.	Uttar Pradesh.
9. L.T. (General)	Do.	Do.	Uttar Pradesh.
10. L.T. (Constructive)	Do.	2 years	Uttar Pradesh.
11. Post-Graduate Diploma in Basic Education.	Graduates	1 year	Assam, Bihar, Gujarat, Kerala & Mysore.
12. Diploma in Home Domestic Science.	Do.	1 year	Delhi.
13. Diploma in Physical Education.	Do.	1 year	Andhra Pradesh, Gujarat, Kerala, Madras, Uttar Pradesh and West Bengal.
14. Senior Post-Graduate Training Course in Hindi.	Graduate with Hindi	1 year	Bihar.
15. S.T.C. for appearing in Diploma in Education Examination.	Degree	12 weeks	Assam and West Bengal.

NOTE.—For abbreviations see at the end of this Appendix.

APPENDIX XIII—*contd.*

1	2	3	4
<b>(B) For Matriculates</b>			
1. S.B.T.	(a) Under-Graduates. (b) Matric or SSLC	1 year 2 years	Andhra Pradesh and West Bengal.*
2. T.T.C. (Teachers' Training Certificate).	Do.	Do.	Bihar and Kerala.
3. J.B.T. (Basic)	Matric/Inter.	2 years	Punjab and West Bengal.*
4. B.E.C. (Basic) (Basic Education Training Course).	Matric	•1 year	Jammu & Kashmir and Himachal Pradesh.
5. Under-Graduate Training Course in Basic Education/ Non-Basic.	(a) SSLC or Matric. (b) Non-SSLC	1 year 2 years	Mysore. Mysore.
6. C.T.	Do.	1 year	Madras.
7. Dip. T.	Do.	2 years	Madras.
8. Secondary (Non-Basic). Grade	50% or more marks in SSLC.	1 year	Andhra Pradesh.
9. Do.	Passed SSLC	2 years	Andhra Pradesh and Maharashtra.
10. Elementary Grade	Passed 8th Std. or 3rd form.	1 year 2 years	Andhra Pradesh. Andhra Pradesh and Maharashtra.
11. J.B. Grade	Do.	Do.	Gujarat and Mysore.
12. S.T.C.	Matric or equivalent	1 year	Rajasthan.
13. S.T.C. (Basic)	Do.	10 months	Rajasthan.
14. S.T.C. course for ladies.	Middle passed	20 months	Rajasthan.
15. T.D. (Diploma in Teaching).	Matric or equivalent	1 year	Gujarat and Maharashtra.
16. H.T.C.	Junior H.S. or equivalent.	2 years	Uttar Pradesh.
17. Under-graduate Training in (LT) Diploma Course.	Inter.	1 year	Assam.
18. Jr. P.T.C.	(a) P.S.C. exam./ M.V. passed or (b) M.E./SSC	2 years 1 year	Jammu and Kashmir and Maharashtra. Jammu & Kashmir and Maharashtra.

\* In West Bengal, S.B.T. is for Intermediates only.

Duration: 1 year 6 months in practising school; 1 month in training school.

## APPENDIX XIII—contd.

1	2	3	4
19. Sr. P.T.C.	S.S.C.	2 years	Maharashtra.
20. Diploma in Education	S.S.C. passed with 3 years' teaching experience.	1 year	Maharashtra.
21. Senior Basic Training	Matriculate or Normal passed.	2 years for Matric ; 1 year for Normal passed teachers.	Assam.
22. J.T.C.	High School or equivalent.	2 years	Uttar Pradesh.
23. B.T.C.	Matric/Middle passed.	1 year	Madhya Pradesh.
24. C.T. (Gen/Basic/Home Science).	Inter. or equivalent.	2 years	Uttar Pradesh.
25. Normal Training	*Matric/ME **MV	* 2 years ** 3 years.	Andhra Pradesh.
26. Junior Basic Training.	M.E. & M.V. passed Non-Matric.	1 year	Andhra Pradesh.
27. Primary Teacher's Training.	Do.	1 year	Andhra Pradesh.
28. D.P.T./Diploma Training.	Matric/Higher Secondary/Pre-University.	9 months	Maharashtra.
(A) Special Teachers			
1. Training Course for Hindi Teachers or L.T.C.	Matric with Honours in Hindi, Punjabi or Sanskrit.	1 year	Punjab.
2. Pandit's Training	Oriental title or equivalent.	5 months for Telugu and Sanskrit; 9 months for Hindi.	Andhra Pradesh.
3. Training Diploma in Hindi.	R.B.V. or Vidwan.	1 year	Kerala.
4. Training Certificate in Hindi.	R.B.V. or Vidwan.	1 year	Kerala.
5. Jr. Teacher Training Course in Hindi.	Matric with Hindi.	1 year	Tripura.
	Matric without Hindi.	2 years	Do.
6. Hindi Shikshak Training Course.	SSLC or Rashtra Bhasha Visharad.	1 year	Mysore.
7. Hindi Training	Under-Matric/Pari-charya in Hindi.	10 months or 1 year.	Assam.

## APPENDIX XIII—contd.

1	2	3	4
8. Junior Hindi School	P.S.C. with Hindi.	90 days	Gujarat.
9. Senior Hindi School	Inter with Hindi	8 months	Gujarat.
10. Pre-Primary Trg.	Passed VIII Std. Public Exam. or III From.	2 years	Andhra Pradesh & Maharashtra.
11. Pre-Primary Diploma Exam.	P.S.C. exam.	2 years	Gujarat.
12. Nursery T.C.	SSLC High School.	1 year	Kerala & Mysore.
13. C.T. (Nursery)	High or equivalent	2 years	Uttar Pradesh.
14. Training in Pre-Basic (Nursery & Kindergarten School teachers).	Matric	1 year	West Bengal.
15. Pre-Primary Training.	Matric	1 year	Madhya Pradesh, Maharashtra.
16. Training Course for craft teachers.	Matric	1 year	West Bengal.
17. Training Course in Agriculture.	Actual teachers of elementary schools.	1 year	Bihar.
18. Special Weaving	Teachers of Basic/Elementary Schools.	1 year	Bihar.
19. Higher Grade Certificate in Physical Education.	Secondary Gr. Trained or P.U.C.	1 year	Andhra Pradesh.
20. Certificate course in Physical Education.	SSLC/Inter.	1 year	Jammu & Kashmir, Gujarat, Madhya Pradesh, Uttar Pradesh and West Bengal.
21. Drawing Teacher's Training Certificate (D.T.C.).	SSLC/Inter Drawing Garden Exam. or SSLC with Arch.	1 year	Jammu & Kashmir, Maharashtra.
22. D.M. (Drawing Master).	D.T.C. and experience of 4 years after DTC (Private).	No training.	Jammu & Kashmir.
23. A.M. (Art Master)	D.M. or D.T.C. with advanced Drawing and Painting and experience of one year.	1 year	Jammu & Kashmir.
24. Training of Music Teachers.	Matric	1 year	West Bengal.
25. Short course of teachers with 7 years experience.	Matric and non-Matric with 7 years' experience.	6 months	Bihar.
26. Inspector Officers' Training.	Sub./Dy. Inspector Teachers of Trg. Schools.	6 months	Bihar.

APPENDIX XIII—*contd.**Abbreviations :*

B.Ed.	=	Bachelor of Education.
B.T.	=	Bachelor of Teaching.
L.T.	=	Licentiate in Teaching.
D.T.	=	Diploma in Teaching.
D.Ed.	=	Diploma in Education.
S.B.T.	=	Senior Basic Training.
J.B.T.	=	Junior Basic Training.
S.S.L.C.	=	Secondary School Leaving Certificate.
C.T.	=	Certificate of Teaching.
S.T.C.	=	Secondary Teacher's Certificate.
T.D.	=	Teaching Diploma.
H.T.C.	=	Hindustani Teacher's Certificate.
P.T.C. Jr.	=	Primary Teacher's Certificate (Junior).
P.T.C. Sr.	=	Primary Teacher's Certificate (Senior).
P.S.C.	=	Primary School Certificate.
S.S.C.	=	Secondary School Certificate.
J.T.C.	=	Junior Teacher's Certificate.
B.T.C.	=	Basic Teacher's Certificate.
L.T.C.	=	Lower Teacher's Certificate.
R.B.V.	=	Rashtriya Bhasha Visharad.
P.U.C.	=	Pre-University Class.



APPENDIX XIV

[Ref. Para 5.42]

Ph.D. in Education and M.Ed. Facilities in Indian Universities

(as in 1962)

University	Ph.D. in Education	M.Ed/M.A.(Ed.)
1. Agra .. .. .	*	†
2. Aligarh .. .. .	†	†
3. Allahabad .. .. .	†	†
4. Andhra .. .. .	..	†
5. Annamalai (Madras) .. .. .	†	..
6. Banaras .. .. .	†	†
7. Baroda .. .. .	†	†
8. Bhagalpur .. .. .	..	..
9. Bihar .. .. .	..	..
10. Bombay .. .. .	*	†
11. Burdwan .. .. .	..	..
12. Calcutta .. .. .	†	†
13. Delhi .. .. .	‡	†
14. Gauhati .. .. .	..	..
15. Gorakhpur .. .. .	†	†
16. Gujarat .. .. .	‡	†
17. Jabalpur .. .. .	‡	†
18. Jammu & Kashmir .. .. .	..	..
19. Karnatak .. .. .	*	†
20. Kerala .. .. .	†	†
21. Kurukshetra .. .. .	..	..
22. Lucknow .. .. .	†	†
23. Madras .. .. .	..	†
24. Marathwada .. .. .	†	..
25. Mysore .. .. .	†	†
26. Nagpur .. .. .	*	†
27. Osmania .. .. .	..	†
28. Punjab .. .. .	*	..
29. Patna .. .. .	..	..
30. Poona .. .. .	‡	†
31. Rajasthan .. .. .	‡	†
32. Ranchi .. .. .	..	..
33. S. V. Vidyapeeth, Anand, Gujarat .. .. .	..	..
34. Saugar .. .. .	†	†
35. S. N. D. T. Bombay .. .. .	..	..
36. Sri Venkateswara (Andhra Pradesh) .. .. .	..	†

APPENDIX XIV—*contd.*

University	Ph.D. in Education†	M.Ed./M.A.(Ed.)
37. Utkal, Orissa .. .. .	‡	†
38. Vikram, Ujjain .. .. .	‡	†
39. Visva Bharati, Shantiniketan .. .. .	..	..
40. Sanskrit Vidyalaya, Varanasi .. .. .	..	..

\* The Universities of Nagpur, Agra and Bombay do not have any provision for regular Ph.D. work but guidance is offered.

\*\* Punjab and Karnatak also have some provision for Ph.D. work in Education.

† Provision for doctoral studies in Education at University Headquarters exists.

‡ Facilities for Ph.D. Degree in Education are provided in the affiliated colleges of the universities.

NOTES—(1) In all, facilities for regular doctoral research in education are provided by 24 universities either at the Headquarters or in their affiliated colleges or both.

(2) 27 universities provide post-graduate courses (M.Ed., M.A. (Ed.) in education either at the University Headquarters or in their affiliated colleges.

APPENDIX XV

[Ref. Para 5.18]

Distribution of Theory Papers in Different Universities and Training Colleges

Paper I	Paper II	Paper III	Paper IV	Paper V	Remarks
1	2	3	4	5	6
<i>(A) Universities</i>					
<b>1. Andhra Pradesh</b>					
<i>(a) Andhra University</i>					
Principles of Edn. & School Organization.	Educational Psychology and Health Edn.	Methods of teaching school subjects.	Current problems in Indian Education.		
<i>(b) Osmania University</i>					
Do.	Do.	Methods of teaching two school subjects.	Current problems in Indian Edn. and one optional subjects.		
<i>(c) Sri Venkateswara University</i>					
Do.	Do.	Methods of teaching school subjects.	Current problems in Indian Education.		
<b>2. Assam</b>					
<i>Gauhati University</i>					
Principles of Edn. including Educational Psychology (two Papers).	History of Edn.	General methods, School organization and Hygiene.	Contents and methods of teaching any three school subjects—Geography equivalent to two subjects [three papers (iv) to (vi)].		Essay and composition in one of the Indian languages [one paper- <i>(vii)</i> ].

### 3. Bihar

#### *Patna University*

Comparative Education and History of Ednl. Thought and Practice.	Educational Psychology ; Educational Measurement and Guidance.	Methods of Teaching.	Educational Administration and Social and Health Education.	Principles of Edn., Educational Sociology.
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### 4. Gujarat

#### *(a) Baroda University*

Principles of Edn. teaching and School Administration.	Educational Psychology ; Educational Measurements and Health Education.	Current problems in Indian Education and special fields of Edn.	Special Methods.
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#### *(b) Gujarat University*

Principles of Edn. and School Organization.	Educational Psychology ; Educational Measurement and Health Education.	Current problems in Indian Education and special fields of Edn.	Special Methods of Teaching.
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#### *(c) Sardar V. B. Vidyapeeth University*

Theory of Education.	Practice of Edn. and General Methods.	Practice of Edn. special Methods.	Educational Administration.	Special field of work in Education.
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### 5. Jammu and Kashmir

#### *Jammu & Kashmir University*

Principles of Edn. and Social Organization.	Educational Psychology and Health Education.	Methods of teaching two school subjects.	Current problems in Indian Education.	Optional— (i) Nature study & Every day Science. (ii) Art & Educational Hand Work. (iii) Indian Music. (iv) Domestic Science.
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APPENDIX XV—*contd.*

1	2	3	4	5	6
<b>6. Kerala</b>					
<i>Kerala University</i>					
Principles of Edn. and School Organization.	Educational Psychology and Health Education.	Current problems in Indian Edn.	Methods of teaching two subjects.		
<b>7. Madhya Pradesh</b>					
<i>(a) Jabalpur University</i>					
Principles of Edn. and School Organization.	Educational Psychology and Health Education.	Methodology of teaching school subjects.	Basic Education and current problems of Education.	Special Course in Education.	
<i>(b) Saugar University</i>					
Do.	Do.	Do.	Do.	Do.	
<i>(c) Vikram University</i>					
Principles and Practice of Edn.	Educational Psychology.	History of Education	School Organization and Hygiene.	Methods of Teaching	
<b>8. Madras</b>					
<i>(a) Annamalai University (B.T.)</i>					
Theory of Edn. and school Organization.	Educational Psychology and Sociology.	Methods of teaching and learning (two papers).	Health Education, Citizenship training and Physical Education.	5 papers in all.	
<i>(b) Madras University</i>					
Do.	Do.	Do.	Do.	Do.	

## 9. Maharashtra

### (a) Bombay University

Theory of Edn. (Psychological).	Theory of Education (Philosophical).	Practice of Edn. (Spl. Methods).	Educational Administration.	History of Edn. & a special study of any one Field of Edn. (One paper).
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### (b) Poona University

Do.	Do.	Do.	Administration and problems of Edn.	Special Fields of Edn. (One paper).
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### (c) Nagpur University

Principles and Practice of Edn.	Educational logy.	Psycho-	Methods of teaching different subjects.	School organization and School Hygiene.	Current trends in Secondary Education.
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### (d) Marathwada University

Do.	Do.	School Organisation, Administration and Health Edn.	Methodology of special subjects.	Modern developments and problems in Indian Education.
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### (e) S.N.D.T. Women's University

Theory of Education (Psychological).	Theory of Education (Philosophical).	Practice of Edn. (Special Methods).	Educational Administration & problems of Edn.	History of Edn. and a study of any one field of Edn.	Principles of General Methods of Pre-Primary Edn.
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## 10. Mysore

### (a) Karnatak University (B.Ed.)

[Govt. of Mysore (B.Ed.)]

Principles and Practice of Edn. (including general methods).	Educational, Psychology and measurement (including educational and mental measurements).	Educational Administration and School Organization (including Health Edn. and current problems).	Methods of teaching special subject. I	Methods of teaching special subject. II
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APPENDIX XIV—*contd.*

1	2	3	4	5	6
<i>(b) Mysore University</i>					
Principles and Practice of Edn.	Educational Psychology and Mental and Educational Measurements.	Educational Administration, Organization & School Management.	Methods of teaching (two subjects).	One additional subject—Physical Edn., Basic Edn., Nursery Edn., Adult Edn., Visual Edn., Experimental Edn.	Class records in— (a) Methods of teaching special subjects. (b) Additional subjects.
<b>11. Orissa</b>					
<i>Utkal University</i>					
History of Educational Practice.	Principles of Education	Methods of teaching	Hygiene of the school child.		
<b>12. Punjab</b>					
<i>Punjab University (B.T.)</i>					
Theory of Education and History of Ednl. Thought.	Educational Psychology.	School Administration, Educational Guidance and Counselling.	General Methods of Teaching.	<i>Papers v-vi</i> —Methods of teaching special subjects (two to be taken).	<i>Paper (vii)</i> —Optional—any one of the following :— Nature Study, Fine Arts, Music, Health and Physical Education, Youth Leadership.
<i>Punjab University (B.Ed.)</i>					
Educational Psychology and Experimental Education.	Theory and Principles of Education.	History of Edn. or Educational and Vocational Guidance and Counselling.	Basic Methods of Teaching.	School Organization, environment and assessment.	<i>Paper (viii)</i> —Simple language test in Hindi/Punjabi.

**13. Rajasthan**

*Rajasthan University*

Principles of Edn. and School Organization.	Educational Psychology and Health Education.	Principles and Methods of teaching school subjects.	Current problems in Indian Edn.	Special Course (Specialisation).
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**14. Uttar Pradesh**

*(a) Agra University*

Principles of Edn.	Educational Psychology.	School Organization and Health Education.	Methods of teaching	Modern Indian language.	<i>Paper (vi)</i> — Special— Infant Edn., Social Edn., Co-curricular Activities, School Library or Organization, Physical Edn., Basic Edn., Arts, Crafts.
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*(b) Aligarh University*

Do.	Do.	Contemporary Problems of Indian Education.	Methods of teaching selected school subjects.	Educational Administration and school organization.	<i>Paper (vi)</i> — Special Papers — English, History, Geography, Science, Mathematics, Urdu, Hindi, Measurement and Evaluation, Guidance, Civics, Home Science.
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*(c) Varanasi Hindu University*

Do.	History of Edn.	Methods of Teaching	School Management and Hygiene.	Special Course (specialisation in methods of teaching).
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*(d) Gorakhpur University*

Educational Psychology.	Foundations of Edn.	School Organization and Health Edn.	Western Educational thought and development of Indian Education.	Methods of Teaching
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APPENDIX XV—contd.

1	2	3	4	5	6
<i>(e) Varanaseya Sanskrit Viswavidyalaya</i>					
Ednl. and experimental Psychology.	History of Indian and Western Edn.	Principles and Methods of Teaching.	School Management and Hygiene.		

15. West Bengal

*(a) Calcutta University*

Principles of Edn.	Educational Psychology.	Psychology	General School Organization and Health Education.	Methods, School Organization and Health Education.	History of Educational ideas and methods with special reference to current problems.	<i>Paper (v-vi)</i> — Contents and methods of teaching two subjects.	<i>Paper (vii) Spl.</i> — Study of one of the following :—Ednl. Guidance, Social education etc.
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*(b) Viswa Bharati University*

Principles and Practice of Edn. including school organization.	Educational Psychology and Educational measurement.	Psychology	Current problems in Indian Edn. and Health Edn.	Principles and methods of teaching school subjects.	Optionals— Social Edn., School Library Orgn., Physical Edn., Rural education, etc.
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16. Delhi

*C.I.E. (Delhi University)*

Principles of Edn.	Educational Psychology.	Psychology	Modern Indian Education.	Methods of teaching selected school subjects.	Optionals— Social Education, Physical Education, Early Childhood Edn., History of Edn. in India, Basic Edn., etc.
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## (B) Training Colleges

### 1. Assam

#### *Post-Graduate Basic Training College, Titabar*

Principles of Education—100. Educational Psychology—100. School Organisation, Administration and Health Edn.—100. Principles of Teaching and Methods of teaching school subject (any two)—150. Current Educational Problems in India—100.

### 2. Bihar

#### *Teachers' Training Colleges*

Principles of Edn. & School organisation—100. Educational Psychology & Health Edn.—100. Methods of Teaching—100. Current Educational Problems—100.

### 3. Maharashtra

#### *Graduate Basic Training Centres*

Educational Psychology—75. Principles of Edn. and General Methods—75. Principles and Technique of Basic Education—100. School Organisation and Management, Hygiene & Administration—75. Special Methods of teaching in Secondary Schools (any two school subjects with the proviso only one language can be selected)—100. History of Education & Modern Problems (Social Education, Visual Education, Physical Education & Vocational Guidance)—75.

### 4. Mysore

#### *G.B.T.C. Dharwar*

History and Principles of Basic Edn., Educational Sociology. Activity Movement and Teaching Techniques in Basic Edn. Organisation & Problems. Hindi.

APPENDIX XV—contd.

1	2	3	4	5	6
<b>5. Punjab</b>					
<i>Govt. Post-Graduate Basic Training College, Solan</i>					
Educational Psycho- Education—100.	Theory of Principles of Edn.—100	History of Edn. (or) Educational, Vocatio- nal Guidance and counselling—100.	Methods of Teaching —100	School Organisation Environmental and Assessment—100.	Any two of the following : Hindi, Panjabi, Sans- krit, English, General Science, Mathematics, Social Studies, Commer- ce, Agriculture & Art.
<b>6. Uttar Pradesh</b>					
<i>D.A.V. College, Kanpur</i>					
Theory of Edn. and Educational Measure- ment—100.	Educational Psycho- logy (with experimen- tal work)—100.	Comparative Edn ; (i) Indian Edn. & (ii) British Edn. or American Edn.—100.	School Administration and Health Edn.—100.		
<i>L.T. (Basic) Training College, Varanasi</i>					
Principles, Philosophy and Sociology of Basic Education.	Educational Psycho- logy and Measure- ment.	School Organisation including Health Education.	Principles and metho- ds of Teaching and practice of Basic Education.	Community and Exten- sion work.	
<b>7. West Bengal</b>					
<i>Post-Graduate Basic Training College, Banipur, 24-Parganas</i>					
Principles of Edn. and development of edu- cational principles and thoughts.	Educational Psycho- logy and child deve- lopment.	General methods and organisation; methods of Basic Education.	Methodology of 3 R's.	Methodology of any one of the following :— Social studies; Ma- thematics; Science, English.	Any one of the following : Social Education ; Au- dio-visual education, Ex- perimental Edn., Edu- cational Administration: Teacher Edn.

APPENDIX XVI

(Ref: Para 5.18).

Courses in Methodology in different University Departments of Education and Training Colleges

State/No. of University Deptt. of Education or Training Colleges covered under the Study	General Methods	Teaching English	Regional Lan- guages	Hindi	Mathematics	Social Studies	General Science	History	Geography	Civics	Nature Study	Domestic Science	Classical language (Sanskrit)	Art & allied subjects	Craft	Physical Sciences	Commerce	Engineering	Agriculture	Total Marks allotted for Methods-Paper Cols. 2 to 20	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
1. Andhra Pradesh Univ.—3	*	3	Telegu Urdu	1	3	3	1	1	1	*	2	2	*	Music Dancing Painting Drawing	*	2	2	2	2	Average 100 marks	
2. Assam Univ.—1 P.G.B.T.C.—1	*	†	Assamese Bengali Urdu †	†	†	*	*	†	†	*	*	*	†	†	*	†	Physics Chemistry Astro- nomy *	*	*	*	350 Marks
3. Bihar Univ.—1 Trg. C.—1	*	†	†	†	†	†	*	†	†	*	*	†	†	*	*	†	*	*	*	100 Marks N.A.	
4. Gujarat Univ.—3	*	3	3	3	3	2	1	3	3	1	*	*	3	2 Music	*	2	2	*	2	100 Marks	

APPENDIX XVI—contd.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
5. J. & K. Univ.—1	*	†	†	†	†	†	†	†	†	†	*	†	†	†	*	*	†	*	†	100 Marks
6. Kerala Univ.—1	*	†	†	†	†	†	†	†	†	*	†	*	*	*	*	†	*	*	*	N.A.
7. Madras Univ.—2	2	2	2	*	2	2	*	*	*	*	*	1	*	1 Music	*	2	*	*	*	100 Marks
8. Madhya Pradesh Univ.—3	2	3	3	3	3	3	3	2	2	1	1	*	2	1	3	1	1	*	1	100 Marks
9. Maharashtra— Univ.—4	1	4	4	3	4	1	4	4	4	1	*	2	3	*	*	*	2	*	2	100 Marks
G.B.T. Trg. C.—1	*	†	†	†	†	*	†	†	†	*	*	*	†	*	*	*	*	*	*	N.A.
10. Mysore Univ.—2	*	1	1	*	1	*	*	1	1	*	*	*	*	*	*	2	*	*	*	300 Marks
G.T.C.—1	*	†	†	†	†	*	*	†	†	*	*	†	†	*	†	†	*	*	*	Do.
G.B.T.C.—1	Emphasis on Basic Education as trainees are already trained graduates.																			
11. Orissa Univ.—1	†	†	†	*	†	*	†	†	†	*	*	*	*	*	*	*	*	*	*	100 Marks

12. Punjab Univ.—2	1	2	2	1	2	1	2	1	*	1	*	1	2	2	*	*	2	*	2	100 Marks
13. Rajasthan Univ.—1	*	†	*	†	†	†	†	†	†	†	*	†	†	†	*	†	†	*	*	100 Marks
14. U.P. Univ.—5	2	4	4	4	4	1	3	4	4	2	*	2	3	2	*	3	*	1	*	100 Marks
T.C.—1	*	†	*	†	†	*	†	†	†	*	*	*	*	*	†	*	*	*	*	N.A.
G.B.T.C.—1	Methods of Teaching not included in the syllabus.																			
15. West Bengal Univ.—2	*	1	2	2	1	2	1	2	2	1	*	*	1	*	*	1	*	*	*	100/200
G.B.T.C.—1	*	†	*	*	†	†	†	*	*	*	*	*	*	*	*	*	*	*	*	N.A.
16. Delhi C.I.E.	*	†	†	*	†	†	†	†	†	†	*	†	†	*	*	†	*	*	*	100 Marks
17. H. Pradesh G.P.G.B.T.C.	*	†	†	†	†	†	†	*	*	*	*	*	†	†	*	*	†	*	†	N.A.

N.B.—Cols. 2 to 20 show No. of University/Training Colleges having these Methodology courses.

† Indicates "Yes".

\* Indicates "No".

## APPENDIX XVII

(Ref: Para 5.18)

### Showing Details of Allocation of Marks for Theory & Practice in various Institutions

Allocation of Marks	Lessons Supervised, Criticism, Demonstration	System of Examination	Remarks
1	2	3	4
<b>1. D.A.V. College, Kanpur (L.T.)</b>			
<p>Theory Papers—100 each. Practice Teaching—200 marks for 2 lessons.</p>	<p>60 Lessons, all supervised, Demonstration lessons by staff, 2 Criticism lessons, 10 Observation lessons.</p>	<p>Along with practical examination in two subjects a minimum of 50 hrs. of community work in some village.</p>	<p>Special courses in Methods of Teaching of Eng., Hindi, Maths, Hist., and Geography, Craft and General Science.</p>
<b>2. Govt. Basic Trg. College, Varanasi. (L.T. Basic)</b>			
<p>Practice Teaching Isolated lessons      15 lessons. Correlated lessons      35 Projects                    10 Total                        60 Marks 100 (75 main subject, 25 subsidiary subjects). Marks 100 Session work. Marks 100 Community work. (75 by principal, 25 by external examiner). Marks 300 Basic Crafts and Allied Art.</p>	<p>Besides the isolated and correlated lessons given in column 2, the trainees will have to undergo training in one main and one subsidiary craft.</p>	<p>Teaching to be evaluated through a scheme of grading, correlated lessons of about two periods and assessment of the Basic crafts and allied Art.</p>	<p>Progress Reports maintained and signed by the Teacher-in-charge; Session work includes all Theoretical work and record of Practical work done inside and outside the class-room.</p>
<b>3. Post Graduate Basic Trg. College, Banipur, W. Bengal</b>			
<p>Community Living—100 Marks. Art &amp; Hand work—100 Marks. Spinning &amp; Simple Weaving —100 Marks. Kitchen Gardening —50 Marks. Subsidiary Art, Craft or Music—100 Marks. Theory Papers :— Total—600 Marks. Practical Ednl. work—100 Marks. Practical Teaching—200 Marks. School Observation etc.—100 Marks Personality Rating —100 Marks. Hindi—100 Marks.</p>	<p>Block Practice Teaching &amp; Correlated lessons; School observation; Dissertation or Laboratory work.</p>	<p>50% Marks to qualify for the diploma in total; 40% in each subject; satisfactory cumulative records; 80% for distinction; for 1st class 60% of total marks and 55% in cumulative record cards. A Board of Examiners appointed by D.P.I. shall conduct External examinations.</p>	<p>Emphasis on Community life- Crafts and Practical Education work along with Theoretical subjects.</p>

Theory Papers—400 Marks.  
 Training and Community life—100 Marks.  
 Training in Crafts (Main & Subsidiary)—100 marks.  
 Practice Teaching—200 marks.

#### 4. Teacher Training Colleges, State Deptt.: Bihar. (Dip. in Edn.)

Correlated Teaching of school subjects for two weeks; observation also; 15 supervised practical lessons in each of the two subjects (total 30 lessons); 5 lessons in craft.

Preparation of 3 correlated lessons, two of them on selected subjects. Assessment Board consisting of Trg. College Principals will check up as samples, the selected types of Pupil Teachers in practical work. Such a board will be appointed by D.P.I.

Emphasis on community life and Training in Crafts, Organisation of social life in the Trg. College itself, cleanliness, Garden work and Village work. Craft Main—Agr. Spg. & Wvg. Leather work, Card Board, Wood work or Metal work, Animal Husbandry, Horticulture, Tailoring and Rural Engineering.

5 Theory Papers—550 Marks.  
 Crafts (Spg. & Wvg.)—100 Marks.  
 Wood work 100— Marks.  
 Gardening—100 Marks.  
 Sericulture—100 Marks.  
 Practice Teaching—200 Marks.

#### 5. P. G. B. T. College, Titabar, Assam (B.T.)

30 lessons in traditional & correlated method; practice-teaching in neighbouring schools, plural class teaching.

Emphasis on Community living programme, maintaining standards in craft work and correlated teaching. Details of examination system not available.

The course equivalent to B.T. of Gauhati University. For recognition of such training institutions, a Board with D.P.I. as Chairman, two members from the staff and two from the university. Increasing use of seminars, workshops and tutorial work.

Pt. I Community Activities—400 Marks.  
 Pt. II Trg. in Craft work—300 Marks.  
 Main—200 Marks.  
 Pt. III Subsidiary—100 Marks.  
 Theory Papers—500 Marks.  
 2 Teaching subjects—200 Marks.  
 Pt. IV Practice in skill of Teaching—200 Marks.  
 Pt. V Simple language Test (Hindi 50 & Punjabi 50).

#### 6. G.P.G.B. Trg. College (Basic) Solan, Himachal Pradesh

2 Discussion lessons; 1 month's practice in teaching.

Examination in teaching subjects; 50% marks for internal assessment based on fortnightly tests and written work; 50% on the basis of External assessment. S.L.T. by External assessment only; Trg. in craft work—main Craft—1, External assessment 50 marks Theory, Practical (a) Internal assessment 75 marks, (b) External assessment —75 marks; Subsidiary craft 1—No Theory; Practical work Internal and External assessment 50 marks each.

Emphasis on Community activities including cooking, social service and physical cultural activities.  
 Main crafts—Spg. & Wvg. Agr. & Gardening, Wood work or Metal work.



7. Graduate Basic Trg. Centre, Maharashtra

Theory—500 (6 papers)

Practicals :—

- (a) 20 lessons—100 marks (5 correlated lessons, 1 week's teaching practice).
- (b) Community life and social service—50 marks.
- (c) Examination in Craft—150 marks.
- (d) Practical examination in two lessons—200 marks.

20 lessons in a secondary school (10 each in any two subjects) 5 correlated lessons in basic school. 1 week's continuous teaching practice in a Basic school preferably in a compact area.

Dates fixed by the Director of Edn., Poona-Examination committee consisting of D.D.E. (Basic) and Principals of Graduate Basic Training centres. In practical year's work in teaching crafts and community living-250 marks. Practical examination in teaching and crafts—250 marks.

40% minimum to pass 50% to 60% second class, 60% and above 1st class. Examination fee Rs. 15.

8. Graduate Basic Trg. Centre, Dharwar, Mysore

Group A. Theory Papers 4

Total marks—350

Practical work—250

Group B. Arts and Crafts (1 Major Basic Craft, 2 subsidiary crafts—250 marks and 100 marks respectively) Art—50 marks.

Practice lessons—Practical work includes practice teaching and expression work 6 sessions of practice teaching and expression work. 6 sessions of practice teaching and one week's continuous teaching in a Basic school, 1 Correlated lesson of 80 minutes.

The paper I, II and III carrying 75 marks each and paper IV (Hindi) 40 marks. Theoretical test in major basic craft—50 marks. Practice Teaching—100 marks (Internal).

Each Candidate to prepare a small brochure of 50 pages of manuscript material to serve as guidance to the basic school teachers.

ANDHRA PRADESH

(a) Andhra University

Teachin Practiceg—200

Other Practical Training—200 marks (100 marks for each subject).

15 lessons, Minimum 5 to be supervised, 12 Demonstration lessons by staff, 2 lessons to be delivered in Practical Examination.

1. Achievement Test & Administration.
2. Follow-up assignment, Case study.
3. Preparations of Audio-Visual aids, Arts and Crafts.
4. Organization and Participation in co-curricular activities.

Teaching Practice—200  
Record of Practical work—200

(b) *Osmania University*

15 lessons all supervised; 1 Criticism lesson for each subject; 10 observation lessons atleast. 50% marks to the work done at College; 50% marks for the lessons given during the Examination.

1. Work done in the Model/ Demonstration School attached to the College.
2. Attendance at local school for atleast two weeks in the year for continuous block teaching.

Teaching Practice—200  
Practical and Sessional work—200

(c) *Sri Venkateswara University*

15 lessons in each of the two subjects 5 lessons to be given in the college, supervised and discussed by the College staff in the subject. Remaining lessons during the Block teaching. Qualifying marks—40%. 50% marks in each subject to the work done at the College. 50% marks for the lessons given during the Examination.

ASSAM

*Gauhati University*

Practical Examination—250

Criticism lessons with small groups of students. No. of lessons—30 all supervised.

Candidates take class in some recognized school. Full teaching notes of three lessons, one for each subject. The notes should indicate (a) the age of pupils (b) previous knowledge of pupils (c) diagrams, maps, apparatus and other illustrations proposed for use.

BIHAR

*Patna University*

Practical Examination—500

Demonstration, Criticism and Practice Teaching lessons. Pupil-teachers required to deliver two lessons in the class after preparing the lesson notes. The examination in craft is also conducted in a similar way.

Preparation of Teaching Aids, Hand-made Apparatus, Paintings, Sketches etc.

APPENDIX XVII—contd.

1	2	3	4
GUJARAT			
(a) <i>Baroda University</i>			
N.A.			
(b) <i>Gujarat University</i>			
Observation of 60 directed lessons given by other candidates. Teaching practice not less than 30 lessons in the two selected subjects.			
(c) <i>Sardar Vallabh Bhai Vidyapeeth</i>			
<ol style="list-style-type: none"> <li>1. Practical marks—100</li> <li>2. Practice Teaching—100</li> <li>3. Projects Audio-Visual Aids—100</li> <li>4. Field work—100</li> </ol>	Marks for 2, 3, and 4 assigned by the Principal. Qualifying marks—36%.		
JAMMU & KASHMIR			
<i>Jammu &amp; Kashmir University</i>			
<i>Practical work :</i>	Qualifying Marks—45%.		
<p>Part I—200 marks Year's assessment of work.</p> <p>Part II—200 marks—Examination on the basis of 2 lessons.</p>	<p>30 lessons—all supervised; 3 weeks continuous Block Teaching, about 15 lessons to be delivered during this period. It includes practice teaching, demonstration and observation lessons, criticism lessons.</p>		
KERALA			
<i>Kerala University</i>			
<ol style="list-style-type: none"> <li>1. Teaching practice includes lessons, demonstrations, criticism, observation, school visits.</li> <li>2. No. of lessons—30 in two subjects.</li> </ol>			
<p>Art and Craft to be decided by the College.</p> <p>Practical working and maintenance of Audio-Visual Aids Preparation and maintenance of other apparatus.</p>			

**MADHYA PRADESH**

*Jabalpur University*

Practice teaching—200  
Practical and Sessional work—300

Practice teaching includes class room teaching. Observation of lessons, criticism lessons, demonstration lessons and black-board work.

Practical work connected with each of the 5 papers including Lab. work and participation in tutorial discussions and college programmes, participation in community living and cultural programme, practice of one basic craft and one subsidiary craft.

Do.

*Saugar University*

Do.

Do.

*Vikram University*

Community living—100  
Craft work—100  
Practical work including practice teaching—100  
Final practical Exam. and *viva voce*—200

20 lessons in one of the High School subjects. 20 lessons through the medium of Craft, Social and Natural environment. 20 observations, 1 case study, 8 teaching aids and 10 essays.

1. Community living.
2. Craft work.

159

**MAHARASHTRA**

*Bombay University*

Demonstration and discussion lessons. Observation of Teaching; Teaching practice of 30 lessons.

Attendance at Tutorials for the discussions of Practical Teachings, Practical experiences of Educational Psychology and Experimental Education.

*Poona University*

Practical Examination—200 marks.

Do.

200 marks to be assigned by the Head of the department. Qualifying marks—40%.

Do.

APPENDIX XVII—*contd.*

1

2

3

4

*Marathwada University*

Record of teaching 100—marks. Teaching of 1 lesson 100 marks; College records in Art & Craft work—100 marks; preparation of Audio-Visual Aids.	30 lessons under proper supervision.	Qualifying marks—40%.
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*S.N.D.T. Women's University*

Work done during the year class work—200 marks. Two examination lessons—220 marks.	Practice lessons—30. 15 lessons each in selected special subjects. All lessons supervised by the college staff.	Critical remarks to be recorded in the Observation book on 30 lessons given by colleagues.
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MADRAS

*Annamalai University*

Teaching practice—200 marks. Practical working and maintenance of Audio-Visual Aids—100. Practical aspects of Health Education, Citizenship training—100; Physical Education—100.	5 lessons in each subject; To work as an apprentice under a selected teacher.	Qualifying marks—35%. Work books to be submitted to the Head of Examiners.
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*Madras University*

N.A.

MYSORE

*Mysore University*

*Class work relating to Practice Teaching—100 marks. Lessons in two special subjects—200 marks.	* Notes of lessons written, supervised lessons, observation, records and criticism lessons.
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ORISSA

*Utkal University*

Practical Test in teaching—200  
Practical test in teaching craft and evaluation  
work—200.

Practical test in teaching includes  
Teaching Practice, Demonstration  
and Criticism lessons. (a) Preparation of schemes of work, (b) Devising and constructing of objective short answer tests, (c) Preparation of teaching aids in connection with lessons actually given, (d) Preparation of improved materials and technique of instruction in Basic Schools.

*Craft—Main—*one to be selected  
out of eight; *Subsidiary—*one  
to be selected out of ten.

PUNJAB

*Punjab University (B.T.)*

Two lessons, sessional Note books for lessons and illustration aids relating to two lessons. Qualifying marks—40% Distinction—65% or above.

*Punjab University (B.Ed.)*

(a) to teach 40 lessons  
(b) to give two discussion lessons. Qualifying marks—40%.  
(c) to observe 20 lessons given by his classmates and colleagues. At least 50% of the lessons given by candidates shall be properly supervised by college staff.

RAJASTHAN

*Rajasthan University*

Practice teaching—200 marks

40 lessons all supervised. Qualifying marks—40%.

APPENDIX XVII—concl'd.

1

2

3

4

UTTAR PRADESH

(a) *Agra University*

Practical Test—150  
Sessional work—150

2 lessons in subjects selected under Method Paper to be given in the presence of Examiners. Qualifying marks—40%.

The Board of Practical examiners shall consist of two Examiners and the Principal or the Head of the Department of Training College concerned.

(b) *Aligarh University*

Two lessons given at the final examination—120.  
Sessional work in practice teaching—180

At least 10 supervised lessons in practice teaching. Qualifying marks—36%.

(c) *Varanasi Hindu University*

Sessional work—100

60 lessons all supervised. Minimum pass marks—35%.

(d) *Gorakhpur University*

Practical test—200  
50 marks reserved for sessional work

50 lessons in a recognized school under the supervision of the staff of the College.

(e) *Sanskrit University*

Practical Test—200 (One hundred marks for each lesson).

(i) 60 lessons. (ii) 10 essays on Methods qualifying the results of his study and class-room experience supervised by Visva Vidyalaya Staff. Minimum pass marks—36%.

WEST BENGAL

(a) *Calcutta University*

Practical work—300

Practical teaching work—200  
Sessional practical work—200

(b) *Visva Bharati University*

Qualifying marks—40%

DELHI

*Central Institute of Education*

Practical teaching—250  
Sessional practical work—250

Qualifying—marks 45% in the  
written work and sessional work  
50% in practice and 50% in  
aggregate.



APPENDIX XVIII

(Ref: Para 5.03)

Teaching Staff—Salaries, Qualifications and Experience

Training Colleges

Sl. No.	State/Union Territory	No. of Institutions	Qualifications				Pay Scales	Experience in years								
			M.A.	B.A.	B.T. B.Ed.	Others		Secondary School			Teacher Training			Inspection		
								0	3	6	Above 6	0	3		6	Above 6
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

(a) Heads of Institutions :

1	Andhra Pradesh	3	3		2	Dip. Ed. 1	700—1,100, 370—500, 600—1,100	—	1	—	—	—	—	1	1	—
2	Assam	2	1	1	2		(i) 250—750 (ii) 350—800 + Spl. Pay Rs. 200	—	—	—	2	—	—	1	1	—
3	Bihar	3	3	—	2	M.Ed. 1	350—1,000	—	1	—	2	—	—	—	3	1½ yrs. 1
4	Gujarat	4	*1	1	1	M.Ed. 2	300—600 300—1,100	—	—	—	2	—	—	1	1	—
5	Jammu and Kashmir	2	1	—	—	M.Ed. 1 M.A. Edn. 1	500—40—800 400—800	—	—	—	—	—	—	—	—	—
6	Kerala	2	1	1	1	M.Ed. 1	500—800 + 100 Spl. pay	—	—	—	1	—	1	—	—	3½ yrs. 1 4½ yrs. 1

		N. A.																		
7	Mádhya Pradesh																			
8	Madras .. .. .	5	3	1	3	M.Ed. 1	400—25—800, 350—530 700—1,100, 550—600— 900	1	2	2	—	—	—	—	—	—	—	—	—	5
9	Maharashtra .. .. .	3	3	—	1	M.Ed. 2	600—40—800 350—1,100 Spl. Pay 100 300—1,150	—	—	1	—	—	—	—	—	—	—	—	—	6 1 year 1
10	Mysore .. .. .	6	3	3	2	M.Ed. 4	700—40—900—50—1,100 400—25—550, 500—25 —700, 400—800, 600—1,000	—	—	2	3	—	2	1	2	9	—	—	—	1
11	Orissa .. .. .	1	1	—	1	—	600—960	—	1	—	—	—	—	—	—	—	—	—	—	19 14 yrs. 1
12	Punjab .. .. .	4	4	—	3	M.Ed. 1	350—1,200, 500—700, 600—800, 300—600	—	—	1	1	—	—	—	—	—	—	—	—	3. —
13	Rajasthan† .. .. .	2	1	—	1	—	500—25—900	—	—	—	1	—	—	—	—	—	—	—	—	1 —
14	Uttar Pradesh .. .. .	5	1	—	1	M.Ed.	300—20—600	—	—	—	1	—	—	—	—	—	—	—	—	1 —
15	West Bengal .. .. .	2	2	—	2	—	500—25—750, 400—25—700	—	—	1	1	—	1	—	—	—	—	—	—	1 —
16	Himachal Pradesh .. .. .	1	1	—	1	—	350—40—1,200	—	—	—	1	—	—	—	—	—	—	—	—	1 6 mon- ths 1
17	Tripura .. .. .	2	1	1	1	—	250—20—750	—	1	—	1	—	—	—	—	—	—	—	—	1 3 yrs. 1

\* Details regarding 2 institutions not given.

For abbreviations please see Page 181.

†Details regarding one institution not available.

APPENDIX XVIII—contd.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
<b>(b) Professors</b>																
1	Andhra Pradesh	..	3													
2	Assam	..	2	2	—	2	—	350—800	—	1	—	1	—	1	1	—
3	Bihar	..	3	—	—	—	—	—	—	—	—	—	—	—	—	—
4	Gujarat	..	4	4	2	2	M.Ed. 4	800—50—1,250, 500—25—800	2	1	—	1	—	1	—	5 2 yrs. 1
							M.A. Edn. 1									
5	Jammu and Kashmir	..	2	1	—	—	M.Ed. 1	400—600	—	—	—	—	—	—	—	1 —
6	Kerala	..	2	—	1	1	M.Ed. 1	475—700	—	—	—	—	—	—	—	1 —
7	Madhya Pradesh	..	—	—	—	—	—	—	—	—	—	—	—	—	—	—
8	Madras	..	5	11	1	8	M.Ed. 4	250—500, 400—25—500, 250—400, 300—800	4	—	3	5	1	—	5 6	—
9	Maharashtra	..	3	1	—	1	—	300—1,100	—	1	—	—	—	—	—	1 —
10	Mysore	..	6	6	6	9	M.Ed. 3	700—40—900—50—1,000, 250—20—550—25—500, 200—400	1	3	3	5	—	3	1	8 —
11	Orissa	..	1	—	—	—	M.A. Edn. 1	300—860	—	—	—	—	—	—	—	1 —
12	Punjab	..	6	1	—	—	M.Ed. 1	350—1,200	—	—	—	1	—	—	—	1 —
13	Rajasthan	..	2	} Not Available.												
14	Uttar Pradesh	..	5													

15	West Bengal	..	..	2	8	—	7	M.Ed.
16	Delhi	..	..					
17	Himachal Pradesh	..	..	1				
18	Manipur	..	..	2				
19	Tripura	..	..	2				

} N.A.

(c) Lecturers

1	Andhra Pradesh	..	..	3	7	3	8	M.Ed.	150—300, 200—500	—	—	—	—	—	4	2	—	
2	Assam	..	..	2	4	—	2	M.A. Edn.	225—500	3	1	—	1	—	3	1	1	
3	Bihar	..	..	3	15	1	8	M.Ed.	200—750	6	2	3	5	1	5	5	5	
4	Gujarat	..	..	4	8	13	7	M.Ed.	250—20—500, 200—400 200—650	2	5	—	14	3	4	4	5	
5	Jammu and Kashmir	..	..	2	15	—	6	M.Ed.	200—15—750, 400—600	3	1	5	6	6	1	4	4	
6	Kerala	..	..	2	9	1	9	M.Ed.	250—500	—	1	1	3	—	3	5	2	
7	Madhya Pradesh	..	..	Not Available.														
8	Madras	..	..	5	1	8	8	M.Ed.	150—300, 225—350	4	4	7	10	14	6	5	—	3 yrs. 1
					14	2	9											
9	Maharashtra	..	..	3	15	7	8	M.Ed.	220—25—650, 160—250	1	5	6	10	15	2	3	2	—
				—	—	4	4			—	2	2	—					
10	Mysore	..	..	6	5	16	7	M.Ed.	200—10—250—20—450, 250—10—450, 200—400, 200—350, 150—300	6	1	2	12	9	6	2	4	3 yrs. 2 6 yrs. 3

APPENDIX XVIII—contd.

1	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
11 Orissa .. ..	1	7	3	4	—	260—760	—	1	2	4	—	3	1	3	4 yrs. 1
12 Punjab .. ..	6	46	1	35	M.Ed. 11	110—250, 200—400, 200—500, 250—750	2	6	7	9	8	21	13	16	
13 Rajasthan .. ..	2	11	—	—	M.Ed. 11	250—700, 285—800	1	—	5	5	3	3	2	3	
14 Uttar Pradesh .. ..	5	31	3	25	M.Ed. 8	200—15—350—20—450, 250—450, 400—800	17	7	5	5	1	4	7	22	3 yrs. 2
15 West Bengal .. ..	2	8	—	7	M.Ed. 1	300—20—400—25—450, 250—10—420—15—450	—	2	—	6	—	4	—	4	
16 Delhi .. ..															
17 Himachal Pradesh .. ..	1	8	3	10	M.Ed. 1	200—500, 250—750	6	2	2	1	1	5	3	3	
18 Manipur .. ..															
19 Tripura .. ..	2	2	14	15	M.Ed. 1	200—15—500, 250—20—750	N.A.								
	2	2	11	8	M.Ed. 5	150—10—250, 200—450	—	2	2	9	2	8	3	—	6 yrs. 1 6 yrs. 2
		3	14	16	Inter. 1 M.Ed. 1	120—300	—	—	2	..	2	3	6	7	

(d) Craft Instructors

1. Andhra Pradesh .. ..	3	Dip. Fine Arts—1 Drawing M.—1	220 80—150	P.S. 7 yrs., S.S. 5 yrs., T.I. 7 yrs.
2. Assam .. ..	2	Inter Craft trd.—1	125—275	

3. Bihar	..	..	3	M.A., Art Trd. 1, M.A., D.P.E.—1 Basic Trd. (Weaving)—1		
4. Gujarat	..	..	4	Dip. in Weaving—1	60—13—150—10—250	
5. Jammu and Kashmir	..	..	2	P.T., B.A.B.Ed.—1 Lang. M.A. Hindi—1	100—300 100—300	
6. Kerala	..	..	2	B.A. B.T. D.P.E.—1 S.S.L.C. Dip. holder—2	200—400 150 (fixed)	T.T. 12 years 2 5 years 1
7. Madhya Pradesh	..	..	N.A.			
8. Madras	..	..	5	N.A.		
9. Maharashtra	..	..	3	Dip. in Carpentry and Drawing 1 Dipl. in Weaving—1	100—150, 100—200	T.T. 12 years 1 7 years 1
10. Mysore	..	..	6	Dip. in Craft Dip. in Agr.	200—350	S.S. 25 yrs. 1, 18 yrs. 1 T.T. 6 yrs. 1, 17 yrs. 1
11. Orissa	..	..				
12. Punjab	..	..	6	M.A. D.P.E.—2 Craft Instructors—2	200—500 60—125	
13. Rajasthan	..	..	2	Dip. in wood work Clay Modelling Craft—1, Agr.—1	150—300	M.A. B.Ed. 1
14. Uttar Pradesh	..	..	5	N.A.		
15. West Bengal	..	..	2	P.T.—2 Matric Trd.—1	150—300	
16. Delhi	..	..	N.A.			
17. Himachal Pradesh	..	..	1	Dip. in Arts.	150—300	
18. Manipur	..	..	N.A.			
19. Tripura	..	..	2	Dip. in Arts Dip. in Music	100—5—225	

## APPENDIX XVIII—contd.

## Training Schools

No. of Pro-formae received	No. of Training Schools covered	Heads					Staff				
		Qualification	Teacher Training (Qualifications)	Teaching Experience (years)	Grade	Grade	No. of Staff	Qualifications	T. Trg. Qualifications	Teaching Experience (years)	
1	2	3	4	5	6	7	8	9	10	11	

## ANDHRA PRADESH

## (Junior Basic)

5	5	PG=1 G.=4	B.Ed.=3 Dip. trd. =2	SS=2 (Above 6) T.I.=2 (1-3 yrs.) T.I.=1 (3-6 yrs.) I.L.=1 (1-3 yrs.)	600-1,000 (1) 250-600 (2) 250-500 (1) 154-275 (1) (1-3 yrs.)	Sr. Instructor Jr. Instructor "	=250-600 =280-345 =150-275 =150-200 = 90-200 = 50-120 = 90-200 = 90-180 = 50-120 =154-275 = 50-120 =54-98 1/2	2 3 6 2 17 5 1 1 6 2 4 1	PG=1 G=27 UG=22	M.Ed=2 B.Ed.=22 Dip. Ed.=4 Phy. trd.=7 Montessori=1 H.S. Trd.=5 Craft Trd.=4	PS=6 (1-3) PS=2 (3-6) PS=3 (above 6) SS=5 (1-3) SS=0 (3-6) SS=11 (above 6)	TI=21 (1-3) TI=6 (3-6) TI=6 above 6 I.L.=1 (1-3) TI=10 (1-3) TI=7 (3-6)
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## ASSAM

5	5	PG=1 G=4	B.Ed.=4	PS=Nil. SS=2 (3-6 yrs.)	350-500 (1) 225-500 (1)	Jr. Instructor " " Craft Instructor	=125-275 = 75-125 =150-300	22 2 3	PG=1 G=21 UG=9	B.Ed.=10 Basic Trd.=12	PS=1 (3-6) SS=7 (1-3)	TI=10 (1-3) TI=7 (3-6)
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BIHAR  
5

			SS=2 (above 6) TI=3 (3-6 yrs.) TI=2 (above 6) IL=1 (3-6 yrs.)	(1) 175-450 (3)	Language Physical	,, ,,	= 75-125 = 75-120	3 1			SS=2 (3-6) SS=6 (above 6)	TI=10 (above 6) IL=2 (1-3)
5	PG=2 G=3 UG=X	M.Ed.=1 Dip. Edn.=4	PS=2 (3-6 yrs.) PS=1 (above 6) SS=2 (1-3 yrs.) SS=1 (3-6 yrs.) SS=2 (above 6) TI=2 (3-6 yrs.)	200-750	Jr. Instructor ,, Craft ,, ,, ,,	,, ,, ,, ,,	=150-35 =100-190 =100-190 =150-350 = 50-90	14 21 1 1 2	PG=5 G=28 Shastri =1 Charkha Sangh=1 Matric Basic Trd.=4	Dep. Ed.=28 Craft Trd.=4 Basic Trd.=6 Sangh Trd.=1	PS=2 (1-3) PS=1 (3-6) PS=3 (above 6) SS=3 (1-3) SS=7 (3-6) SS=5 (above 6)	TI=13 (1-3) TI=3 (3-6) TI=5 (above 6) IL=5 (above 6)

GUJARAT

11

11	PG=4 G=4 NA=3	B.Ed.=6 Dip. Ed.=1 Basic Trd.=1	PS=3 (1-3) SS=2 (1-3) SS=5 (above 6) TI=3 (1-3) TI=2 (3-6) TI=3 (above 6)	220-650 200-650 200-600 300-500 250-400 220-400	Jr. Instructor ,, ,, ,, ,, Craft ,, ,, ,, Language Physical	,, ,, ,, ,, ,, ,, ,, ,, ,, ,,	=120-300 =120-170 = 70-200 =110 fixed =100 fixed =65 fixed =70-150 =61-140 =40-70 =52-130 =60-120 =46-130	48 4 8 3 1 5 7 2 2 2 3 1	PG=4 G=60 UG=22 Acharya Shastri=1	D.Ed.=37 B.Ed.=35 Dip. Ed.=16 Trd.=19	PS=7 (1-3) PS=4 (3-6) PS=4 (above 6) SS=15 (1-3) SS=7 (3-6) SS=13 (above 6)	TI=34 (1-3) TI=15 (3-6) TI=18 (above 6) IL=3 (1-3) IL=3 (1-3)
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APPENDIX XVIII—contd.

1	2	3	4	5	6	7	8	9	10	11		
<b>MAHARASHTRA</b>												
6	6	PG=1 G=3	M.Ed.=1 B.Ed.=2 T.T.C.=1	SS=1 (1-3) SS=1 (3-6) SS=1 (above 6) TI=1 (1-3) TI=3 (above 6) IL=1 (1-3) IL=2 (above 6)	220-650. (2) 225-400 (2)	Jr. Instructor " " Craft " " " Music Visharad P.T.I. (part time)	=120-300 = 70-200 = 154-275 = 61-140 = 70-200 = 70-150 = 50-100 = 70-120 = 70-200	11 26 7 4 2 3 1 3 1 4	PG=6 G=40 UG=16	BT=33 Dip. Trd.=10 Craft Trd.=10 PTI=5 Music=3 B.A. only=1	PS=3 (1-3) PS=1 (3-6) PS=2 (above 6) SS=12 (1-3) SS=14 (3-6) SS=14 (above 6)	TI=15 (1-3) TI=9 (3-6) TI=10 (above 6)
<b>MADHYA PRADESH</b>												
1	1	G=1	BT=1	SS=4 yr. TI=20 yrs.	274-700	Jr. Instructor Craft P.T.I.	=150-290 = 90-170 = 170-240	8 1 1	PG=3 G=6 UG=1	B.Ed.=6 Dip. Ed.=1 J.Tc.=1 Dip. Trd.=2	PS=6 (1-3) PS=2 (3-6) SS=2 (3-6)	SS=2 (above 6) TI=5 (1-3) TI=1 (3-6)
<b>MADRAS</b>												
9	9	G=9	B.Ed.=5 L.T.=4	PS=2 (1-3) SS=2 (1-3) SS=5 (above 6) TI=2 (1-3)	300-800 (1) 225-350 (3) 140-250 (5)	Jr. Instructor " Craft Phy. Music Language Pandit	=140-250 = 90-140 = 90-140 = 90-140 = 90-140 = 140-250	36 8 16 6 5 7	PG=2 G=34 UG=42	M.Ed.=1 B.Ed.=35 D.Ph.Ed.=6 Basic Trd.=8 Music Visharad=5	PS=6 (1-3) PS=1 (3-6) PS=4 (above 6) SS=19 (1-3)	IL=1 (above 6)

TI=6  
 (1-3)  
 (above 6)  
 IL=2  
 (1-3)  
 IL=2  
 (3-6)  
 IL=1  
 (above 6)

Lang.=7  
 Craft Trd. 16  
 SS=2  
 (3-6)  
 SS=2  
 (above 6)  
 TI=40  
 (1-3)  
 TI=13  
 (3-6)  
 TI=15  
 (above 6)

**MYSORE :**

11	11	PG=3	PS=1 (3-6)	250-500	M.Ed.=1	Jr. Instructor	=130-250	39	PG=7	M.Ed.=2	PS=4	IL=11
		G=7	PS=1 (above 6)	(6)	B.Ed.=8	" "	= 80-200	8	G=50	B.Ed.=26	(1-3)	(1-3)
			SS=2	80-200 (1-3)	L.T.=1	" "	= 75-200	4	UG=3	D.Ed.=18	PS=2	IL=6
			SS=8	(above 6) (1)		" (N.G.)	=	5		D.B.E.=5	(3-6)	(3-6)
			TI=2 (1-3) =7			" (Hony.)	=	4		STC =2	PS=10	IL=2
			(3-6) =2 (above 6)		Hony.=1	Craft Instructor	=110-220	6		Craft. Trd. =18	(above 6)	(above 6)
			IL=2 (1-3) =3 (above 6)			" "	=100-200	2		Phy. Trd.=3	SS=21 (1-3)	
						" "	= 80-200	1		Phy.		
						" "	= 80-150	4	Trd.=3		SS=15	
						" "	= 70-150	2	Lang.=9		(3-6)	
						" "	= 60-90	1	Graduate only=7		SS=22 (above 6)	
						" "	= 50-120	2			TI=44 (1-3)	
						Phy.	= 80-120	2			TI=20 (3-6)	
						" "	= 50-120	1			TI=23 (above 6)	
						Language	=130-250	5				
						" "	= 80-150	1				
						" "	= 70-150	2				
						" "	=110-220	1				

APPENDIX XVIII—contd.

1	2	3	4	5	6	7	8	9	10	11		
<b>ORISSA</b>												
14	14	G=13	B.Ed.=12 D.Ed.=1	PS=1 (3-6) SS=4 (3-6) SS=5 (3-6) SS=1 (above 6) TI=5 (1-3) TI=3 (3-6) TI=5 (above 6) IL=3 (1-3) IL=2 (3-6)	250-425 (13)	Jr. Instructor " " Craft "	=115-189 =100-155 =120-135 = 80-135 =120-135	13 25 1 7 1	PG=38 G=11 UG=10	Inter Basic=13 Matric Basic=26 Craft= Trd.=2 Craft Trd. (U. Matric)=6	PS=12 (1-3) PS=4 (3-6) PS=3 (above 6) SS=14 (1-3) SS=8 (3-6) SS=3 (above 6)	TI=25 (1-3) TI=9 (3-6) TI=10 (above 6) IL=4 (1-3) IL=1 (above 6)
<b>PUNJAB</b>												
8	8	PG=4 G=2	SS=3 (1-3) SS=1 (above 6) TI=1 (3-6) TI=4 (above 6) IL=1 (3-6)	250-750(4) (1) 250-400 (1) NA=3	M.Ed.=2 B.Ed.=4	Jr. Instructor " " " " Craft Instructor "	=250-300 =180-200 =110-300 =110-250 = 90-150 =120-275 =110-250	1 1 5 (21) 2 3 1	PG=13 G=17 UG=16	M.Ed.=4 B.Ed.=24 D.P.E.=2	PS=2 (1-3) PS=1 (3-6) PS=1 (above 6)	TI=9 (1-3) TI=17 (3-6) TI=11 (above 6)

IL=1  
(above 6)

" " = 50-120 2  
 " " = 50-110 1  
 " " = Fixed 2  
 Rs. 40.  
 Phy. " 140-220 1  
 " " 50-100 1  
 " " 110-250 2  
 Lang. " 130-220 2

SS=17 IL=1  
 (1-3) (1-13)  
 SS=9  
 (3-6)  
 SS=5  
 (above 6)

RAJASTHAN

1	1	PG=1	B.Ed.=1	TI=1 yr. SS=20 yr. IL=3½ yr.	Not given	Jr. Instructor =	Not given	4	P.G.=1	B.Ed.=4	PS=2 (1-3)	SS=1 (above 6)
						P.T. "	" "	3	G=5	Craft	PS=1 (above 6)	TI=5 (1-3)
								1	U.G.=2	Trd.=3 PTI=1	SS=3 (1-3)	TI=1 (3-6)

UTTAR PRADESH

3	3	PG=1	B.T.=2	SS=1 (3-6 yr.)	200-350 (2)	Jr. Instructor =	75-175	1	PG=4	B.ED.=2	PS=1 (1-3)	TI=8 (1-3)
		G=2	C.T.=	TI=2 (3-6 yr.)		" "	=120-200	1	G=11	L.T.=8	PS=2 (above 6)	TI=5 (3-6)
				=1 (above 6)	250-500 (1)	" "	=75-200	6	UG=10	D.T.=1	SS=9 (1-3)	TI=5 (above 6)
				IL=1 (3-6 yr.)		Craft "	=120-300	12		Craft	SS=5 (3-6)	IL=1 (1-3)
						" "	=66-116	1		Trd.=8	SS=4 (above 6)	
						" "	=75-200	2		Music=1		
						" "	=75-200	2		P.T.=2 E.T.C.=1 2 B.A. only.		

WEST BENGAL

2	2		T.I.=21 yrs.	125-200	N.A.	Jr. Instructor =	125-200	5	UG=5	V.M. Trd.=5	SS=1 (1-3)	TI=5 (above 6)
		UG=1									SS=2 (3-6)	

APPENDIX XVIII—contd.

1	2	3	4	5	6	7	8	9	10	11
<b>MYSORE</b>										
14	14	PG=1 G=12	B.Ed.=12 B.E.=1 G.=1 N. A.=1	SS=15 (1-3) SS=7 (above 6) TI=6 (1-3) TI=2 (3-6) TI=7 (above 6) IL=3 (1-3) IL=5 (above 6)	250-500 (3) 200-400 (2) 150-200 (1) 130-230 (2)	Jr. Instructor =130-259 ,, ,, = 75-200 ,, ,, =150-200 ,, ,, = 80-100 ,, ,, = 80-100 ,, ,, =(Part time) Craft ,, =100-200 ,, ,, = 80-150 Phy. ,, = 80-150 Language,, = 130-230 Music ,, = 80-150 Doctor =Rs. 30 fixed	25 3 1 4 4 7 19 4 8 7 1 1	PG=4 G=30 UG=50 L.T.=1 Only Grad=28 P.T.=8 Lang.=7 Music=1 Doctor=1	B.Ed.=23 D.Ed.=8 L.T.=1 PS=2 (3-6) PS=15 (above 6) TI=8 (above 6) SS=9 (1-3) SS=2 IL=4 (1-3) IL=2 (3-6) (above 6) SS=17 (above 6)	TI=41 (1-3) TI=17 (3-6) (3-6) TI=8 (above 6) IL=4 (1-3) IL=2 (above 6) (above 6)

HIMACHAL PRADESH

1	1	G=1	B.T.=1	IL=6 yrs. (1) SS=20 yrs. TS=3 yrs.	250-750 (1)	Jr. Instructor = 110-250 Craft ,, =140-220 ,, ,, = 60-120 Phy. ,, = 90-140	7 1 1 1	PG=3 G=4 UG=3	M.Ed.=1 B.Ed.=5 Phy. Inst.=1 Craft Inst.=1	PS=4 (1-3) PS=2 (3-6) PS=3 (above 6) SS=3 (1-3)	SS=6 (3-6) TI=13 (1-3) TI=2 (3-6) TI=4 (above 6)
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## PUNJAB

2	2	PG=1	M.Ed.=1	SS=2 yr.	250-750	Jr. Instructor	=110-300	5	PG=4	B.Ed.=5	PS=2	SS=1
				TI=10 yr.	(1)	Craft	" =120-275	2	G=2	DPE=1	(3-6)	(above 6)
						Phy.	" =140-220	1	UG=3	Craft=2	PS=1	TI=3
						Lang.	" =140-220	1		Lang.=1	(above 6)	(1-3)
		(1-3)	(3-6)								SS=4	TI=4
											(1-3)	(3-6)
												(above 6)

## RAJASTHAN

5	5	PG=5	B.ED.=5	PS=1(1-3)	250-500(5)	Jr. Instructor	=150-300	29	PG=11	B.Ed.=28	PS=8	TI=24
				SS=4		Craft	" =150-300	13	G=25	Craft Trd.=10	(1-3)	(1-3)
				(above 6)		P.T.	" =150-300	6	UG=12	Phy. Trd.=5	PS=2	TI=14
				TI=3						Grad. Trd.=5	(3-6)	(3-6)
				(1-3)						only		
				TI=2 (3-6)							PS=4	TI=3
				IL=1							(above 6)	(above 6)
				(1-3)							SS=9	IL=2
											(1-3)	(1-3)
											SS=7	IL=1
											(3-6)	(above 6)
											SS=12	
											(above 6)	

## U.P.

2	2	PG=1	M.Ed.=1	SS=1	250-850	Jr. Instructor	=175-350	1	PG=7	B.Ed.=2	SS=4	SS=3
				(1-3)	(1)			15	G=10	L.T.=11	(3-6)	(above 6)
		G=1	L.T.=1	SS=6	250-500	"	" =120-300					
				(above 6)	(1)			2	UG=1	C.T.=1	SS=4	IL=4
				TI=1		Craft	" (Part-time) = 75-200	1	Craft=1	C.T.=1	(above 6)	(1-3)
				(1-3)		Phy.	" =120-300	2	PT=2	Grad.	TI=16	IL=4
				TI=1						only=2	(1-3)	(above 6)
				(above 6)						Phy. Trd.=2	TI=1	
										Craft Trd.=1	(3-6)	

APPENDIX XVIII—contd.

1	2	3	4	5	6	7	8	9	10	11		
<b>WEST BENGAL</b>												
8	8	PG=2	B.Ed.=2	PS=1 (1-3)	200-500 (1)	Jr. Instructor	=220-475	2	PG=5	B.Ed.=3	PS=(4)	TI=21
		G=4	Basic Trd.	PS=1 (above 6)	225-475 (1)	"	"	=200-500	2	G=17	Basic Trd.=17	(1-3) (1-3)
		UG=1	Vernacular		300-450 (1)	"	"	=100-225	8	UG=17	Grad. =2	PS=1 TI=9
			Master=1	SS=2 (1-3)	100-225 (2)	"	"	=175-325	4			(3-6) (3-6)
				SS=2 (3-6)	125-200 (1)	"	"	=125-200	7		C.T.=3	PS=2 TI=6
				TI=7	Part time (1)	Craft	"	=175-325	1		P.T.=1	(above 6) (above 6)
			(above 6)			"	"	=100-225	1		Music=2	SS=11
			IL=1 (3-6)			"	"	=55-130	1		Doctor=3	(1-3)
						Medical Officer=50 fixed			3			SS=10
						Phy. Instructor=55-130			1			(3-6)
						Music "	=100-225		2			SS=2 (above 6)
<b>MANIPUR &amp; TRIPURA</b>												
2	2	PG=2	B.Ed.=1	SS=1 (1-3)	225-500 (1)	Jr. Instructor	=125-275	1	G=1	B.Ed.=1	SS=3	TI=1 (1-3)
			Hindi=1	SS=1 (3-6)	100-250 (1)	"	"	=75-120	3	UG=3	Prawin	(1-3)
			Sahitya Ratan	TI=2 (3-6)							Pragit=3	SS=1 TI=1 (above 6) (3-6)
												TI=2

*Abbreviations :*

UG	=	Under-graduate.
G	=	Graduate.
PG	=	Post-graduate.
SS	=	Secondary School.
TI	=	Training Institutions (Secondary).
TS	=	Training School.
IL	=	Inspection and Supervision.
Jr.	=	Junior.
Phy.	=	Physical Trd.
Lang.	=	Language.
Dip.	=	Diploma.
Trd.	=	Trained.
P.S.	=	Primary School.
T.T.	=	Teacher Training.
D.P.E.	=	Diploma in Physical Education.
N.A.	=	Not available.
S.T.C.	=	Secondary Teacher's Certificate.
D.Ed.	=	Diploma in Education.
D.B.E.	=	Diploma in Basic Education.
P.T.	=	Physical Training.
V.M.	=	Vernacular Middle.



## APPENDIX XIX

(Ref. Para 7.03)

### (a) What Teachers are paid in England and Wales

#### Primary and Secondary Schools :

Since 1945 the salaries of all qualified teachers maintained in primary and secondary schools have had, as their foundation, a basic scale, which is the same for every teacher, whether head or assistant, and no matter what the type of school. To this basic scale are added allowances for (i) a longer time than the minimum spent in training, (ii) a university degree, (iii) other professional qualifications beyond the Teachers' Certificate, and (iv) a post carrying special responsibility.

Up to 1961 women were on a lower basic scale than men, and their allowances were smaller ; but from April 1961 they are being paid at the same rates.

If a teacher has spent three, four, five, or six or more years in preparatory study and training he will get an extra £30, £60, £90, or £120 a year. A University graduate, or a teacher who holds a qualification which is officially recognised for salary purposes as the equivalent of a university degree—for example, the Art Teacher's Diploma or the Associate-ship of the Royal Academy of Music by examination—gets an allowance of £90 a year. A trained graduate gets both graduate and training allowances. For a good Honours degree (normally a first or second class) there is a further allowance of £75 a year.

Teachers serving in the "London area", that is, the City of London and the Metropolitan Police District, get an additional £38 or £51 a year, the rate depending on their age or length of service. Teachers in special schools for handicapped children get an allowance of not less than £60 a year. War service, National service, and some kinds of civil employment, including teaching, undertaken before becoming a qualified teacher, entitle the teacher to start one or more increments up the scale.

#### Graded Posts :

In all but very small schools a proportion of the assistant teachers have what are called "graded posts". These carry allowances on one of three levels, as under :

Scale I	..	£ 90
Scale II	..	£150
Scale III	..	£210

In secondary schools, heads of departments receive allowances on four levels :

Grade A	..	£150
Grade B	..	£240
Grade C	..	£330
Grade D	..	£420

Head teachers receive allowances based on the number of pupils on the school roll and their ages (except in special schools, where the allowances are based on the kind of special educational treatment provided). In calculating the amount of these allowances pupils under 13 years of age (including children under 5) count as one "unit" each, aged 13 and 14 as two units, aged 15, four units, 16, six units and 17 and over, ten units. The number arrived at for a school by this calculation is called the "unit total". In practice, the result is that head teachers' allowances range from £150 to £1,485. Deputy head teachers receive allowances calculated on the same formula ; their range is from £90 to £665.

For full-time teachers there are eight grades, as under :

- (1) *Assistant Grade A*.—Salary scale from £520 a year rising by 16 annual increments of 27£ 10s. and one final increment of £40 to a maximum of £1,000 a year. (This is exactly the same scale as that for non-graduate two-year trained assistant teachers in primary and secondary schools).

- (2) *Assistant Grade B.*—£700 a year rising by 16 annual increments of £27 10s. and one final increment of £37 10s. to £1,150 a year.  
If they are graduates, these assistants receive the same graduate allowances as graduate teachers in primary and secondary schools.
- (3) *Lecturers.*—£1,370 a year rising by four annual increments of £35 and one final increment of £40 to a maximum of £1,550 a year.
- (4) *Senior Lecturers.*—£1,550 a year rising by four annual increments of £50 to a maximum of £1,750 a year.
- (5) *Principal Lecturers.*—£1,750 a year rising by three increments of £50 to a maximum of £1,900 a year.
- (6) *Heads of Departments.*—There are five salary grades for these posts, depending mainly upon the level of the work done in the department, *i.e.*, of university, intermediate or school standard.
- |           |               |           |
|-----------|---------------|-----------|
| Grade I   | £1,420 × £35* | to £1,600 |
| Grade II  | £1,600 × £50  | to £1,800 |
| Grade III | £1,800 × £50  | to £1,950 |
| Grade IV  | £1,950 × £50  | to £2,100 |
| Grade V   | £2,100 × £50  | to £2,250 |
- \* The final increment in this Grade is £40.
- (7) *Vice-Principals.*—If a head of a department also holds the appointment of Vice-Principal, he or she receives an additional annual allowance of not less than £100 & not more than £250.  
The salary of a Vice-Principal appointed without departmental duties is a matter for agreement between the LEA and the Minister of Education.
- (8) *Principals.*—Their salaries are agreed between the LEA and the Minister of Education.

#### Teacher Training Colleges :

In teacher training colleges there are six grades :

- (1) *Assistant lecturers.*—£800 × £30 to £890

NOTE.—This is a new grade, introduced in 1959. It is intended to attract able young people who have recently graduated with good honours degree. They will teach the subject(s) in which they have graduated.

NOTE.—Appointments to this Grade are for a period not exceeding five years, and an assistant lecturer may not be directly promoted to a higher grade in a training college.

- (2) *Lecturers.*—£980 × £32 10s. to £1,370

- (3) *Senior Lecturers.*—£1,370 × £35 to £1,600

- (4) *Principal Lecturers.*—£1,600 × £50 to £1,800

- (5) *Deputy Principals.*—In any college with 240 or more students, one of the senior or principal lecturers is appointed deputy principal. He receives between £100 and £250 a year over and above his salary as senior or principal lecturer. In large colleges there may be two deputy principals.

- (6) Principal's salaries are agreed between the Minister of Education and the LEA or voluntary body providing the college.

#### Universities :

The salaries of university teachers are negotiated between, on the one hand, the Chancellor of the Exchequer, and on the other, the Committee of Vice-Chancellors and Principals and the Association of University Teachers (AUT), with the University Grants Committee (UGC) acting as the intermediary. The scales apply to all the universities in Great Britain except Oxford and Cambridge.

There are four grades, excluding that of Vice-Chancellor of a university or principal of a university college (at Oxford, Cambridge, Durham and London) the Vice-Chancellorship is held in rotation by senior members of the academic staff ; in the modern universities it is a permanent appointment.

- (1) *Assistant Lecturer*.—£800 × £50 to £950 a year.

NOTE.—Appointments to the post of assistant lecturer are normally for a period not exceeding three years, and have to be renewed each year. Assistant Lecturers may or may not be directly promoted in the university in which they are serving ; the practice varies in different universities.

- (2) *Lecturers*.—£1,050 × £50 to £1,400 and then £75 to £1,850 a year.

NOTE.—After (usually) five years' service a lecturer reaches what is called the "bar". At this point his work must be favourably reported on before he can be put on the higher salary scale.

- (3) *Senior Lecturers and Readers*.—£1,925 × £75 to £2,300.

- (4) *Professors*.—A university can fix a professor's salary, within a stated range ; at the time of writing this it is £2,600 to £3,600.

NOTE 1.—All university teaching posts carry the right to family allowances in addition to salary.

NOTE 2.—Salaries for teachers serving in clinical department of university medical faculties are higher than the figures given above.

NOTE 3.—All the salary figures given in this Section are of gross salaries without deduction for superannuation.

Source.—"Teaching as a Career"—H.C. Dent, 1961, pp. 118-124.

### (b) Head Teachers' Salaries in the United States

In the United States, many studies have been conducted in an effort to derive a satisfactory formula for determining suitable schedules of pay for head teachers. These studies vary greatly in the details of the formulae developed, and practice also varies greatly. Certain common denominators may be discerned, however, in practically all such studies and in practices developed for such studies.

The most significant of these common denominators or principles may be listed as follows :

1. The salary of a head teacher should be at least as high as that of any other member of the professional staff of a school, and the maximum should be substantially higher than that of any other post in the school.
2. Increments in the salary of the head teacher should be provided for in the schedule. Such increments (i) should be greater than the increments provided for teachers, (ii) should not require that the head teacher meet specified types of in-service training or improvement,—that is, specified courses, etc.
3. The base salary, amount of the increment and maximum salary, should bear a reasoned relationship to the salary schedules of the other professional personnel of the school.
4. The base salary and maximum salary should bear a graded relationship to the enrolment of the school and the number(s) of professional and other personnel over which the head teacher has supervisory responsibility.
5. The maximum salary should be possible of attainment by the head teacher, within a normal span of 10 to 15 years of continuous service and in any event, not less than 5 years prior to his earliest potential date of eligibility for service retirement.

SOURCE.—*Teachers' and Curricula in Secondary Schools*, Report of a Study by an International Team, Ford Foundation, 1954, pp. 125-126.

## APPENDIX XX

(Ref. Para 4.09)

### Provision for Teacher Training Programmes in Second and Third Plans

(Rs. in lakhs)

S.No.	State/Union Territory	SECOND PLAN					THIRD PLAN				
		Genl. Educa- tion Plan	Provision for Teacher Training		Total (Cols. 4+ 5)	Col. 6 as % of Col. 3	Genl. Educa- tion Plan	Provision for Teacher Training		Total (Col. 9+ 10)	Col. 11 as % of Col. 8
			Trg. Schools	Trg. Colleges				Trg. Schools	Trg. Colleges		
1	2	3	4	5	6	7	8	9	10	11	12
1	Andhra Pradesh .. ..	1,045	67.87	25.65	93.52	8.9	2,056	152.86	10.95	163.81	8.0
2	Assam .. ..	610	28.85	20.00	48.85	8.0	1,333	97.00	30.00	127.90	9.5
3	Bihar .. ..	2,030	126.15	21.31	147.46	7.3	3,359	246.98	57.87	304.85	9.1
4	Gujarat .. ..	1,981*	68.18*	23.45*	91.63	4.6	1,391	79.55	2.75	82.30	5.9
5	Jammu and Kashmir .. ..	253	7.50	3.05	10.55	4.2	375	20.08	7.56	27.64	7.4
6	Kerala .. ..	783	16.28	12.83	29.11	3.6	1,437	37.50	13.50	51.00	3.5
7	Madhya Pradesh .. ..	1,801	119.43	37.70	157.13	8.7	2,685	309.73	0.90	310.63	11.6
8	Madras .. ..	1,033	102.89	71.98	174.87	16.9	2,543	45.00	16.68	61.68	2.4
9	Maharashtra .. ..						2,363	170.22	43.09	213.31	9.0
10	Mysore .. ..	871	37.29	12.08	49.37	5.7	1,602	70.75	38.80	109.55	6.8
11	Orissa .. ..	554	55.09	11.42	66.51	12.0	1,505	114.34	11.23	125.57	8.3
12	Punjab .. ..	1,231	90.76	3.34	94.10	7.6	1,777	28.08	11.00	39.08	2.2
13	Rajasthan .. ..	974	58.50	3.80	62.30	6.4	1,750	100.00	23.60	123.60	7.1
14	Uttar Pradesh .. ..	1,681	115.96	17.76	133.72	8.0	5,001	455.34	33.08	488.42	9.8
15	W. Bengal .. ..	1,956	89.72	72.66	162.38	8.3	2,332	75.00	30.82	105.82	4.5
16	A. & N. Isles .. ..	27	0.60	—	0.60	2.2	57	1.17	—	1.17	2.1
17	Delhi .. ..	379	2.62	—	2.62	0.7	1,144	8.00	—	8.00	0.7
18	Himachal Pradesh .. ..	114	—	1.69	1.69	1.5	203	4.56	1.80	6.36	3.4
19	Manipur .. ..	53	1.92	1.00	2.92	5.5	110	6.75	—	6.75	6.1
20	Nagaland .. ..	50	—	—	—	—	100	—	—	—	—
21	Tripura .. ..	94	3.32	3.45	6.77	7.2	231	14.41	4.40	18.81	8.1
22	L.M. & A. Isles .. ..	12	—	—	—	—	19	—	—	—	—
23	N.E.F.A. .. ..	50	6.08	—	6.08	12.2	82	—	—	—	—
24	Pondicherry .. ..	51	4.00	—	4.00	7.8	137	—	—	—	—
	<b>TOTAL ..</b>	<b>17,633</b>	<b>1,003.01</b>	<b>343.17</b>	<b>1,346.18</b>	<b>7.6</b>	<b>33,592</b>	<b>2,037.32</b>	<b>338.03</b>	<b>2,375.35</b>	<b>7.1</b>

\* For erstwhile Bombay State.

## APPENDIX XXI

(Ref. Para 5.25)

**Annexure to D.O. Letter No. F. 34-36/56-B II, dated 21-12-1956 from the Ministry of Education to the State Governments**

### I. PROVISION FOR A BASIC TRAINING COLLEGE FOR UNDER-GRADUATE TRAINEES

1. No. of Trainees	.. .. .	.. .. .	.. .. .	About 100
2. Duration of the course	.. .. .	.. .. .	.. .. .	Not less than one academic year, but preferably two academic years.
3. Minimum qualifications of trainees	.. .. .	.. .. .	.. .. .	Post-Basic or Higher Secondary or Matriculation.
4. <i>Non-recurring expenditure:</i>				
(i) <i>Institution Building</i>	.. .. .	.. .. .	.. .. .	About 6,000 sq. ft.
(Including assembly hall, a reading room and also including due allowance for walls, passages, sanitary blocks etc.)				
				Approximate cost— Rs. 70,000.
(ii) <i>Staff Quarters</i>	—A sum of Rs. 3,000—5,000 per quarter may be considered suitable.			Approximate cost— Rs. 60,000.
(iii) <i>Hostels for trainees</i>	—Dormitory accommodation for all the trainees together with necessary facilities. A sum of about Rs. 1 lakh for residential accommodation including furniture and utensils etc. per 100 trainees may be considered suitable.			Approximate cost— Rs. 1 Lakh
(iv) <i>Furniture, equipment and appliances:</i>				
(a) Furniture and office equipment including furniture for Library and Reading room.	.. .. .	.. .. .	.. .. .	Rs. 10,000
(b) Teaching appliances and equipment for art, music, games and sports etc.	.. .. .	.. .. .	.. .. .	Rs. 2,000
(c) Library books	.. .. .	.. .. .	.. .. .	Rs. 3,000
(d) Laboratory equipment (for Science, Geography, Home Science etc.)	.. .. .	.. .. .	.. .. .	Rs. 6,000
(e) <i>Craft equipment :</i>				
(i) Agriculture (where this is one of the Basic crafts)	.. .. .	.. .. .	.. .. .	Rs. 3,000 (including cost of a pair of bullocks, if necessary)
(ii) Spinning and Weaving (where this is one of the basic crafts)	.. .. .	.. .. .	.. .. .	Rs. 2,000
(iii) Other crafts—approximate cost (depending upon the specific craft)	.. .. .	.. .. .	.. .. .	Rs. 3,000
<b>TOTAL APPROXIMATE EXPENDITURE (N.R.)</b>				<b>Rs. 2,59,000</b>

*Recurring expenditure (p. a.):*

(A) <i>Teaching and other staff</i>	.. .. .	Approximate cost— Rs. 30,000
(a) Teaching staff (including principal and members qualified to teach art, music and physical education)	.. .. .	8 members
(b) Craft assistants (if considered necessary)	.. .. .	1 for each craft.
(c) Librarian	.. .. .	1
(d) Clerk	.. .. .	1
(e) Class IV servants	.. .. .	2 (for both the college and the hostel).
(f) Part-time Medical Officer	.. .. .	1
(g) Hostel Superintendents	.. .. .	As necessary.
(B) <i>Other items of recurring expenditure :</i>		
(a) Stipends for trainees	.. .. .	Approximate cost— Rs. 40,000
(b) Other items such as purchase of books and periodicals, raw materials for crafts, stationery, medicine, rents, rates and taxes, travelling allowance, repairs or replacement of furniture or equipment, etc., etc.	.. .. .	Rs. 4,000
<b>TOTAL APPROXIMATE EXPENDITURE (Rec.)</b>	.. .. .	<b>Rs. 74,000</b>

6. *Other essential provisions :*

(a) Land	.. .. .	5 acres (preferably more) if agriculture is one of the basic crafts ; otherwise, about 3 acres.
(b) Practice teaching and demonstration	.. .. .	At least one full-fledged Junior Basic School should be attached to the institution for this purpose.

## II. PROVISION FOR A BASIC TRAINING COLLEGE FOR GRADUATE TRAINEES

1. No. of trainees	.. .. .	About 100. (The actual No. should be in keeping with the requirement of such trained persons.)
2. Duration of the course	.. .. .	Not less than an academic year.
3. <i>Non-recurring expenditure :</i>		
(a) <i>Institution Building</i>	.. .. .	About 8,000 sq. ft.
(including an assembly hall, a reading room, and also including due allowance for walls, passages, sanitary blocks etc.)	.. .. .	Approximate cost—Rs. 1 lakh.
(b) <i>Staff quarters</i> —The expenditure which should be a reasonable sum of Rs. 5,000 to Rs. 7,000 per quarter may be considered suitable	.. .. .	Approximate cost—Rs. 1 lakh.
(c) <i>Hostels for trainees</i> —Dormitory accommodation for all the trainees together with necessary facilities. The expenditure should be kept within reasonable limits and a sum of Rs. 1 lakh to 1.5 lakhs for residential accommodation, including furniture and utensils etc. per 100 trainees may be considered suitable	.. .. .	Approximate cost—Rs. 1.25 lakhs.

## (iv) Furniture, equipment and appliances :

(a) Furniture and office equipment (including furniture for Library and Reading room) .. .. .	Rs. 10,000
(b) Teaching appliances and equipment for art, music, games and sports etc. ..	Rs. 2,000
(c) Library books .. .. .	Rs. 5,000
(d) Laboratory equipment (for Science, Geography, Home Science etc.) .. ..	Rs. 10,000
(e) Craft equipment :	
(i) Agriculture (where this is one of the basic crafts) .. .. .	Rs. 3,000 (including cost of a pair of bullocks, if necessary).
(ii) Spinning and Weaving (where this is one of the basic crafts) .. ..	Rs. 2,000
(iii) Other crafts .. .. .	Rs. 3,000 Approximate (depending on the specific craft).
TOTAL (N.R.) ..	<u>Rs. 3,60,000</u>

## 4. Recurring Expenditure (p.a.) :

(A) Teaching and other staff .. .. .	Approximate expenditure Rs. 60,000
(a) Teaching staff (including Principal and members qualified to teach art, music and physical education) .. .. .	10 members.
(b) Craft assistants (if considered necessary) ..	1 for each craft.
(c) Librarian .. .. .	1
(d) Clerk .. .. .	1
(e) Class IV servants .. .. .	2 (for both the college and the hostel).
(g) Hostel Superintendent .. .. .	As necessary.
(B) Other items of recurring expenditure :	
(a) Stipends for trainees .. .. .	As necessary. Approximate Expenditure Rs. 50,000.
(b) Other items such as purchase of books and periodicals, raw material for craft, stationery, medical, rents, rates and taxes, travelling allowance, repair or replacement of furniture and equipment etc. ..	Rs. 6,000
TOTAL (Rec.) ..	<u>Rs. 1,16,000</u>

## 5. Other essential provisions :

- (a) Land .. .. . At least 5 acres (preferably more) if agriculture is one of the basic crafts ; otherwise about 3 acres.
- (b) Practice teaching and demonstration .. A full-fledged Senior Basic School should be attached to the training institution for this purpose.
- (c) Adequate provision should be made for undertaking research work as a normal activity of the institution,

**PROVISION FOR CONVERTING A NON-BASIC TEACHERS TRAINING  
INSTITUTION INTO A BASIC TEACHER TRAINING  
INSTITUTION**

Such additional facilities should be provided as may ensure that after conversion the institution will have the same facilities as have been proposed for a Basic Training Institution to be newly established. It is necessary to note that in the case of conversion only the additional facilities needed will have to be provided. These additional facilities would depend upon the level of the Training Institution proposed to be converted, and there is likely to be great variation in this, so that no average picture can be given.



## APPENDIX XXII

(Ref. Para 5.28)

## Cost per Pupil and Range of Expenditure in Teachers' Training Schools and Colleges

(in Rupees)

S.No.	State/Union Territory	Source : Ministry of Education		No. of Proformae received	As per completed proformae range 1960-61		Range of Expenditure on Training Schools		
		1958-59	1959-60		Lower	Upper	Lower	Upper	
1	2	3	4	5	6	7	8	9	
<i>Cost per Pupil in Training Schools</i>									
1	Andhra Pradesh	278.6	237.5	6	145.3	555.4	31,578	2,94,256	
2	Assam	343.2	327.8	5	121.0	364.8	30,556	1,04,009	
3	Bihar	328.9	277.4	12	73.2	244.0	40,510	1,06,461	
4	Gujarat	251.1	267.3	11	84.4	554.4	9,464	86,518	
5	Jammu and Kashmir	1,149.1	941.2	—	Not available.		Not available.		
6	Kerala	126.2	161.3	11	38.9	514.8	8,489	39,499	
7	Madhya Pradesh	470.5	510.0	3	194.2	564.0	23,139	61,244	
8	Madras	148.7	123.7	14	74.7	*686.3	18,724	1,16,632	
9	Maharashtra	—	262.8	6	53.4	600.4	7,750	1,00,557	
10	Mysore	379.4	551.5	25	91.7	529.0	2,819	1,17,120	
11	Orissa	128.8	124.1	14	44.3	371.8	8,943	26,803	
12	Punjab	137.4	385.0	9	117.0	261.2	6,251	39,446	
13	Rajasthan	719.3	511.1	6	131.4	417.2	41,488	89,236	
14	Uttar Pradesh	435.0	401.6	4	†87.2	601.0	6,630	53,673	

15	West Bengal	..	..	300.8	257.1	9	96.7	296.0	7,767	63,230
	ALL INDIA	..	..	282.6	311.2					
<i>Cost per Pupil in Teachers' Training Colleges</i>										<i>Range of Expenditure on Training Colleges</i>
1	Andhra Pradesh	..	..	680.5	849.4	3	651.4	745.1	42,168	1,38,873
2	Assam	..	..	2,643.9	1,984.4	2	1,482.0	1,558.6	66,183	72,886
3	Bihar	..	..	506.8	491.8	3	394.8	424.3	55,246	1,04,251
4	Gujarat	..	..	500.0	497.3	4	87.54	231.7	94,711	3,41,622
5	Jammu and Kashmir	..	..	142.4	1,010.0	2	304.0	315.9	1,01,673	1,21,848
6	Kerala	..	..	390.0	387.5	2	577.6	867.7	85,815	1,16,892
7	Madhya Pradesh	..	..	1,016.4	768.8	—	—	—	—	—
8	Madras	..	..	711.9	207.5	5	422.0	991.0	53,323	2,97,642
9	Maharashtra	..	..	400.0	359.4	3	300.0	760.0	80,374	1,68,210
10	Mysore	..	..	362.8	353.4	6	227.0	2,409.0	49,827	1,35,087
11	Orissa	..	..	347.5	359.6	1	—	474.7	1,13,990	—
12	Punjab	..	..	368.5	400.2	5	322.0	770.0	53,436	1,14,055
13	Rajasthan	..	..	971.4	888.0	2	500.0	982.0	1,27,893	1,83,242*
14	Uttar Pradesh	..	..	813.0	866.3	5	461.5	1,712.7‡	47,892	1,37,761
15	West Bengal	..	..	750.0	703.9	4	349.8	1,174.1	36,854	2,34,867

\*Includes expenditure on Buildings.

†Attached to Intermediate Colleges.

‡Number of nominated trainees is quite high.

APPENDIX XXIII

(Ref. Para 5.22)

Results, Enrolment, Teacher-Pupil Ratio and Cost per capita in Selected Training Institutions 1961-62

S.No.	Name of the Institution (Arranged in order of percentage of results)	Result	Actual Enrolment	Teacher- Pupil Ratio	Total Expendi- ture on Salaries	Expendi- ture on Libraries	Expendi- ture on Labora- tories	Total R. Cost (Total of Cols. 6, 7, 8)	Average Cost per capita on Training
1	2	3	4	5	6	7	8	9	10
					Rs.	Rs.	Rs.	Rs.	Rs.
1	Prakash Arts College, Ahmedabad .. ..	100%	133	1:16	25,211	5,617	N.A.	30,828	231.79
2	Govt. College of Education, Aurangabad .. ..	100%	94	1:9	54,410	8,106	802	63,228	672.63
3	Post-Graduate Basic Training College, Ramavarma- puram .. ..	100%	40	1:7	27,880	2,787	548	31,215	780.37
4	Govt. Basic Training College, Dharwar .. ..	100%	36	1:5	42,429	1,735	N.A.	44,164	1,226.77
5	Viswa Bharati University, S. Niketan, W. Bengal ..	100%	75	1:7	54,161	N.A.	271	54,432	725.76
6	R.K. Senior Basic Training College, Darjeeling, W. Bengal .. ..	100%	60	1:6	17,094	671	N.A.	17,765	296.08
7	Faculty of Ed., Baroda University, Baroda .. ..	100%	250	1:12	1,54,214	1,972	1,298	1,57,484	629.93
8	Govt. Teacher Training College, Ajmer .. ..	99.16%	122	1:8	59,398	1,003	855	61,256	502.09
9	Teacher Training College, Jammu .. ..	99.01%	128	1:11	38,031	1,500	1,000	40,531	316.61
10	Govt. Post-Graduate B.T. College, Amravati .. ..	98%	45	1:6	51,506	1,839	2,779	56,124	1,247.20
11	Govt. P.G. Basic Training College, Solan (H.P.) ..	97%	79	1:8	3,037	6,040	1,188	10,265	129.93
12	Govt. T.Trng. College, Bikaner .. ..	97%	137	1:8	79,626	5,833	10,627	96,086	701.35
13	Radha Nath Training College, Cuttack, Orissa ..	97%	105	1:12	49,519	1,212	1,034	51,765	493.00
14	Govt. Training College, Trichur (Kerala) .. ..	96%	120	1:11	57,115	1,204	1,266	59,585	496.54
15	Govt. Training College, Gulbarga (Mysore) .. ..	96%	55	1:6	56,883	6,233	833	63,949	116.27
16	Graduate Basic Training Centre, Junagarh .. ..	96%	26	1:5	27,565	1,516	189	29,270	1,125.76

17	Institute of Education, Calcutta	..	..	95%	150	1:8	1,10,753	2,983	41,033	1,54,789	1,031.79
18	P.G. Training College, Jorhat, Assam	..	..	94%	76	1:11	1,09,059	5,900	N.A.	1,14,959	1,512.61
19	Women's Training College, Patna	..	..	93%	103	1:14	32,574	1,990	185	34,749	337.36
20	P.G. Training College, Titabar (Assam)	..	..	88%	31	1:8	23,293	1,914	N.A.	25,207	813.12
21	St. Anns. Training College, Mangalore, Mysore	..	..	87.5%	52	1:7	34,804	350	104	35,258	678.03
22	St. Christopher Training College, Madras	..	..	87%	70	1:8	56,459	710	76	57,245	817.78
23	Govt. Training College for Women, Coimbatore	..	..	87%	65	1:10	38,519	1,137	398	40,054	616.21
24	Teacher Training College, Muzaffarpur (Bihar)	..	..	86.4%	155	1:19	75,837	931	500	77,268	498.50
25	Teacher Training College, Srinagar	..	..	86%	120	1:15	33,650	2,442	396	36,488	304.06
26	Teacher Training College, Ranchi	..	..	83.6%	162	1:15	51,711	5,408	500	57,619	355.67
27	Govt. Constructive Training College, Lucknow	..	..	82%	119	1:6	1,16,653	965	4,642	1,22,260	1,314.62
28	Rashtriya Vidyalaya, Bangalore	..	..	80%	101	1:9	22,535	3,556	N.A.	26,091	258.32
29	State College of Home Science, Allahabad, U.P.	..	..	78%	61	1:6	45,973	409	4,793	51,175	838.93
30	Ananda Chandra Training College, West Bengal	..	..	78%	104	1:9	26,521	3,577	132	30,230	290.67
31	Khalsa Training College for Women, Ludhiana	..	..	78%	142	1:10	27,718	3,434	N.A.	31,152	219.38
32	Govt. Training College, Jullunder	..	..	77%	309	1:17	1,10,331	5,894	949	1,17,174	379.20
33	Govt. Teacher Training College, Mysore	..	..	75%	100	1:8	94,918	3,815	8,832	1,07,565	1,075.65
34	Thiagarajar College of Preceptors, Madurai	..	..	75%	100	1:10	54,209	3,344	4,595	62,148	621.48
35	Govt. Basic Training College, Varanasi	..	..	75%	68	1:5	96,901	4,333	N.A.	1,01,234	148.87
36	Vijaya Teachers' College, Mysore	..	..	72.7%	59	1:10	13,069	N.A.	N.A.	13,069	221.50
37	Meston Training College, Madras	..	..	71%	65	1:9	39,121	1,319	N.A.	40,440	622.15
38	D.A.V. College, Kanpur	..	..	69%	108	1:11	45,830	2,554	313	48,697	450.89
39	Govt. Teachers College, Saidapet, Madras	..	..	68%	350	1:17	1,68,677	1,427	4,763	1,74,867	499.62
40	B.T. College, Agartala	..	..	65.8%	79	1:5	56,808	4,292	N.A.	61,100	773.41
41	Montgomery Training College, Jullunder	..	..	58%	200	1:19	43,115	4,136	N.A.	47,251	236.25
42	Saraswati Training College, Amritsar	..	..	53%	86	1:12	30,212	1,017	N.A.	31,229	363.12
43	Khalsa Training College, Amritsar	..	..	52%	100	1:18	33,710	400	560	34,670	346.70
44	Hindi Teacher Training College, Tripura	..	..	50%	50	1:10	16,426	N.A.	N.A.	16,426	328.52
45	Malwa Training College, Ludhiana	..	..	40%	160	1:16	41,459	4,587	5,517	51,563	322.26
46	Govt. P.G. B. Training College, Hyderabad	..	..	40%	160	1:8	19,885	499	N.A.	20,384	127.40

APPENDIX XXIV

(Ref. Para 5.23)

(a) Size of Training Colleges with Cost per capita

S. No.	State/Union Territory	No. of Proformae received	Courses covered	Duration	Capacity	No. admitted	Cost per capita on actual trainees	
1.	Andhra Pradesh	1	1 (Re-trg. course)	3 months	40 per batch 4 in year	160	382.2	
2.	Assam	2	B.T. (1) P.G. in basic education (2)	(1) year (2) 10 months	80 40	76 31	1558.6 1482	
3.	Bihar	3	D.Ed.	(2) 1 year (1) 10 months	167 110 157	162 103 153	424.3 394.8 564.6	
4.	Gujarat	4	B.Ed. (3) D.Ed. (1)	1 yr. 10 months	250 66 30	150 250 26	133 875.4 1082.2	231.7
5.	Jammu & Kashmir	2	B.Ed. (1)	1 yr.	120 128	120 128	304 315	
6.	Kerala	2	B.Ed. D.Ed.	1 yr.	120 40	120 40	577.6 867.7	
7.	Madhya Pradesh			Not Available				
8.	Madras	5	B.T.	1 yr.	70 100 370	80 90 350	65 66 422.4	1137 907 558.7 720.8
9.	Maharashtra	3	B.T.	1 yr.	100 222 45	94 — 45	757.6 — 1290.8	

10.	Mysore	..	..	..	6	B.Ed.	1 yr. (3)	40	100	36	100	1523.1	1268.1
							9 months (2)	66	100	52	101	742.0	240.0
							10 months (1)	60	60	55	59	905.1	227.0
11.	Orissa	..	..	..	1	B.Ed.	10 months			105		474.7	
12.	Punjab	..	..	..	6	B.T./B.Ed.	1 yr.	100	200	100	200	341.9	273.9
								100	161	86	160	777.0	322.2
								150	315	142	309	218.8	395.6
13.	Rajasthan	..	..	..	2	B.Ed.	1 yr.	150		137		982.6	
								120		122		502.3	
14.	Uttar Pradesh	..	..	..	5	L.T. (4)	1 yr. (4)	35	105	35	108	—	461.5
							2 yr. (1)	40	70	68	61	1712.7	958.1
								110		93		1550.7	
15.	West Bengal	..	..	..	4	B.T. (3)	1 yr.	120	75	104	74	349.8	774.5
						S.T. (1)		150	60	150	60	1174.1	296.0
16.	A. & N. Isles	..	..	..			Not Available						
17.	Delhi	..	..	..			Not Available						
18.	Himachal Pradesh	..	..	..	1	B.Ed.	1 yr.	125		70		850.3	
19.	Manipur	..	..	..	1	B.T.	1 yr.	35		35			
20.	Nagaland	..	..	..			Not Available						
21.	Tripura	..	..	..	2	P.G. Dip. in Trg.	1 yr.	100		79		1115.5	
								50		50		328.4	
22.	L. & M. & A. Isles	..	..	..			Not Available						
23.	N.E.F.A.	..	..	..			Not Available						
24.	Pondicherry	..	..	..			Not Available						
TOTAL					50								

APPENDIX XXIV—concl'd.

[Ref : para 5.23]

(b) Size of Training Institutions (Under Graduate Level)

State	No. of Proformae received	Courses covered (titles)	Duration	Capacity of Institutions					No. on Rolls 1960-1961				
				10-50	51-100	101-150	151-200	201 & above	0-50	51-100	101-150	151-200	201 & above
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Andhra Pradesh	6	SGBT (2) SBT (1) TTC Craft Condensed Course	1 yr. 2 yrs. 2 yrs. 3 yrs.	..	1	1	..	1 (300)	..	1	3	1	1 (216)
Assam	5	SBT JBT Normal final	2 yrs. 2 yrs. 3 yrs.	1	1	3	..	..	..	2	2	1	..
Bihar	12	TTC Short term Courses Condensed Courses Refresher Courses	2 yrs. 6 month 1 yr. 15 days	..	1	1	8	2 (270) (250)	..	1	..	8	3 (250) (204) (220)
Gujarat	11	Sr. PTC Jr. PTC	2 yrs. 2 yrs.	..	4	..	6	1 204	..	4	1	6	..
J & K	Nil												
Kerala	11	TTC	2 yrs.	1	6	2	2	..	..	7	2	1	1 (202)
Madhya Pradesh	5	BTD Buniadi Pariksha Patropadhi	1 yr.	..	4	..	1	..	..	4	..	1	..

Madras	14	SBTC	2 yrs.	1	4	3	6	1	4	..	2	7		
		JBTC	2 yrs.	..	..	..	245, 280, 400, 400, 320, 244,						299, 229, 400, 393, 264, 220.	
Maharashtra	6	Jr. PTC Sr. PTC	2 yrs. 2 yrs.	..	1	1	..	1	..	2	4	..		
Mysore	25	TCH TCL	1 yr.	3	15	5	1	1	..	14	5	1	1	
			2 yrs.	..	..	..	240	..	..	4	..	..	262	
Orissa	15	Ele. Trg.	2 yrs.	15	..	..	..	..	5	10	..	..		
Punjab	9	JBT	2 yrs.	..	4	..	..	..	3	1	1	4	..	
Rajasthan	6	BSTC BTS	1 yr.	..	2	4	..	..	1	4	1	..	..	
			1 yr.	..	..	..	..	..	..	..	..	..	..	
Uttar Pradesh	4	HTC	2 yrs.	1	2	1	..	..	..	2	1	..	..	
West Bengal	9	JBT Fry. TC	1 yr. 1 yr.	3	5	1	..	..	4	5	..	..	..	
TOTAL				138	25	50	19	21	12	18	59	18	30	13
					17%	36%	14%	15%	8%	13%	41%	15%	21%	9%

For abbreviations see pages 139 & 181.



APPENDIX XXV

[Ref: Para 3.31]

Facilities Available in Training Schools  
(Percentages only)

S. No.	State	Tuitional Buildings (own)	Libraries	Laboratories	Craft sheds	Sanitary arrangements	Practising Schools (own)	Hostels (own)	Staff Quarters
1	2	3	4	5	6	7	8	9	10
1.	Andhra Pradesh ..	65	77	30	76	96	76	55	20
2.	Assam .. ..	100	55	7	47	67	93	100	65
3.	Bihar .. ..	91	82	5	25	91	80	98	27
4.	Gujarat .. ..	49	75	59	81	86	58	50	13
5.	Jammu and Kashmir	Information not available							
6.	Kerala .. ..	78	56	15	51	85	69	30	8
7.	Madhya Pradesh .. ..	36	74	17	61	60	26	43	7
8.	Madras .. ..	74	75	28	51	93	64	70	18
9.	Maharashtra .. ..	32	82	48	88	88	68	30	8
10.	Mysore .. ..	44	76	44	46	82	67	40	6
11.	Orissa .. ..	59	37	..	40	48	24	65	25
12.	Punjab .. ..	93	85	72	69	93	79	72	28
13.	Rajasthan .. ..	68	59	26	57	50	29	40	10
14.	Uttar Pradesh .. ..	21	61	39	71	72	100	20	10
15.	West Bengal .. ..	72	43	4	13	76	77	71	40

Source.—The Education of Primary Teachers in India—Report of the First National Seminar, Ministry of Education, Government of India 1961, p. 125.

## APPENDIX XXVI

[Ref: Para 5.29]

### **Basic Requirements for a Post-Graduate Teacher Training Institution (Training College) as recommended by the All India Association of Training Colleges 1961**

The All India Association of Training Colleges set up a Working Group in 1961 which examined in detail the question of basic requirements for a Post-Graduate Teacher Training Institution and came to the following conclusions:—

In examining and working out the basic requirements of a teacher training college, the Working Group has adopted certain fundamental assumptions which are stated below:—

1. The organization and programme of every teacher training institution has to give emphasis to (a) training; (b) research; and (c) extension. The Secondary Education Commission pointed out this fact in very unambiguous terms in its report (recommendations 22 and 23 on page 176). This three-faceted structure of teacher education programme has tended to be forgotten frequently in the past, resulting in the present somewhat lop-sided development of these institutions, whose activities are now restricted, in a greater or lesser degree, to training and sometimes to limited research. Training detached from research which feeds it and extension which keeps both in contact with real needs and problems, become somewhat unreal and theoretical. It is, therefore, imperative that every training college should restore this vital balance between training, research and extension.

2. A unit of 100 students for the B.Ed. and 10 to 15 students for the M.Ed. has been adopted in working out requirements.

3. The revised B.Ed. syllabus prepared by the Expert Committee of the Association in 1957 and approved by the Union Ministry of Education has been adopted as the basis on which the requirements of staff, programme and physical facilities have been calculated. The main features of this syllabus which have special relevance in the recent context, are:—

- (i) four theory papers and practical work ; and
- (ii) equal weightage for theory and practical work.

4. Every training college should provide for training in special methods of all the academic subjects offered in the secondary schools in its area.

5. Every training college should provide at least three out of the following as special subjects in the B.Ed. curriculum :—

- (i) Educational and Vocational Guidance.
- (ii) Audio-visual Education.
- (iii) Evaluation and Measurement.
- (iv) Physical Education.
- (v) Social Education.
- (vi) Basic Education (in non-basic training colleges).
- (vii) Library science.

Equally important and somewhat arising out of assumptions (1) and (4) above are the following two major considerations which have determined the basic requirements specified by the Working Group :—

(i) Every training college should have an extension unit which will act as liaison between it and the teachers in service. This extension unit will not only conduct inservice activities for the teachers of the surrounding schools but also serve as a link between the requirements in the field and the training and research programmes.

(ii) Every training college offering methods of teaching science should have a good science laboratory so equipped as to enable the trainees to conduct a complete set of experiments required in the higher secondary school syllabus and to prepare for demonstration lessons.

It is also equally indispensable that every training student of science should be given competence in organising and conducting a science club efficiently. A training college should, therefore, provide a college science club of which the trainees will be the members as also the local science club sponsors. A well-equipped workshop where the training students would work out various projects, is an indispensable adjunct to the science laboratory in a training college.

### Basic Requirements

#### I. Staff

1. The ratio between the trainees and the teaching staff should be 10:1, exclusive of the Principal and Instructors in craft, physical education, lecturer-cum-co-ordinator for the Extension Unit etc. With the added emphasis on practical work in training, the above ratio should be treated as an irreducible minimum.

2. For a unit of 100 B.Ed. trainees, the requirement of the teaching staff may be as under :—

Principal	..	..	..	1
Professors	..	..	..	2
Readers	..	..	..	2
Lecturers	..	..	..	7

Lecturer-cum-Co-ordinator for Extension Unit .. 1

In addition to the above there should be Instructors in Physical Education, Arts and Crafts.

The salaries of the teaching staff may be as suggested by the University Grants Commission.

As regards qualifications, the Subject-Lecturers should have Master's Degree in their academic subject and Master's degree in education. It would be preferable if they also had experience of teaching in secondary schools. The members of the staff and particularly the Readers and Professors should also have a fair background of educational research.

3. The pupil-teacher ratio, as suggested above, should be suitably raised in case of those colleges where the strength of the B.Ed. class is less than 100.

4. In colleges where facilities for M.Ed. and Ph.D. studies are provided, the following staff should be added :—

Readers	..	2
Lecturer	..	1

It is desirable to keep the M.Ed. unit small and at any rate not larger than 15 students so that a high quality of work be maintained.

5. The Co-ordinator of the Extension Unit or Department should maintain contact with teaching work in the college, while all the other members of the staff should share the responsibility of inservice and extension work in their respective subjects.

#### II. Accommodation

The following space requirements are recommended by the Working Group, on the basis of 100 students in the B.Ed. and 10 to 15 students in the M.Ed.

- (i) A multipurpose assembly hall—2,400 sq. ft.
- (ii) Subject-rooms and tutorial rooms (6)—1,800 sq. ft. each.
- (iii) Psychology laboratory—600 sq. ft.
- (iv) Science laboratory—1,000 sq. ft.
- (v) Workshop—400 sq. ft.
- (vi) Arts and Crafts (2 rooms)—1,000 sq. ft. each.
- (vii) Staff rooms for 10 members for the B.Ed. classes and 15 in the college having M.Ed. also. This excludes the Principal's room.
- (viii) Common rooms for students. Separate accommodation, being provided for men and women students. The floor space will depend upon the number of students in each category.
- (ix) Library 1,200 sq. ft. Includes provision of two small rooms for record and storage, and additional 300 sq. ft. may be required in a M.Ed. college.

**Extension Unit**

- (x) A room for Co-ordinator—120 sq. ft.
- (xi) Staff and Audio-visual aids—400 sq. ft.
- (xii) Library-cum-Conference room—700 sq. ft.
- (xiii) Sufficient open area for play grounds and science experimental garden.
- (xiv) Hostel accommodation for at least 50 per cent of the students in the case of non-basic institutions.

**III. Equipment**

Every training college should be adequately equipped in respect of :—

- (i) Psychological Laboratory.
- (ii) Science Laboratory.
- (iii) Central Science Club Workshop.
- (iv) Arts and Crafts Department.
- (v) Audio-visual Aids Department.
- (vi) Games and Sports.
- (vii) Extension Unit.

In deciding the basic equipment, the following criteria should be kept in mind :—

1. The equipment should have a direct relevance to the objectives of teacher education.
2. The equipment should be of such a nature as to assist the teacher trainees in improving apparatus of their own.
3. The requirements of local conditions and the needs of local schools should also be taken into account.
4. Special attention should be given to provide necessary audio-visual aids.
5. Sufficient contingent expenditure should be permitted to enable trainees to prepare improvised and other teaching aids.
6. The provision of about 5 to 10 per cent of the non-recurring expenditure should be made available towards the proper maintenance of equipment and the cost of accessories and spare parts.

A suggestive list of requirements is given in the table below :—

Item	Approximate cost of equipment (non-recurring)	Recurring annual cost towards maintenance and renewal
	Rs.	Rs.
1. Psychological Lab. ..	4,000	200
2. Science Lab. ..	8,000	500
3. Science Club ..	1,000	200
4. Workshop ..	1,500	200
5. Art and Craft room ..	3,000	200
6. Visual Aids ..	6,000	300
7. Games and sports ..	1,000	300

**IV. Library**

The libraries of most of the training colleges do not contain up-to-date reference books, nor do they subscribe to an adequate number of educational journals. This is very essential if teacher trainees are to maintain contact with the current trends and techniques in educational practices. The college should also make arrangements to obtain all available literature on educational techniques from Research Bureaus, Employment Organizations Educational and Vocational Guidance Bureaus etc.. It is, therefore, suggested that a college

which offers B.Ed. should have at least 1,000 titles covering the various subjects and not less than four copies of the more frequently used books. The number of copies will of course depend upon the frequency of use and reference. About Rs. 10,000 is considered the minimum for providing an initial nucleus of a modest but well-equipped library. A suggestive list of books that are of use in a teacher training college is also prescribed by the Working Group. The Working Group is aware that this list is not exhaustive or completely up-to-date in all sub-topics. It would serve as a starting point for further thinking in the matter.

The college which offers M.Ed. will require an additional 200 titles costing about an additional expenditure of Rs. 15,000. A recurring expenditure of Rs. 3,000 should be permitted on the purchase of books and subscription of educational journals. The amount towards journals may be enhanced in the case of M.Ed. courses.

#### V. *Experimental School*

It is absolutely essential to have an experimental school attached to every training college. This school is not intended to be used for the teaching practice of the trainees. On the other hand, the school should be treated as an educational laboratory by the staff and trainees for trying out new ideas and conducting experiments. It would also serve as a useful aid in organizing demonstration and criticism lessons. It would also provide opportunities to the college faculty to keep themselves in touch with current problems in school teaching and administration and to obtain first-hand experiences in their respective fields. The experimental school should preferably have at least two divisions in each class so as to facilitate experiments where experimental and controlled groups are necessary.

#### Conclusion

It has not been possible to indicate more than a broad outline of the major needs of a college and the minimum scale that is to be adopted. Conditions vary from State to State and it is, therefore, difficult to set down a uniform pattern. However, the Working Group would like, in conclusion, to repeat that in establishing a training college and equipping it, consideration should be given to all the three aspects of the training college programme, namely—training, research and extension as well as the current needs of the teacher in the secondary school.

The Working Group, therefore, recommends that—

- (i) The Association may set up a committee to draw up a detailed list of equipment required for the various subjects and activities in the training college, both for content and methodology, for the guidance of the colleges.
- (ii) A committee should also be set up to draw up an annotated bibliography of reference books and list of journals essential for a successful training education programme.
- (iii) It would be necessary to bring out adaptations of well-known and authoritative books on education so that they would be both more accessible and adaptable to the Indian students.

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Sub. National Systems Unit,  
National Institute of Educational  
Planning and Administration  
17-B, Shaheed Sthal Marg, New Delhi-110016

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