

Report of the
Study Group on the
Education of Secondary
Teachers in India

Baroda
(March 2 to 7, 1964)

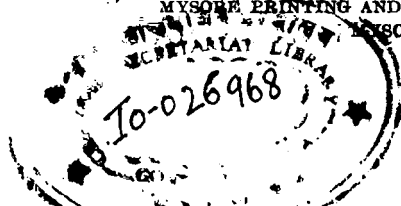
**ALL INDIA ASSOCIATION OF
TRAINING COLLEGES, IN INDIA**

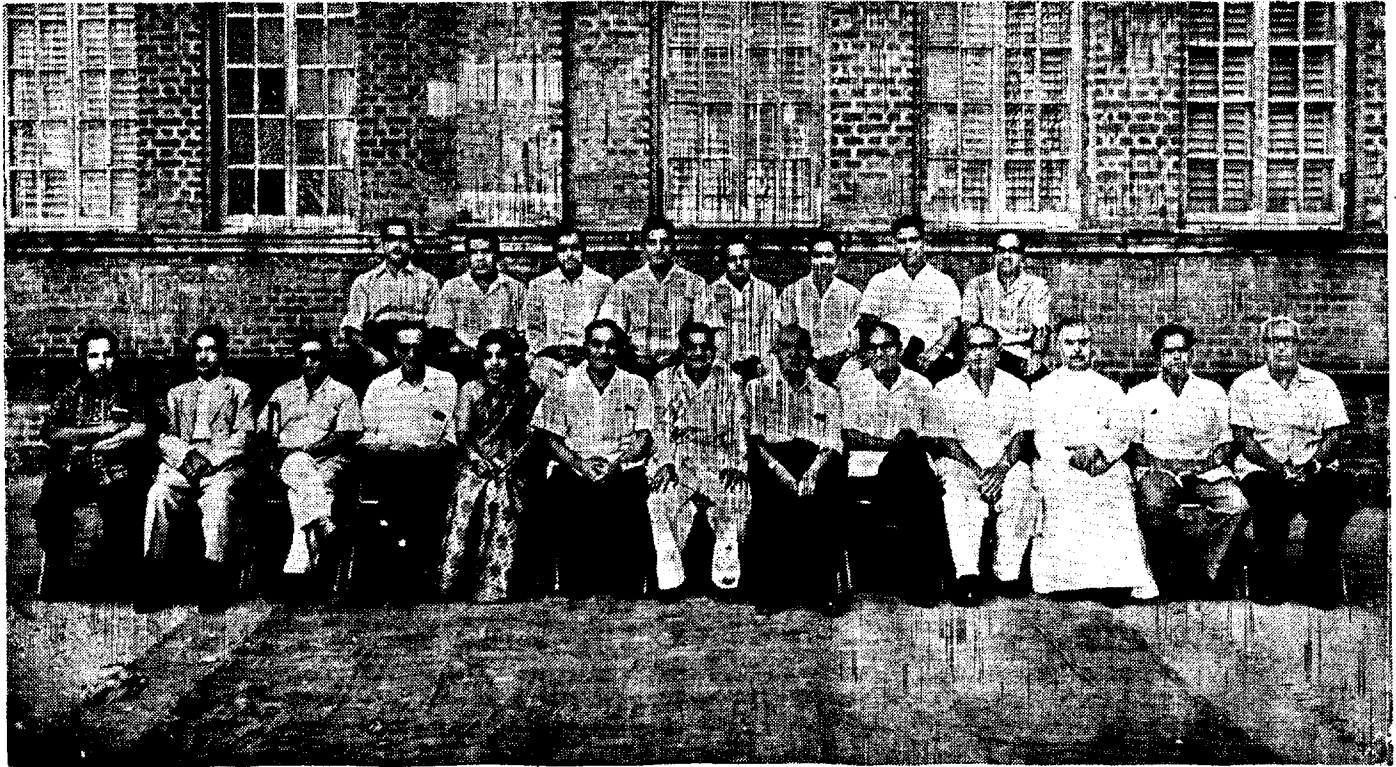
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Members of the Study Group on the Education of Secondary Teachers in the Fourth Five Year Plan

CHAPTER ONE

INTRODUCTION

In collaboration with the All-India Association of Principals of Training Colleges the National Council of Educational Research and Training sponsored a Study Group to examine the existing organization and programmes for training of secondary teachers and formulate measures that need to be undertaken in the context of the requirements of the fourth and subsequent plans. The Group met in Baroda (March 2 to 7, 1964).

2. A number of distinguished educationists from different parts of the country participated in the Study Group.¹ Practically every member submitted a working paper on some aspect of teacher education.

3. The following, amongst other, were the main problems which were placed before the Study Group for consideration :

- (1) An appraisal of the present position and identification of the areas of deficiency and weaknesses ;
- (2) Requirements and supply of teachers in the years ahead ;
- (3) The objective of teacher education that the Study Group would like to place before the country ;
- (4) The administration and organization of teacher education—the role of the universities—relationship with the State Departments of Education—the possibility of evolving an organization which can take a unified view of teacher education in the State as well

¹ *Appendix V shows the names of the Study Group.*

as at the national level, the method of financing teacher training institutions at the secondary level ;

- (5) Organization of teacher training institutions—size—selection procedures—courses of study and examinations—student practice—maintenance of standards—conditions of affiliation of training institutions—securing comparability of standards ;
- (6) Responsibility of teacher training institutions towards the schools ;
- (7) Responsibility of teacher training institutions for in-service education of teachers ;
- (8) Salaries, qualifications and professional training of the staff of training institutions ;
- (9) New forms and methods of training which deserve to be introduced ;
- (10) Post-graduate and higher studies in teacher education ;
- (11) Co-ordination of teacher training at different levels ; and
- (12) Special problems : training of science and mathematics teachers ; training of special subject teachers.

4. After a preliminary discussion of the major problems listed above, the group organised them under the following four major heads :

- (1) Planning ;
- (2) Organization and Administration ;
- (3) Programme of Training ; and
- (4) In-service education and teaching.

5. The participants were divided into two groups with Shri S. Natrajan and Prof. D. N. Ray as Chairmen of the first and second groups respectively. The first two issues were assigned to Group I and the third and fourth to Group II. Their reports were discussed in preliminary sessions and the report of the Study

Group was finalised in the concluding session on the 7th March.

6 The Report is based on the discussions of the Study Group, working papers submitted for the Seminar, and government publications. It is divided into following chapters :

- (1) Education of Secondary Teachers and the Perspective Plans ;
- (2) Government and Teacher Education ;
- (3) The Comprehensive College of Education ;
- (4) New Programmes of Teacher Education ;
- (5) Practice Teaching ;
- (6) In-service education of secondary teachers and teacher educators ;
- (7) Other Important Matters.

7. The Study Group further suggested that the Report be discussed at the Seventh Conference of the All-India Association of Training Colleges at Mysore (10-12 June 1964) and that the main recommendations accepted by the Conference be placed before the Indian Ministry of Education for consideration.

CHAPTER TWO
EDUCATION OF SECONDARY TEACHERS
AND THE PERSPECTIVE PLANS

Introduction

8. If you want to know a culture, look at its schools. Every society has concern for its young, and schools indicate the character of that concern. They also measure the people's hope for the future.

9. The future of schools depends on the teacher. He is of paramount importance in a national system of education. Building and equipment are important. So are curricula, books and teaching methods. But no other aspect of education is so much significant as are the men and women who conduct the school—the teachers. It is they who develop and make the curricula. It is they who select, employ and interpret the books, maps, films, recording and other aids to instruction. Above all, it is they who, day in and day out, year in and year out, influence, by their conduct and behaviour, India's boys and girls.

10. The teacher is thus, the key to the whole educational process. There are, however, three serious challenges to the quality of the teaching profession. The first is the recruitment of suitable young men and women with proper academic background to the teaching profession. The second is the development of appropriate programmes of teacher education that will create masterful teachers, and the third is the shortage of qualified teachers to meet the increasing enrolment in schools.

Recruitment of Secondary Teachers

11. "Teaching" as Joad says, "is not everybody's cup of tea." It requires topmost ability, real scholar-

ship and certain personal qualities. To attract suitable persons to the teaching profession is, therefore, of the highest importance. But the teaching profession at the secondary stage is not currently drawing any appreciable number of persons of higher than the average ability group.

12. Several studies have been made analysing the qualifications of student teachers of teachers colleges. A study of qualifications of students of training colleges in the district of Allahabad and neighbourhood (offered in part fulfilment of the requirements of the M. Ed. examination of Allahabad University) reports :

The academic attainments of male student teachers are poor ; nearly three-fourths of them are third class graduates The teaching profession does not seem to attract science and commerce graduates. Practically all the teachers under training are graduates and post-graduates in arts subjects.

13. In another study of the quality of entrants to the B. Ed. class reported by the Principal, Training College Phagwara, (Punjab), the following percentages of 1st, 2nd and 3rd classes have been found :

Table 1
Quality of Entrants to the B.Ed. Class

Degree	I Class	II Class	III Class
M.A.	0.0	2.0	6.0
M.Sc.	0.0	0.0	0.0
B.A.	0.7	8.3	62.8
B.Sc.	0.0	3.2	Not Mentioned

14. Another recent study made by a training college in Maharashtra reveals that—

(1) During the last four years, not a single M. Sc. was enrolled in the institution ;

(2) Out of 266 trainees only six were M. A.'s of whom only one was in Second Class; and

(3) about 210 graduates were in the Pass Class.

15. With such types of teachers, we are hoping to build up the careers of the citizens of tomorrow. It goes without saying that most of teachers are teachers not because it is their chosen calling, but because they could not secure employment elsewhere.

16. Besides the poor quality of trainees joining the teachers colleges, it is found that we are not able to attract a sufficient number of graduates to fulfil the requirements of different branches of learning. Bulk of the admissions in training colleges comes from those who had graduated themselves in arts subjects. During 1961-62, 78.7 per cent. of students of secondary teachers colleges of this country were arts graduates.¹

17. In addition, it is found that approximately one-third secondary teachers are not properly equipped to teach school subjects. They might have offered such subjects at their degree course, which have no relation to school teaching. They may be graduates of Sociology, Psychology, Economics or Zoology. These teachers often prove unsuccessful, unless they have the will and the sincerity to master the content of the subjects that they are asked to handle in the class-room.

18. We will have also to consider the demand of teachers for different subjects. Table 6² shows the types and the approximate number of teachers for different subjects needed during the Fourth Plan period. Instruction in schools will be at stake, unless the country is able to fulfil the demand for such teachers.

19. Thus an essential factor in educational reconstruction of a country is the successful recruitment of

¹ NCERT. *Survey of Teacher Education in India*. New Delhi, 1963. p. p. 10.

² *Infra*, p. 16.

teachers. Any programme of teacher recruitment will have to be guided by three factors. Firstly, the candidates have high academic attainment. Secondly, the teachers should be properly qualified to handle school subjects. Finally, the recruitment should be based on carefully calculated estimates of the numbers needed in each category and at each stage.

Professional Education of Secondary Teachers

20. In India, as in other countries, the professional preparation of teachers has developed from simple, intuitive practices to the highly organized and scientifically founded programme. It was a belief in the nineteenth century that only university graduates should be employed as secondary teachers and they did not need any professional training as they had a good general education. The Government of India's Resolution on Educational Policy, 1904, however, laid down that "without a grounding in the general principles of teaching no amount of knowledge of the subject-matter can help a teacher of secondary schools to teach."¹ Pedagogy and practice teaching thus found their proper place in teacher education programmes as a result of this official declaration.

21. India had only two secondary teachers colleges in the nineteenth century. These were the Government Normal school, Madras (1856) and the Lahore Training School (1881). Very soon a number of teachers colleges were established. Table 2 shows the number of institutions along with their enrolment which were established during the first half of the present century.

22. Since Independence, efforts are being made to provide increasing facilities for teacher education. The number of secondary teachers colleges has increased

¹ *Government of India's Resolution on Educational Policy, 1904*, para 39

Table 2

*Secondary Teachers Colleges and Their Enrolment—
British India(1901-02 to 1947-48)*

	1901-1902	1906-07	1911-12	1916-17	1921-22	1926-27	1931-32	1936-37	1941-42	1946-47
Institutions..	5	8	12	15	20	21	24	25	35	41
Enrolment..	190	362	552	765	1,247	1,257	1,582	1,789	2,654	3,365

six times during the last fifteen years. As against 41 institutions training graduates in 1946-47, we have today (1963-64) 243 secondary training colleges. The statistics on Table 3 show the distribution of these colleges in different States according to Management.

23. The enrolment of the teachers colleges has almost increased by eight times—3,262 (1947-48), 7,931 (1952-53), 17,226 (1957-58) and 23,221 (1962-63). In spite of this development, one is, however, disappointed to find that a large proportion of teachers is not yet professionally qualified to teach. Out of a total of 3,59,662 teachers in high/higher secondary/multi-purpose/post-basic schools in the year 1962-63, as many as 1,22,567 were untrained. These figures show that as many as 34 per cent. of teachers of these institutions were untrained.

24. Thus the professional education of secondary teachers has advanced rapidly since Independence. Though there have not been remarkable changes in their programme, certain trends of a favourable character have gained strength with the dawn of Independence. The country fully appreciated that "the new education should combine practice in the every-

Table 3
Number of Secondary Training Colleges¹
(1963—1964)

State	Government	University Depts/Colleges	Private Colleges	Total
Andhra Pradesh	5	1	3	9
Assam	2	1	2	5
Bihar	5	3	-	8
Gujarat	3	2	8	13
Jammu and Kashmir	2	-	1	3
Kerala	5	1	15	21
Madhya Pradesh	11	-	2	13
Madras	8	1	12	21
Maharashtra	6	3	11	20
Mysore	5	2	9	16
Orissa	3	-	1	4
Punjab	6	2	15	23
Rajasthan	2	-	6	8
Uttar Pradesh	4	6	45	55
West Bengal	4	4	10	18
<i>Union Territories</i>				
Delhi	-	1	2	3
Himachal Pradesh	1	-	-	1
Manipur	1	-	-	1
Tripura	1	-	-	1
Total	74	27	140	243

¹ *Figures compiled by the DEPSE.*

day process of living and working, with more formal training.”¹

25. This ideology has influenced the contents of courses at the B.T. or B.Ed. level. A Committee, set up by the Indian Ministry of Education in 1956, drew up a model syllabus for the B.Ed. examination with three-fold objectives : (1) reduction of the bulk of the Theory Course, (2) training every candidate in a special branch, and (3) widening the scope of practical work. The majority of the universities have revised their B.Ed. programmes on suggested lines.

26. The publication of the Report of the Secondary Education Commission, however, gave a new outlook to the professional preparation of secondary teachers in the country. The new concepts, which the Commission introduced in the field of secondary education, influenced the programmes of the teachers colleges too. The Regional Colleges of Education had to be established, since the country needs trained teachers for the practical streams of the multipurpose schools. It was found that the traditional colleges were unequal to the task. The four regional colleges, situated at Ajmer, Bhopal, Bhubaneswar and Mysore, aim at preparing teachers of technical subjects, crafts, agriculture, commerce, home science and fine arts. They are expected to serve as exemplary institutions in respect of physical facilities, equipment, staff and training programmes. In addition to the one-year B. Ed. course, all of them have adopted four-year integrated courses for teachers of science and technical subjects. The courses represent a combination of specialised content, general education and pedagogy. The Kurukshetra University has also adopted a four-year degree course in education.

¹ *University Education Commission's Report, 1948-49*, p. 556

27. The recommendations of the Commission have indirectly influenced teacher education programmes in other directions also. Increasing attention is now being paid to Science Education, Examination Reforms, Guidance and Counselling, and Language Teaching.

28. A comprehensive and a nation-wide organisation of in-service education for secondary teachers is another notable contribution of the Commission. Formerly, the State Departments of Education and the teachers colleges were no doubt conducting seminars and refresher and short-term courses as in-service education programmes. But these attempts have not been very systematic. The Commission remarked, "However excellent, the programme of teacher training may be, it does not by itself produce an excellent teacher Increased efficiency will come through experience critically analysed and through individual and group effort at improvement."¹

29. As a result of the above recommendation, an elaborate programme of in-service education for secondary teachers has been organised in this country. Extension units or centres have been attached by the Indian Ministry of Education to 92 teachers colleges. They are carrying on a very effective programme of in-service training for the teachers of secondary schools through a varied programme of seminars, workshops, and audio-visual, library and guidance services.

30. Another notable achievement of the period is the development of post-graduate instruction. Before independence, India had not produced half-a-dozen Ph. D.s in Education or even a dozen M.Ed.s. The Indian Universities have now expanded their programmes of post-graduate instruction. The Ph.D. degree in Education exists at a number of universities, and as many as 823 students were enrolled in the M.Ed. class of various universities in 1962-63.

¹ *Secondary Education Commission's Report.* p. 118

31. Finally, there has been a remarkable development in research work. In 1953-54, the Indian Ministry of Education initiated a scheme for giving grants to teacher training colleges and Departments of Education in the universities in order to enable them to carry out research on educational problems chosen by them and approved by the Central Ministry. The scheme has helped a number of teachers of teachers colleges to conduct research either independently or in collaboration with teachers from schools.

32. The unprecedented expansion of educational facilities, since Independence, to meet the needs of a growing democracy and a developing economy has also given rise to many problems in the field of education. But there was no single agency to give fundamental thought and study the whole range of educational problems facing the need. In 1961, the Indian Ministry of Education established the National Council of Educational Research & Training to fill this gap in the educational structure of the country. It aims at providing the professional leadership necessary to promote advanced study and research in educational problems on a co-operative and interdisciplinary basis, preparing highly trained educational personnel, particularly in those sectors where a continuing shortage is felt, and carrying the benefits of such research and training to the school system, teacher training colleges and educational administration.

33. In order to improve quality and raise standards at the post-graduate and research levels, the University Grants Commission has also drawn a scheme of establishing centres of advanced study. These centres are intended to encourage the pursuit of excellence and to accelerate the attainment of international standard through team work. With this objective in view, the Commission gives special assistance to some promising departments in the universities

carefully selected on the basis of their reputation, existing facilities, quality of work and potentialities of development. As many as 20 centres for different subjects have been established in various universities at present. The Faculty of Education & Psychology of Baroda University has been selected as the centre of Advanced Study in Education. It proposes to confine its attention to 'Psychometrics and research methods, guidance and counselling, curriculum and instruction' during the Third Plan period.

India's Perspective Plans and the Need for Trained Teachers¹

34. The third factor in the quality of teaching is the supply of qualified teachers to meet the increasing enrolment in schools. It is estimated that the enrolment in secondary schools which was 2.9 million in 1961 will rise to 5.9 million in 1966, 8.2 million in 1971 and 20 million in 1981. Accordingly, more and more teachers will be needed to meet the growing needs of schools.

35. The Planning Commission, while preparing plans for the Fourth Five Year Plan, has suggested that the proposals for the Fourth Plan should be formulated in the perspective of development over a period of fifteen years. In the following table are presented estimates of additional enrolment of pupils at different stages of education projected for the period upto 1981.

Table 4 *Additional Enrolments in Schools, 1961-81*
(*Figures in Lakhs*)

Year	Enrolment	Increase
A. <i>Primary Stage</i>		
1961	350	--
1966	520	170
1971	720	200
1976	910	190
1981	1010	100

¹ Statistics of this section are based on the Draft Report of a Committee setup by the Planning Commission on Teacher Education.

Table 4 (continued)

Year	Enrolment			Increase
B. Middle Stage				
1961	67			—
1966	110			43
1971	190			80
1976	360			170
1981	495			135
C. Secondary Stage				
Year	General	Vocational	Total	Increase
1961	30	4	34	—
1966	52	5	57	23
1971	82	20	102	45
1976	120	60	180	78
1981	200	100	300	120

36. In the light of the above projected enrolment in primary, middle and the secondary stages and also keeping in mind the improvement in the pupil-teacher ratio for qualitative improvement, the requirement of additional teachers for primary and middle stage has been given in the following Table.

Table 5
Requirements of Additional Teachers
(Figures in Lakhs except in Column 9)

Year	Total teachers in position	Pupil-Teacher Ratio	Estimated additional enrolment	Additional Teachers required for			Total for five year period	Annual Need
				Enrolment increase	Replacement	Improved pupil-teacher ratio		
1	2	3	4	5	6	7	8	9
Primary Stage								
1961	2.7	36	6	—	—	—	—	—
1966	13.0	40	170	—	—	—	—	—
1971	18.0	40	200	5.0	2.0	—	7.4	149,000
1977	22.7	40	190	4.7	3.5	—	8.0	160,000
1981	28.8	35	100	2.9	4.2	3.3	10.3	106,000

Table 5 (continued)

1	2	3	4	5	6	7	7	8	9
<i>Middle Stage</i>									
1961	2.2	31	—	—	—	—	—	—	—
1966	3.6	30	42	—	—	—	—	—	—
1971	7.0	27	81	3.0	0.7	0.4	4.1	82,000	
1976	14.0	25	170	6.8	1.2	0.6	8.6	172,000	
1981	19.8	25	135	5.4	2.5	—	7.9	158,000	

3:7. In the secondary schools, both Vocational and General subject teachers are required. It will be necessary to keep in mind the requirements of subject teachers while preparing the estimates of teacher requirement at the secondary stage. The shortage of trained teachers at the secondary stage is created by inadequate supply of teachers of practical subjects. The India's multipurpose schools will need an army of teachers in practical subjects like Agriculture, Commerce, Engineering, Fine Arts and Home Science. There is a dearth of Science teachers in various branches. The higher secondary schools need teachers of high academic attainments. They should be at least M.A.s or M.Sc.s. The need for craft teachers is also urgent. It is thus very necessary that careful estimates of requirements for different subjects be prepared for each State as such estimates depend on the curricular pattern and the structure of secondary education. The complexity of this task becomes clear when one looks at the subject break-up of the requirements of the teachers at the secondary stage as revealed in a study made by the Directorate of Extension Programmes for Secondary Education. The following statistics supplied by the DEPSE are very helpful :

TABLE 6

*Teachers Requirements for Secondary Education
(Class IX-XI-During the Fourth Plan—1966-71)*

TEACHERS REQUIRED FOR			
Subject	Addl. Enrolment	Replacement	Total
English	24,433	8,366	32,799
Hindi	18,616	6,382	24,998
Mathematics	12,798	4,371	17,169
History	16,290	5,580	21,870
Civics	9,808	2,935	12,243
Economics	16,290	5,580	21,870
Commerce	3,490	1,281	4,771
Sanskrit	6,981	2,361	9,342
Physics	11,635	3,780	15,415
Chemistry	11,635	3,780	15,414
Biology	5,817	1,890	7,707
Others	2,327	930	3,257
Total	1,39,620	47,236	1,86,856

38. Table No. 6 indicates that during the Fourth Plan period approximately 1,87,000 teachers will be required for different subjects. Thus on an average, 37,371 teachers will be needed per year. Out of this a large number of teachers will be required in shortage areas like Science, Mathematics, English and Economics.

39. For improving the quality of instruction, it is also proposed to improve the present pupil-teacher ratio from 25:1 to 20:1. Accordingly, it is estimated that during 1966-71 as many as 50,000 teachers will be needed per year. Between 1971-76 the annual requirement will be of the order of 58,000 and between 1976-81 the annual requirement, will be of the order of 1,10,000 teachers.

40. In the field of Vocational Education, the annual requirements will be 19,600 between 1966-71, 53,800 between 1971-76 and 61,000 between 1976-81. These calculations have been made on the assumption that 5 per cent. of the teachers retire every year and the pupil-teacher ratio will be improved to 20:1 by 1981.

41. There are at present 243 secondary teachers colleges in this country, with a student enrolment of only 25,000. Thus there is an urgent need for a considerable expansion in the training capacity of our training colleges. In this connection, we will also have to reckon the wastage in the output of trained secondary teachers. This wastage is estimated at 30 per cent. at present. If sufficient care is taken at the time of selection, this wastage can be reduced to 20 per cent. The following table gives an idea of requirements of training places for general secondary teachers during the next 15 years.

Table 7

Requirements of Training Places for General Secondary Teachers, 1969-81

Year	NUMBER REQUIRED ANNUALLY			Training Capacity	Availability (allowing for wastage)	Gap between supply and demand
	Middle Stage	Secondary Stage	Total			
1	2	3	4	5	6	7
1961	—	—	—	25,000	17,500	—
1966	—	—	26,000	35,000	24,000	2,000
1971	26,000	50,000	76,000	70,000	49,000	27,000
1976	69,000	58,000	1,27,000	1,40,000	1,12,000	15,000
1981	99,000	1,10,000	2,09,000	2,60,000	1,60,000	49,000

42. The above table also shows that the training capacity will have to be doubled during 1966-71 and increased by 45 per cent. during 1976-81. It also gives an exact idea of the requirement of training places for general secondary teachers,

Conclusion

43. This chapter thus reveals that the teaching profession is not able to attract persons of high academic calibre and that though facilities for training secondary teachers have expanded rapidly during recent years, there is still an urgent need for a huge expansion of teacher training facilities to meet the needs of the perspective plans.

44. The present state of teacher education however, is not very heartening. There is a genuine feeling that the training courses are not effective in improving teaching, that practice teaching is superficial, that the majority of teachers colleges are struggling institutions, that the in-service education programmes are superficial, and so on. In short, the teacher education programmes are inadequate. As the Study Team of the Planning Commission on Teacher Training has pointed out :-

The training college teachers have not been contributing much to the educational thinking in the country; the general directions, coming either from the Government or persons without pedagogical training, are accepted uncritically. Lack of laboratory facilities and teaching equipment is another factor which discourages the members of the staff to take research projects. Very few institutions have got well-qualified staff and some record of research publication¹.

45. There has been a great confusion regarding

¹ Committee on Plan Projects. *Draft Report on Teacher Training*. Government of India, 1963. p.92.

agencies better suited for the development of teacher education. While the majority of teachers colleges are controlled by universities, a few institutions are state-controlled but not affiliated to any university. In recent years with increasing emphasis on subject-matter a feeling has developed that special agencies like the Department of Science Education of the N.I.E. or the National Institute of Audio-Visual Education be considered the most suitable agencies for bringing about improvement of teacher education in their respective fields.

46. Teacher education has, however, suffered most for want of planning. In fact, the first three five-year plans have paid mere lip-sympathy to professional education of teachers. They did not recognise the crucial rôle of teacher education in the school system. Training of teachers is still being looked upon as a mere routine of picking up the 'tricks of the trade.'

47. After examining the various problems facing the training of teachers in this country, the Study Group realised that the present system can be improved if

- (1) the Government assumes responsibility for teacher education ;
- (2) a plan of organising comprehensive colleges is developed ;
- (3) teacher education is strengthened through new programmes ;
- (4) practice teaching is made more realistic ;
- (5) the in-service education programmes for teachers and teacher educators are systematised properly ; and
- (6) important matters like research and publications receive due recognition.

CHAPTER THREE

GOVERNMENT AND TEACHER EDUCATION

Introduction

48. Teaching is the largest of all professions in India today. Approximately twenty lakhs of teachers are engaged in this field. Six lakhs out of them are women. These teachers deal with pupils of various age-groups studying in different grades of institutions, viz. high/higher secondary schools, middle/senior basic schools, primary/junior basic schools and pre-primary institutions. Thus they play a vital role in the drama of life, not because of their large numbers but because they work with pupils of various age-groups.

49. About sixty five per cent of teachers are trained. They receive their professional training in secondary training colleges, teacher training schools, pre-primary teacher training and other special training institutions. The country has today more than two thousand institutions preparing teachers for her schools of various grades.

50. By 1981, India expects to bring all children in the age-group of 6—14 to school and about 50 lakhs of teachers will be needed for her elementary and secondary schools. As the children of today are the citizens of tomorrow, the future of the country will depend on what they will learn in school or what they will receive from their teachers and ultimately on the professional preparation of their teachers.

Centre's Responsibility for Teacher Education

51. Teacher education is thus of supreme importance to the nation at present. It has suffered for want of a national policy. It was in 1913 that the Government declared, "Eventually under modern system of

education, no teacher should be allowed to teach without a certificate that he has qualified to do so.”¹ This declaration is more or less controlling the State policy of teacher education even today, and it is no wonder that teacher training institutions are considered factories producing license holders to teach.

52. Subsequently, the Government of India appointed a number of commissions for inquiring into different fields of education and for suggesting suitable reforms for reconstruction. Some of them no doubt made a passing reference to teacher education, but this branch of education had never been an independent field of inquiry.

53. Partially, the teacher educators of this country should be blamed for this official negligence. Our teacher training institutions have lost greatly in effect and utility because they are wrongly divided into water-tight compartments on the basis of the stage of education for which they prepare teachers. It is an extremely wrong policy to compartmentalize teacher education programmes at different levels, pre-primary, primary, secondary, and so on. It should be realized that just as the education of a child is a total process, teacher education also needs to be reviewed as an integrated whole.

54. Teacher education would thus include the preparation of teachers of all levels—pre-primary to secondary (and perhaps university in due course of time). By its nature and importance, it is now considered as professional education.

55 The Study Group recommends :

Considering the vital importance of teacher education and the Central Government's constitutional responsibility in this regard, it is recommended that the Central Government assume greater

¹ Government of India's Resolution on Educational Policy, 1913, para 5.

financial responsibility for the development of teacher training institutions.

National Council for Teacher Education

56. The need for planning this particular branch of education on an All-India basis is also urgent today. Twenty five years ago the country had less than five hundred teacher education institutions, and the administration and organisation presented no problems. With two thousand teacher education institutions of an unintegrated variety existing in the country today, the situation is totally different. And with the developmental programmes, which the country is envisaging in future, the situation will be more and more complicated. Unless the training of teachers is systematised properly and based on sound lines, the entire planned programme of school education is bound to collapse. It should also be appreciated that on the foundation of school education, the structure of technical and higher education is to rest.

57. In addition to coordinating the teacher education programmes of different categories, it will also be necessary to systematise the professional preparation of teachers on a national basis. This is necessary, as there is a considerable diversity in the programmes of teacher education in different parts of the country.

58. With the future expansion of education, India will need an army of teachers—teachers of various categories with adequate professional preparation. It is to be ensured that teachers, adequate in number and quality, are available. It is, therefore, necessary to set up a national agency composed of highly competent persons in the field of teacher preparation at all levels on the lines of the All-India Council of Technical Education. Such an agency would not only set standards but also coordinate the programmes and promote research in the field of teacher

education. A national body can alone establish a uniformly high standard.

59. The Study Group recommends :

(1) *Early steps should be taken to set up by law an appropriate organization at the national level charged with the responsibility for planning, organising, supervising and financing teacher education.*

(2) *The functions of this organisation will be as follows :*

- (i) *to prepare plans for the development of teacher education in the country ;*
- (ii) *to coordinate and set standards for teacher education.*
- (iii) *to establish inter-state parity in standards ;*
- (iv) *to give maintenance and development grants to State Councils and teacher training institutions, and*
- (v) *to promote measures for improving the standards of teacher education throughout the country.*

The State Council for Teacher Education

60. It is also necessary to set up a similar agency in every State, giving whole-time attention to teacher education. It should bring together into close contact, the State Department of Education, the universities of different categories and the teachers and managements of schools within a State. The need for adjusting the teacher education programmes to meet the requirement of the schools is very urgent. Only such an agency can achieve the desired end.

61. There is uniformity in the country so far as the administration of teacher education at the elementary trainingschools is concerned. They are administered directly by the State Department of Education. There are government managed as well as privately managed institutions. Recognition to the latter is given by the State Department of Education. It further

supervises the institutions, prescribes the courses, conducts examinations and gives financial aids to private institutions. The standards in private and government institutions, however, vary considerably.

62. The patterns of organisation of secondary training colleges, however, differ from State to State. They belong to one or the other of the following categories: (1) Government training colleges affiliated to a university; (2) privately managed training colleges affiliated to a university; (3) University departments of education, and (4) Government or privately managed training institutions awarding departmental diplomas and not affiliated to any university. The degree of interest that the universities take in the training institutions affiliated to them varies widely. More than half of the training colleges are controlled by six universities of the country (Agra, Calcutta, Gorakhpur, Kerala, Madras and Punjab). Another quarter are controlled by seven universities while the control of the remaining is scattered amongst 28 different universities. Very few training colleges have received development grants during the last ten years. The privately managed training colleges in most of the States, with some exceptions, are supposed to be self-financing and subsist on the income from tuition fees. This encourages the tendency towards indiscriminate admissions without any due regard for the subjects for which teachers are required.

63. There are three agencies which have a direct interest in the organisation of secondary teacher training: State Department of Education which bears the responsibility for and has a control over secondary schools; the universities which prescribe the courses of study in the training colleges and thirdly, the institutions which have to carry out the programmes. There is, however, no machinery through which these three agencies could work together. The Universities which

control the curriculum have no way of keeping themselves in touch with the changing needs of the schools ; the State Department of Education has very limited opportunity to ensure that the demands of the school are met by the training colleges. The lack of rapport amongst these agencies is reflected in the imbalances over the whole range of teacher education programme. Not only is there no continuing relationship amongst these agencies but there is also none between one university and another in the same State. Though all universities which have training colleges affiliated to them are preparing secondary school teachers for the same school system, their syllabuses and requirement of standards differ so widely as if they were catering to different school systems.

64. It is thus evident that conflicting authorities in the field of school and teacher education bring in confusion in the entire field of education. There is dissipation of efforts, wastage of energy, and the country does not get the proper return for the money which it invests on education. The need for setting up a State Council for Teacher Education is thus urgent. The Study Group on the Training of Elementary Teachers in India has already recommended the establishment of such a body.¹ It should, however, work in close collaboration with the proposed National Council for Teacher Education.

65. The Study Group recommends :

(1) *There should be constituted by statute in each State a State Council for Teacher education, composed of representatives of the universities and the Departments of Education and other specialists.*

(2) *The functions of the State Council will broadly be as follows :*

(i) *To prepare, in consultation with the universities*

¹ Ministry of Education. *Report of the Study Group on the Training of Elementary Teachers*. Delhi, Manager of Publications, 1963. p. 40.

and State Departments of Education concerned, programmes for the development of teacher education in the State and to supervise their implementation ;

(ii) to set standards for teacher education ;

(iii) to assess the needs for trained teachers of different categories and make this information annually available to teacher training institutions for their guidance in making admissions ;

(iv) to examine and evaluate the curriculum and syllabi according to which training programmes, both pre-service and in-service should be carried out ;

(v) to arrange for inspection of teacher training institutions ;

(vi) to make grants-in-aid to teacher training institutions ; and

(vii) to coordinate and promote training programmes and collaborate with other agencies in the State and outside in the furtherance of its objectives.

Finance

66. There are two great financial handicaps in the development of teacher education in this country. In the first place, many of the teacher training institutions are struggling for survival. They are, without adequate equipment, buildings and qualified staff. The Report on the Survey of Teacher Education remarks :

Among the 122 institutions reporting only 87 have independent grounds of their own, and only 70 are located in their own buildings. . . . Regarding University colleges/departments, . . . 77 per cent are not having their own buildings Accommodation provided in respect of class-rooms is inadequate in 86 institutions out of 122 reports.¹

67. The second handicap is the recruitment of proper type of teachers. Unfortunately, the teaching

¹ NCERT. *Survey of Teacher Education in India, 1963*, p. 2.

profession has not been able to attract the type of teachers which the schools need. Two things are essential if suitable persons are to be drawn to the teaching profession. First, teachers should be entitled to salaries corresponding to the importance of their social and educational responsibilities and should be able to adjust themselves entirely to their professions without financial anxiety. Secondly, education in a teacher training institution should not be a financial burden to the trainees.

68. Another desirable step is the award of scholarships to promising young students in the second year of the degree courses or the first year of the Master's courses so as to cover their tuition fees and maintenance in the final year of their course. Such students may be provided with a short orientation course in pedagogy and employed in schools for an academic year, after which they may have to go through a summer course leading to a professional degree or certificate.

69. Unfortunately, financial allocations for teacher education have not increased proportionately 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. Similarly, a small percentage of the total expenditure on secondary education is being spent on the training of teachers for secondary schools. Having considered the important place teacher education occupies in the educational reconstruction of our country, it is urgent that it should receive the highest priority during the Fourth Plan period.

70. The Study Group, therefore, recommends
(1) *All teacher education should be free and the*

entire cost should be borne by the Government—Central and State. There should also be substantial provision for stipends and scholarships for meritorious students.

- (2) *Suitable scholarships be awarded to promising students in the second year of the degree course or the first year of the master's course provided they give a binding to serve as teachers.*

A Master Plan

71. It will take some time for the establishment of the proposed State or the National Council of Teacher Education. In the meanwhile, it is proposed that a master plan for each State be prepared by its Department of Education. It should make an estimate of the number of teachers required subjectwise. In the Fourth Plan period the admissions to teachers colleges are to be regulated by such estimates.

72. The master plan should also take into consideration how the existing training institutions can be developed to meet the demands of the Fourth Plan and where new institutions should be opened. The State Governments can set up an *ad hoc* Committee on Teacher Education. It should make a rapid study of each training institution and help it to prepare its development plan. This plan should be prepared on the assumption that a training institution or a group of training institutions will in the main be catering for the requirements of schools within a defined geographic area. It is possible to organise the training institutions on the basis of their general responsibility for a specific area without prejudice to the important principle of the largest measure of employment mobility to the teachers within the State and outside. The Fourth Five Year Plan for teacher education should be based on the development plans that will thus be formulated.

73. The Study Group recommends :

- (1) *master plans of teacher education be prepared for each State for the Fourth Plan Period. It Should make an estimate of the number of teachers required ;*
- (2) *It should also indicate how a group of teacher training institutions can be developed to cater to the need of a geographical area ;*
- (3) *It should also suggest the additional courses that an institution will have to provide, requirements of additional staff, and equipment and building ;*
- (4) *The master plans of all the States can then be consolidated in to a master plan for the country as a whole.*

73. The above three recommendations envisage a comprehensive and inter-linked organisation for teacher education at the national and the State levels. Such an organisation will provide the means for the universities, the State Departments of Education and the Central Government, to work together in the promotion of teacher education with which all the three agencies are intimately concerned. Post-B.Ed. and Doctoral work as well as research in education should continue to be administered by the University Departments of Education, while for B.Ed, and similar training programmes the universities would collaborate with each other and the State Departments through the State Council.

CHAPTER FOUR
THE COMPREHENSIVE COLLEGE OF
EDUCATION

Introduction

74. The professional preparation of teachers today in India is done in some 1,500 institutions—about 250 teacher training colleges for secondary teachers, and approximately 1,300 teacher training institutions for primary school teachers. But one of their main weaknesses is their small size. While several of the institutions enrol as many as 400 students each, there are many which have fewer than 50 students enrolled. On an average a teacher training institution has an enrolment strength of 90 students. This average covers wide variations on the lower side. The forty-six training colleges which were studied in detail by the Committee on Plan Projects of the Planning Commission disclosed the following enrolment strength :

Table 8
Student Enrolment of Some Training Colleges

	Between 30-50	Between 51-70	Between 71-90	Between 91-116	Between 111-130	Between 131-200	Above 200
Number of Training Colleges	1	2	3	4	5	6	7

75. Recent studies show them, with few outstanding exceptions, to be weak institutions, with the teaching staff inadequately prepared for the work they are called upon to do, inadequate library resources, inferior laboratory and “workshop” or studio facilities, and too few hostel accommodation. The pay

scale for members of the staff in the secondary training colleges is below that recommended by the University Grants Commission for Arts and Science colleges so that in competing for well prepared staff members, the colleges are in an inferior position. The pay scales in the primary institutions are lower than those in many of the secondary schools from which they drew their teaching staff, so the training institutions too find it impossible to recruit the best teachers.

76. It is obvious that if the quality of education in India's schools is to be improved, the quality of teachers must be upgraded. This calls for specific improvement of the training colleges and institutions. Better staff must be recruited, which calls for better salaries and better use of teachers in their teaching specialities; better libraries; adequately equipped laboratories; sufficient craft workshop and greatly increased hostel accommodation.

77. This adds up to a staggering financial investment, if the 1,500 training colleges and training institutions currently in operation are to be enabled to do adequately even their current job.

78. But the task facing the teacher educators of the country is to train between 1966-71 forty five to fifty thousand more secondary school teachers and 150 thousand more primary teachers to serve the additional enrolment in primary and secondary school population expected during these years. Requirements of this order will necessitate a huge expansion in training facilities.

79. Two alternatives seem to be presented to those holding policy and financial control in the country: *Either* (1) Build more small colleges of the same general nature as the existing ones, hopefully better equipped and staffed but leaving the existing ones as at present; *or* (2) Improve the existing colleges and institutions at critical points and double or treble their student populations.

Optimum Size of a Teacher Training Institution

80. There is a growing concensus that the second alternative is the preferred one, that the present size of the colleges and institutions is one important factor that militates against their efficiency. Twenty years ago, the McNair Report of England remarked, "We doubt whether a college of much less than 200 is capable of being staffed, equipped and organised both efficiently and economically".¹ The general opinion is more or less against the creation of small-size training institutions, which are likely to be expensive and inefficient. Based on the experiences of other lands, it is felt in this country that the time has come to abandon the policy of regarding a college or school of 100 seats as the optimum size of a teacher training institution. For example, the Report of the Study Group on the Training of Elementary Teachers in India endorsed the finding of the first National Seminar on the Education of Primary Teachers that "a teacher training institution should have four units or classes of 40 trainees each".² The Study Group further held that even an increase of 200 will not adversely affect the efficiency of the institution.³

81. It should be possible for the future demands for trained teachers to be met almost wholly by enlarging the size of the existing training institutions. In some States there has been such indiscriminate expansion in the number of small training institutions that the total output of trained teachers is in excess of the requirements of the State, even while shortages continue in particular subjects. In such cases it might even be necessary to discontinue some of the

¹ Ministry of Education. *Report of the Study Group on the training of Elementary Teachers in India*. Delhi, Manager of Publications, 1963. p. 29.

² Loc. cit.

³ *The McNair Report*, 1944, p 75.

training colleges which fail to provide a sound basis for growing into large size training institutions. While the large-size training institutions should be the rule, there are some exceptions which may have to be admitted—training institutions in remote areas and training institutions exclusively for girls.

The Need for Comprehensive Colleges of Education

82. It is also being fully appreciated in the country that a small-size institution is not only economically difficult to maintain but also fails to provide for that diversity of programme which sound education requires. This view has been initiated by the “Study Team for Selected Educational Schemes” appointed by the Planning Commission and the Indian Ministry of Education in May, 1961. The Team advocated the centralisation of training of teachers at all stages in a single institute of teacher training to be designated as a comprehensive training institute. It was held that such an institute will have the following advantages :

1. It would be more economical because the same facilities in the form of libraries, psychology and science laboratories, gymnasias and assembly halls would be utilised by a large number of students ;
2. 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 ;
3. 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 ;

4. With kindergarten, nursery, primary and secondary schools attached to the comprehensive teachers colleges, identification and solution of problems of research would be easier and the institution will have a comprehensive laboratory for practical problems and experiments.¹

83. The Team further held that all the existing teachers colleges for secondary teachers should be encouraged to develop into this type of comprehensive teacher training institution. Unfortunately, by historical more than any other reason training institutions have got separated into two categories according to the stages of education for which they supply teachers—training institutions for primary school teachers are separated from training institutions for secondary school teachers and sometimes there is a third category also which trains teachers for middle schools. This artificial isolation has worked to the disadvantage of all classes of training institutions. It has stood in the way of a sense of professional fellowship growing up among different grades of teachers. There is valuable contribution that the teaching staff of a training institution for secondary school teachers has to make to the training of primary school teachers and vice-versa,

TRE ORGANISATION OF A COMHREHENSIVE COLLEGE

84. *General Principles* : It is not possible to suggest a general pattern about the instructional programme of a comprehensive college, since it will be a multipurpose institution. Each college can draw its own programme according to resources at its disposal and to suit the local or regional needs. Even then every institution will have to conduct two courses; (1) the one-year B.Ed. course, which will provide the

¹ Committee on Plan Projects, *Draft Report on Teacher Training* Government of India, 1963. p. 48.

main supply of teachers for secondary schools for many years to come, and (2) the one-year or two-year certificate course for matriculate elementary teachers. These two courses are suggested as a 'must' for every institution, because the bulk of the trainees will have to join either of the courses. At least one hundred trainees should be admitted to each of the courses—B.Ed. and Elementary Teacher Certificate. The Primary trainees should be divided into two units of 50 each. This arrangement accounts for the training of two-thirds of the students, which a comprehensive college will generally have on its rolls. For the remaining one hundred trainees, different alternative programmes can be drawn for satisfying the major educational needs of the country.

85. It is thus obvious that though there will be a common programme for two types of trainees in each of the proposed institutions, still there will be a wide variation in the instructional programme of the remaining one hundred students. This shows the need for establishing different types of comprehensive colleges of education. It is, however, necessary to suggest a few alternative patterns for the general organisation of the proposed institutions. They can be broadly defined under the following categories :

1. '*A*' Type College : Each college will train 200 one-year B.Ed. students and 100 Elementary teachers.
2. '*B*' Type College : In addition to training 200 students for the B.Ed. and Elementary Teachers Certificate Course, such an institution will organize an integrated four-year course in Education for arts and/or science students after the Higher Secondary or Pre-University. It will have 350 students.
3. '*C*' Type College : Each institution will no

doubt run the common courses—one-year B. Ed. and Elementary Teachers Certificate Course—two hundred teachers. In addition, it will run post-graduate and other specialised forms of teacher education programmes for about one hundred and fifty trainees.

86. *The Demonstration School*: It is needless to point out that every teachers college should have a demonstration school from the pre-primary stage upto the higher secondary stage. It should be used for demonstrating the experimenting with new techniques. It should not have more than one division for each class, thus enrolling about 60 children in the pre-primary Division (about twenty for each of the age-groups: $2\frac{1}{2}$ - $3\frac{1}{2}$, $3\frac{1}{2}$ - $4\frac{1}{2}$, and kindergarten $4\frac{1}{2}$ -6) and 330 pupils at the higher secondary stage or thirty children in each class (Std. I-XI)

87. *Physical Facilities*: While all the three types of institutions should have some common facilities, each type will have some specific needs of its own. The essential facilities for all institutions are enumerated below:

1. *College Building*: Two rooms for office, one record room, library room with an attached reading room, one common staff room, individual staff rooms, common rooms for men and women students, audio-visual room, a psychological laboratory, a museum.
2. *Hostel Building*: One for Men (150 students) and the other for Ladies (50 students);
3. *Staff Quarters*.
4. *Higher Secondary School Building*: 11 Class rooms, 1 library room, 3 special rooms, 1 staff room, 2 rooms for office.
5. *Pre-primary Unit*; 3 play-rooms, 1 nap

room 1 play yard, one isolation room, one lunch room, one cloak room ;

6. *Common Accommodation for the College and the Demonstration School* : Auditorium for four hundred persons, science laboratory, Art room, Craft Sheds according to the number of crafts to be taught, a gymnasium, and a cafeteria, sanitary arrangements.

88. In addition to the common accommodation as suggested above, a college will need five class-rooms for special methods and special fields. Experience shows that at present not more than three special methods are offered in one period, and an institution generally provides for five or six special fields. Special care is to be taken for avoiding duplication of accommodation and equipment. In this connection, it should be realised that the college and the Demonstration School form one common institution. They should have a common auditorium, science laboratory, art room, and craft-workshops. There is no need for providing separately for the purchase of audio-visual aids, and other instructional materials. The Demonstration School can use the teaching aids of the College Museum as well as of the Audio-Visual Unit.

89. *Instructional Staff* : In this connection, one may ask : "What should be the minimum strength of the teaching staff of a B.Ed., college?" Normally, the B.Ed. (Theory Part) consists of four papers (two and one-half papers on general subjects, half a paper on special fields and one paper on special methods). It may be noted that a training college needs two types of teachers : the first type for general subjects, and the second for Special Methods. While the teachers for general subjects should have at least a Master's Degree in Education, the Method Masters should possess a high degree in the subject that they are to teach in addition to the B.Ed., degree. Sufficient care should be

taken so that each subject is handled by a specialist. Accordingly, the teaching staff will consist of four instructors on Education. Their fields of specialization will be : (1) Philosophy of Education, (2) Educational Psychology, (3) School Administration, and (4) Indian Education. In addition, there should be special method masters for the following subjects : (1) English, (2) Regional Language, (3) National Language, (4) Sanskrit, (5) History, (6) Geography, (7) Science, and (8) Mathematics.

90. Thus the minimum teaching staff of a B. Ed. college whether its intake is fifty or two hundred, will consist of twelve members. There will be common lectures in all the subjects for all the students in an institution with an intake of one hundred students. But in a college with a strength of two hundred students, it will be necessary to divide the B. Ed. class into two groups for general subjects only. There is no need for such a division in special methods and special fields. The total work-load of an instructor (Theory Part only) will be about ten periods per week.¹ The practical work will be the joint responsibility of the college staff and the co-operating teachers.

91. It will also not be necessary for any institution to have an independent P. T. or Music or Art Teacher. It can utilise the specialists of the Demonstration School for this purpose. In return, the craft-instructors of the college, and the method masters can handle some of the school classes in their special fields by rotation.

92. *Practice Teaching and Supervision* : A major problem, which the proposed college will have to face, is the arrangement of practice teaching for about three hundred trainees. This will be rather difficult in small towns, where there may not be a sufficient number of

¹ *Vide Appendix II.*

secondary schools welcoming the trainees for their practical work. This difficulty can be partially solved through the provision for off-campus practice teaching of about six weeks duration. The Regional Colleges of Education and some other institutions have already adopted this step. During their off-campus period, the student teachers participate in all activities of the school as regular staff members. Another difficulty will be to make adequate arrangements for practice supervision, since it is suggested to maintain a teacher-pupil ratio of 1:20 in the proposed colleges instead of 1:10 which is the prevalent practice. This aspect has been examined in Chapter Six.

Special Features of Different Types of Colleges

93. *Introduction*: The staff and accommodation requirements of a unipurpose teachers college for B.Ed. of two hundred students have already been examined. It will now be necessary to study the specific needs of different types of comprehensive colleges, since each type will develop more than one course. Each institution, will, however, provide the one-year B.Ed. and the Elementary Teachers' Certificate Courses, which will have a common programme. Much of the success of the proposed institutions will, however, depend on the integration of instructional programmes. There should not be any caste system among teachers. Specialisation should be encouraged and every teacher should impart instruction in his own special field at all levels.

94. Since each college will have a large number of teachers, it will be desirable to organise the entire staff into two major departments—Education and Curriculum. This will be very necessary for administrative and academic reasons. While the Education Department will impart instruction on general courses on "Education" the Curriculum Department will teach the Special Methods and the Content Courses.

The practical work will be the joint responsibility of both the departments.

95. *The 'A' Type College*: In addition to training two hundred one-year B.Ed. candidates, such an institution will impart instruction to the trainees of the Elementary Teachers Certificate Course also. For this extra course, three staff-members more than what has been suggested for the B. Ed. College of 200 students will be needed. These teachers should be specialists in primary education. Thus the total strength of the staff will be fifteen.

96. As a broad policy, it may be suggested that on the basis of a teacher-pupil ratio of 1 : 20, the 'A' type college should have 15 members on the staff in addition to the Principal and the Craft teacher or teachers. The total work-load of a teacher will be approximately fifteen periods per week, so far as Theory work is concerned.

97. It may be noted that the accommodation suggested for a B. Ed. college will be quite sufficient for such an institution. Additional provision should, however, be made for craft-teaching. A plot of land for kitchen gardening is another necessity, and hostel facilities should be available to all the elementary school teachers under training.

98. *The 'B' Type College*: This institution will no doubt train 200 candidates in the usual programmes of one-year B. Ed. and the Elementary Teachers Certificate, but its special feature will be to provide the four-year programme in teacher education in Arts and/or Science. After the successful completion of the course, each trainee should be awarded B.A. or B.Sc. and the B.Ed. degree as is the prevailing practice in the Regional Colleges of Education. The distribution of the courses in professional education and the 'Content Courses' will be the same as in the regional colleges. As instruction in 'Professional Education'

will begin only in the Second year, it will give sufficient time to a college student to decide to choose teaching as his career. Such a procedure will also provide sufficient scope to college authorities to select students for the teaching profession.

99. It should, however, be realised that the four-year programmes involve expenditure on professional as well as on 'Content' courses. Naturally, the 'B' type colleges will be more expensive in nature if they are to be set up as independent institutions. This shows the need for a very careful planning, and the four-year programmes should be organised only by teaching universities or by such education societies as have their own teacher training institutions as well as colleges of arts or/and science. Wherever the facilities exist, the college of education and the arts or/science colleges, should be drawn closer. While the professional courses can be imparted in the latter.

100. Provision for four-year teacher education programmes in Arts or Science or both can be made, as circumstances may permit. Ordinarily 40 trainees (Arts or Science) maybe admitted in the 2nd year. Thus 120 student-teachers will be trained in each of the branches (Arts or Science); during a period of three years, i. e. till the successful completion of training.

101. In addition to the staff suggested for 'A' type institutions, a 'B' type college will need four instructors, at least one lecturer in each of the following academic fields :

1. *Arts* : English, Regional Language, History and Geography ;
2. *Science* : Physics, Chemistry, Zoology, Botany, and Mathematics (less one specialist which a college might have already on its normal staff). In addition to a lecturer, there should be a demonstrator in each of

the first four branches. This is needed for practical-work.

102. It will also be desirable to develop these institutions as the centres for imparting instruction in M. A. or/and M. Sc. in Education. Approximately thirty trainees can be trained *either* for M.A. *or* M.Sc. with the help of the additional staff as proposed above. Thus, a 'B' type college will have about 350 students on its roll. B. Ed. (100), Elementary Teachers' Certificate (100), four-year programme (120), and the post-graduate course (30). If it is desired to provide both arts and science, it will have a student population of 500.

103. While a 'B' type college with the arts course will need four class-rooms for forty students each, the Science institution will need four laboratories for the practical work of its students in different branches, viz, physics, chemistry, zoology and botany. This accommodation will be necessary in addition to what has been suggested for 'A' type institutions.

104. *The 'C' Type Colleges*: The main objective will be post-graduate teaching and research-work in addition to training 100 one-year B.Ed., and 100 primary trainees. It may conduct the following post-graduate courses.

Table 9
Post-Graduate Courses in a Comprehensive College

Courses	Enrolment
Ph.D.	25
Post-graduate Diploma for Teacher Educators of Primary Training Colleges ..	30
M.Ed.	40
Professional Diplomas in fields like Guidance, Administration, Special Education.	30

105. In addition to the above, it may also run an under-graduate diploma course in Early Childhood Education for about 25 trainees. Thus a 'C' type college will have a total intake of about 350 students. It will, however, be necessary to take sufficient care while selecting an institution for being developed into a 'C' type college as its major responsibility will be the advanced work in education. The majority of the University Departments of Education can be entrusted with this responsibility. On its staff should be specialists in the following fields: (1) Philosophy of Education, (2) Psychometrics, (3) Guidance and Counselling, (4) Educational Administration, (5) History of Education, (6) Elementary Education, and (7) Child Development. There should be a reader as well as a lecturer in each of the specialised fields. Thus the teaching staff of a 'C' type institution will consist of fourteen such specialists, eight instructors for Curriculum and Instruction as suggested for 'A' type institutions and the Principal.

106. In addition to the accommodation suggested for 'A' type college, 'C' type institutions will need four more classrooms with an intake capacity of thirty students each.

Conclusion

107. India is passing through a critical period. Her progress will be largely shaped by her educational developments. These will depend much on the effectiveness of her teacher education institutions.

108. These are very small at present. There is complete isolation of the various types of programmes from each other. An elementary teacher training institution seldom functions in collaboration with a graduate training institution. The teacher educators have no specific preparation, and the training of specialists has been almost completely ignored.

109. We have made in the body of this chapter proposals for the development of a comprehensive teacher training college which we hope will remedy some of the major ailments of the present programme. The success of such an institution will depend, of course, on how it functions. Each institution in its own setting will have its own individual problems. It will have to find its own line of development. It can only succeed, we are sure, if it operates as a single organisation with a definite unity in its programme. It must maintain institutional integrity.

110. The Study Group recommends :

1. *For the proper development of Teacher Education, it is necessary that Comprehensive Colleges of Education with a minimum strength of 300 students should be organized instead of isolated institutions for training teachers of primary and secondary schools.*

2. *The scope of such a comprehensive training college should be the training of ;*

- (i) *High|higher secondary school teachers ;*
- (ii) *Primary and middle school teachers ;*
- (iii) *P.U.C. and equivalent teachers ;*
- (iv) *Primary teacher educators, educational supervisors and administrators ;*
- (z) *Personnel for special programmes. e.g. guidance and counselling, pre-primary education, special education, etc.;*
- (vi) *Post-graduate work.*

3. *While the large-size training institution should be the rule, there are some exceptions which may have to be admitted—training institutions in remote areas and training institutions exclusively for some areas.*

4. *All training colleges should be helped to provide hostel accommodation to the teacher-trainees,*

which will make it possible to provide more time for professional study, intensive work through tutorials and individual guidance. Efforts should also be made to provide residential accommodation to members of the staff.

CHAPTER FIVE

NEW PROGRAMMES OF EDUCATION

Introduction

111. Generally, the secondary training colleges prepare teachers for B.Ed./B.T. degrees or equivalent diplomas and for the M.Ed. degree. Graduates are admitted to the B.Ed. or equivalent courses. These are of a year's duration and are divided into two parts : Theory and Practice. Candidates passing this examination are entitled to admission to the M.Ed. course. Its duration varies from university to university. Generally, it is also of a year's duration. In short, B.Ed. is the minimum professional qualification for graduate teachers in the country. The M.Ed. course consists of a number of papers with specialisation in one branch and the preparation of a small thesis or dissertation in lieu of papers or, in some cases, as an additional requirement. Some of the universities still have an independent M.Ed. course that is based entirely on thesis. The U.G.C. has, however, directed that such a course should be abolished. During 1962-63, the enrolment for the B.Ed. and M.Ed. courses was 22,398 and 823 respectively for the entire country.¹

B.Ed. Course

112, The B. Ed. course of this country is built on three assumptions : (1) the teacher, under training, is generally a well-educated person because of his previous school and university education : (2) he is a specialist in his special methods due to his previous academic background ; and (3) a year's professional education, with theoretical and practical training,

¹ Ministry of Education, *Selected Educational Statistics*, 1962-63. p 2.

prepares him to be an effective teacher.

113. There is a growing uncomfortableness about the validity of all the above three assumptions. Trainees have not the necessary background either in General Education or in academic fields. Many of the student teachers are not graduates in the subjects which they offer as their Special Methods during B.Ed. training.¹ An investigation, regarding qualifications, etc. of the trainees of a teachers college in the Maharashtra shows that the majority of the students offering English, Mathematics, Science and Geography, are those who did not have these subjects at their optional degree level. Above, all, the teacher candidates are likely to be drawn from the less successful among the graduates.

114. It is genuinely felt that the B.Ed. course should also aim at making up the deficiency of the academic background of the trainee. But within a short period of nine months, it will not be possible to achieve that end. This is why the Secondary Education Commission felt it necessary to extend the period of graduate training to two academic years. It however, found it impracticable to implement the suggestion "in view of the number of teachers required and also because the teachers themselves can ill spare two years for such training"². Thus it is not practicable to lengthen the B.Ed. course to two years. But it can certainly be of a full year's duration and not of nine months as is the practice in vogue in India to-day.

115. Attempts may, however, be made to teach 'Content Course' in the training colleges, aiming at making up the deficiency in the student's mastery of the subject matter by part-time staff drawn from colleges and universities, who are specialists in their subject

² *Supra.*

¹ *Secondary Education Commission Report.* p. 175.

areas. Greater attention should be given to helping the students to develop habits of self-study.

116. With the advent of the higher secondary school and the ever increasing enrolment in secondary schools teachers need not necessarily be asked to offer two special methods: They can conveniently specialize in one subject or a group of subjects like physics and chemistry. The emphasis should be on individualising the courses to the needs of the students instead of imposing a uniform pattern on all students.

117. The examination of the B. Ed. syllabus of 1957 has revealed that there are many gaps, particularly with regard to providing the required general education and subject matter competency. Therefore, it is necessary to examine the syllabus in the light of current requirements and suggest revisions and modifications. The National Council of Educational Research and Training in collaboration with the Association of Training Colleges should undertake a systematic study of the existing B.Ed. programme and suggest improvements in preparing the secondary teacher. It should have three objectives in view: (1) subject matter competency, (2) a grounding in the fundamental principles of education, and (3) competency in the art of teaching.

178. The evaluation system of the B.Ed. course is faulty in almost all the universities. There is need for a fresh approach. The following scheme is suggested for improving the system :

1. For every theory paper, 25 per cent of the marks should be allotted to sessional work. Internal assessment should be based on tests, tutorial work, oral work and assignments given throughout the course.
2. There should be only two divisions for declaring results. The minimum for I class should be 60 per cent and for II class 50 per cent.

3. Fifty per cent of the marks for practical work may be allotted for practice teaching and the rest for different activities that come under practical work. Each college should indicate the activities that will be assigned for each. For practical work the minimum for a pass should be 50 per cent in each of the two parts: practice teaching and practical work.
 4. Assessment of practicals should be internal. For internal assessment, the techniques used should be based on modern evaluation techniques that are recommended to student teachers so that these techniques are practically demonstrated.
 5. Assessment of practice teaching should be made by the subject specialist lecturer (Method Master) with the assistance of the Headmaster and teachers of the Co-operating Schools.
Each college should devise suitable methods to standardise assessment of practice teaching and practical work.
 6. The staff of training colleges should be adequately trained in better evaluation procedures and techniques. The Central Examination Unit of the DEPSE should cover all the staff of training colleges through inservice programmes for this purpose.
119. The Study Group recommends :
- (1) *The duration of the B.Ed. course be increased to one complete year of twelve months.*
 - (2) *A habit of self-study should be encouraged to B.Ed. trainees.*
 - (3) *Provision be made for specialization in a single teaching field rather than in two Special Methods.*

- (4) *A committee for revising the existing B.Ed. syllabus be appointed. While revising the syllabus it should have three objectives in view : (a) subject matter competency, (b) a grounding in the fundamentals of principles of education, and (c) competency in the art of teaching. The committee should evolve a suitable system for evaluation.*

The Four-Year Degree Course

120. There is at present a clash over the relative merits of subject matter and professional studies in the preparation of teachers. While teacher training colleges in England have tended to stress professional studies (perhaps at the expense of subject-matter), the Continental Teachers Colleges have always tried to complete their student's general education and this has meant in the early years of the course that considerable time is devoted to subject-matter. Emphasis in the training of academic secondary school teachers is still on subject-matter even in the United States of America, where the need for professional studies has been most widely and whole-heartedly accepted.

121. Even if the B.Ed. course is revised and emphasis is laid on content courses, it will not be possible to make up the previous academic deficiency of the trainees. A happy solution will be the institution of an integrated four-year degree course in Education after the Higher Secondary Examination. A number of countries have adopted such a programme. It lays stress on three broad areas ;

(1) *General Education*.—Emphasis is laid on a broad cultural knowledge and understanding. This liberal background is essential to all professions.

(2) *Specialized Education*.—Emphasis is on mastery of the subject-matter in the fields, which a trainee is expected to teach.

(3) *Professional Education*— emphasis is on understanding the general nature of education and learning, growth and development of children, teaching techniques, classroom guidance, tests, measurements, student teaching, school organization, and administration.

¶22. Such an integrated system has several advantages. In the first place, it permits a close integration of the teacher's general and specialized education with professional training. Secondly, the length of the course makes it possible for the teachers colleges to secure a greater flexibility for spreading out the practical aspects of training like child study, observation of teaching, community experience, student teaching, etc. Thirdly, it also makes it easy for the teacher educator to plan a systematic programme of guidance and counselling with a view to encouraging and helping those students who have the potentialities of a good teacher and discouraging those who are lacking in such potentialities. The system is also helpful in preparing teachers in certain categories of subjects like mathematics, foreign languages and crafts where there is teacher shortage. India has already started an experiment in this direction in the Kurukshetra University and in the four regional colleges of education. The possibility of organising such a course has already been examined in the preceding chapter.

123. The Study Group recommends :

- (1) *While the one-year training course will inevitably be the normal pattern for some years to come, a beginning has now to be made for developing an integrated four-year training course of the type with which the Regional Colleges of Education are experimenting.*
- (2) *These should be started at selected centres, where facilities exist to impart academic as well as professional education side by side under the same management.*

- (3) *The universities and managements which wish to establish the four-year colleges of education should be given special assistance to do so and this should be included in the advance action programme to be initiated in the last two years of the Third Plan. We should aim at providing at least two such colleges of education in each State by the end of the fourth plan. We hope that the four-year college of education will gradually become the normal pattern for the training of teachers for secondary schools in the years to come, and one-year training course will provide training facilities for those students who elect to enter the teaching profession only on the conclusion of their degree work.*

Post-graduate Courses

124. The rapid and large growth in the number of training institutions has exceeded the rate at which competent staff for these training institutions could be provided. The training institutions undoubtedly suffer from a lack of adequate equipment, laboratories, libraries and buildings but more important than any of these factors is the inadequacy of a well-qualified teaching staff. A recent survey of 290 training institutions discloses that of nearly 440 senior members of the staff of the rank of Principals and Heads of Departments, 237 have professional and academic qualifications only upto a Bachelor's degree. The staff of primary training institutions generally have a B.Ed. degree which is designed for secondary school teachers rather than for the primary stage. They need a training suiting the growing needs of elementary education.

125. At the same time, education is taking a new shape due to recent investigations and researches. In fact, every field of learning is developing its own specialised branch. It is, therefore, necessary that

teacher education and other workers in the field of education are equipped properly in some specialised branch like mental testing and measurement, developmental psychology, philosophy of education, educational research, sociology, educational administration, and so on

126. The rise of the higher secondary school is another challenge to teacher education. We need teachers with advanced knowledge in the methodology of teaching their own subject. The B.Ed. course with its limited scope cannot equip them with that knowledge. The higher secondary schools again need M.A.s or M.Sc.s. It is not possible to recruit a sufficient number of such persons. The existing personnel will have to be utilised, but the majority of them are graduates. It will be desirable to provide a year's course in content and method in one special subject like science, languages, mathematics, and social studies.

127. New developments are also noticeable in the theory and practice of education. Our multi-purpose schools need counsellors and career-masters. The progress of mass media of communication has revolutionised our concept of teaching aids. 'Audio-Visual Instruction' has taken a definite shape as a branch of training. Similarly, the school libraries need librarians with a technical knowledge.

128. It is not possible for the existing M. Ed. course to meet these new challenges of education. It is general in scope and does not provide sufficient room to meet special needs. It should be revised and should give sufficient weightage to special branches of education. The University Grants Commission has already appointed a Committee for this purpose. The report should be thoroughly discussed, as soon as it is published.

129. The Study Group recommends :

- (1) *The M.Ed. course should be thoroughly revised and should give sufficient weightage to special fields like Mental Testing and Measurement, Guidance and Counselling, Educational Administration, Curriculum, and Instruction, etc.*
- (2) *The report of the M.Ed. Revision Committee of the U.G.C. be examined as soon as it is published.*
- (3) *For upgrading content and methods in the particular subject in which the teacher has specialised, it is necessary to institute a post-graduate diploma of a year's duration at the post B.Ed. level. The suggested fields for the present are : English, Science, Mathematics and Social Studies, It should be possible to take this diploma either through summer institutes or by one-year residence in a university department. The courses are to be specially designed for teachers who are already in schools.*
- (4) *Post-graduate diploma of a year's duration at post-B.Ed. level be instituted to prepare teacher educators for primary teacher training institutions.*
- (5) *Diploma course of a year's duration be started for graduates for preparing :*
 - (i) *Counsellors ;*
 - (ii) *Audio-Visual Experts ;*
 - (iii) *Specialists in School Library Science.*
- (6) *The specialised courses should be instituted in the National Institute of Education and in selected University Departments of Education. Substantial financial and other help would be needed by the staff of the training colleges to undergo these courses. We view this as a programme of very high priority and recommend that in advance action programmes, at least six University Departments of Education*

or selected training colleges and the National Institute of Education should be helped to start these courses. In the fourth plan, such courses be provided by at least one institution in each State.

Other Programmes

130. There are two special problems which will have to be approached in their own way. The first problem is presented by the shortage of teachers in categories of subjects like science, mathematics and foreign languages.¹ It is proposed that the four-year courses as suggested earlier should concentrate their attention at the initial stage on the preparation of such teachers. Another suggestion is that in every State a suitable number of training colleges should be selected and developed to train such teachers. This will ensure that competent training staff in these subjects (which is also in short supply) is concentrated in selected areas instead of being spread out thinly over a large number of institutions. Such institutions should have adequate hostel and other facilities.

131. The second problem is the training of teachers in such subjects as crafts, fine arts, music, etc., where the total requirement in a State is not likely to be of such a magnitude as to justify the establishment of special training institutions. It would be preferable to organise training programmes in these on a regional basis. It is not necessary that the training in all the branches is given at only one institution. Selection of subjects is to be made with particular reference to what an institution can provide. The regional colleges of education and some of the selected institutions can be entrusted with this responsibility. Regional institutes for this purpose may be set up wherever required.

¹ *Supra.*

134. The Study Group recommends :

- (1) *There is an urgent need to strengthen our programmes of teacher preparation in areas like science, mathematics and languages where there is a shortage of teachers. It is suggested that one or two colleges in each State be selected for training of such teachers and be provided with adequate libraries, laboratories and highly qualified staff. In the initial stage, the proposed four-year teacher education programmes should concentrate more specially on the preparation of such teachers.*
- (2) *Regarding the training of teachers in subjects like crafts, fine arts, music, etc., in which less teachers are required, it is proposed that this responsibility may be entrusted to one or two selected training colleges in each State. In certain cases, it is suggested that regional institutes be set up for this purpose wherever required*

Correspondence Courses

135. For many years to come, the one-year B.Ed. course will be the main source of supply of teachers for secondary schools. Provision should also be made for integrated four-year courses after the higher secondary or pre-university stage. The possibility of providing education as an optional subject for the B. A. and B.Sc., may also be examined. These steps will however be not able to meet the demand for trained teachers in view of the considerable expansion of primary and secondary education that is already taking place in the country. Therefore, it is necessary to organise the B.Ed. course on a part-time basis through evening classes and summer and correspondence courses.

136. Quality of education depends very much on the professional and academic competence of the

teaching personnel. The presence of a large number of untrained teachers in our schools is responsible for a continual lowering of standards of education. Therefore, every effort should be made to train all untrained teachers as speedily as possible. In future no untrained teacher should be appointed and if such appointments are inevitable they should not be for more than one or two years. In order to remove the backlog of a large percentage of untrained teachers well-planned correspondence courses may be instituted as an emergency measure. They should be only for persons who have put in at least 5 years of service. The institutions providing correspondence courses should organise in-service programmes to give such teachers the necessary guidance in the practical aspects of the profession.

110. The Study Group recommends :

For untrained teachers already in service we strongly recommend the institution of correspondence courses. These will be organised by selected institutions which have competent staff and other facilities. One great advantage of correspondence courses, if properly organised, is that they provide ample room for individualising instruction to suit the needs of different students.

CHAPTER SIX

PRACTICE TEACHING

The Existing Practices

138. The importance of practical work in the education of prospective teachers has been fully recognised, and even in a year's programme for B. Ed. or B.T. a large amount of time is spent in working with children in practising schools. But while the training for the Theory Work is more or less on the same lines in all the universities, there are some variations about the practical work.

139. The following practice, with variations, is generally followed in the country :

1) *Teaching a prescribed number of lessons under supervision*—Two subjects are offered in the majority of institutions, some institutions have two ; some have three, while a few have more than three. The number of lessons to be offered in the first subject and also for the second subject ranges between 8 and 50.

2) *Observation of Lessons*—The number of lessons ranges between 5 and 50 for the first and second subjects, and between 2 and 50 for the third subject.

3) *Attendance at model or demonstration lessons*—In a majority of institutions, the Methods Master gives these lessons.¹

140. In addition to the above, a few institutions organize co-curricular activities or criticism lessons or assignments as components of practice teaching. It may be noted that each practice lesson, carefully prepared

¹ NCERT. *Survey of Teacher Education in India*. 1963. p. 15.

by a trainee, is discussed with a member of the staff of the college. Elaborate lesson-plans, giving every step of the lesson as it will progress, are prepared. The lesson is supervised partially or throughout by a member of the staff of an approved school and is discussed by him with the student after it is delivered in respect of its strength and weakness.

Drawback

141. In spite of such an elaborate planning and preparation of lessons followed by intensive supervision, the trainees when they join as regular teachers complain that 'training college methods' are suitable only as training devices and are impracticable for being used in actual classroom teaching. This shows that there is a definite hiatus between theory and practice and even between methodology studied in the teachers college and actual teaching in the school. As the Committee on Plan Projects observed, "Training courses both at primary and secondary levels are too theoretical and are not always helpful to the teacher in the class-room."¹

142. Such is the achievement, when practically half the time of the year's training is devoted to practice teaching and Special Methods. But what does it yield by way of permanent value? At best, it gives facility in the use of some of the techniques of teaching and develops the practical skill in teaching as a single unit. It does not give the teacher any experience of class management as the lessons are given under extremely artificial conditions. Comprising a prescribed number of stray lessons in several different classes, it leaves no scope for the trainee to get to know individual children and their problems. Most often the trainee completes his practice teaching

¹ Committee on Plan Project. *Draft Report on Teacher Training*. 1963. (Unpublished). p. 26.

without knowing the name of a single pupil he has taught. In the matter of planning and carrying out a term's programme of curricular and co-curricular activities, the trainee gets no experience at all. This shows that the courses in theory papers as they have been prescribed and taught seem to have little or no relationship with the actual problems of teaching in the schools.

142. The Study Group recommends :

It is worth while to examine the usual theory course for the B.Ed. and B.T. examinations of Indian Universities from the point of view of the actual needs of the teacher and schools. This should be borne in mind by the B.Ed. Revision Committee, while preparing the draft syllabus.

The Need for a New Outlook

143. It is thus clear that in the present setting, practical work in the teacher education programme of our country is very narrow in scope. It does not prepare our teachers to face real life-situations properly, when they start their actual career. The task of today's teacher in the class-room with children is more complex than ever in the past. Work in the classroom is only a part of the responsibility of a good teacher. He participates in many school activities, he shares in the formulation of administrative policies, he contributes to the improvement of curriculum, and he is an active member in the community.

144. It will, therefore, be necessary to extend the scope of practical work in our teacher education programmes too. It cannot be confined to the classroom situations but should include participation in all phases of the teacher's responsibilities—in the classroom, in the total school programme, in the community, both as a citizen of the community and a teacher in the community, and in such other activities as are

designed to improve the professional understanding and abilities of teachers.

145. The Study Group recommends :

There should be a systematic and comprehensive programme of practical work which should include :

- (1) *Practice teaching ;*
- (2) *observation of pupils and lessons ;*
- (3) *criticism lesson ;*
- (4) *study of different types and grades of schools ;*
- (5) *organisation of and participation in co-curricular activities ;*
- (6) *follow-up assignments given to school children ;*
- (7) *preparation of case studies ;*
- (8) *construction and administration of scholastic achievement tests ;*
- (9) *black-board work ;*
- (10) *sociometric study of groups in the classroom ;*
- (11) *practical work connected with school subjects ;*
- (12) *preparation and use of audio-visual aids ; and*
- (13) *experimental and laboratory work for science students as well as simple workshop practice.*

146. The above recommendations will, however have to be based on two important aspects of practical work : (1) direct experience that a prospective teacher should share prior to practice teaching, and (2) the entire programme of regular student teaching.

Direct Experiences Prior to Student Teaching

147. Prior to student teaching, direct experiences should emphasize proper observation and participation with a view to providing the prospective teacher a background for later professional work. They should induct him into the full responsibilities of teaching and provide direct contact with the teaching-learning situation at the same time when he pursues methods

courses. Some of the suggested general goals for such activities are: to help the student to gain an understanding of children, of the role of the teacher in the classroom, of the total school programme, and of the interrelationship of school and community, and to provide for continuous professional growth of teachers in preparation.

148. Thus direct experiences are not to be confined to mere classroom or school situations. They must also provide for the student such extensive experiences as are needed to help him to understand the function of education in society at large. Prior to regular student teaching, it will, therefore, be necessary to organize some courses in observation and participation, to run daily and weekly seminars for discussing the student's day-to-day problems, and to provide laboratory experiences as a part of professional courses and in community activities. The entire work should, however, be planned with reference to such factors as the place of observation, the needed relationship between observation and participation, the integration of laboratory experiences and other parts of the college programme, and the selection and guidance of laboratory experience in terms of the needs of individual students.

Regular Student Teaching

149. There are several problems connected with regular student teaching. Some of the most important items are: (1) admission to student teaching, (2) procedure, (3) practising schools, (4) duration of practice teaching, (5) guiding the student teacher, and (6) recording and evaluation.

150. A very important aspect of student teaching is when should a student be allowed to begin his practical work. It is more or less an accepted principle in this country that all the trainees are ready for

student teaching at a given time in a year's programme. This fact must be considered in the light of the nature and the context of the student's teaching experience. Here are two important suggestions in this connection : (1) a trainee should be allowed to start his practical work, when he is ready to assume, under guidance, an increasing share of responsibility for guiding the experiences of a group of learners ; and (2) readiness is an individual matter. Hence all students cannot start their practical work simultaneously.

151. So far as the arrangement of practice teaching is concerned, the teachers colleges of this country adopt the following procedures :

(1) *Intermissive teaching*, i. e., teaching under supervision, a prescribed number of lessons spread over the whole academic year ;

(2) *Block teaching*, i. e., continuous practice teaching for a definite period, say, of six weeks or two or three instalments of two weeks each ; and

(3) A suitable combination of the procedures (1) and (2) above.

152. As the 'Survey of Teacher Education in India' observes, "The majority of institutions follow block teaching as well as intermissive teaching. Some institutions follow either block teaching method or intermissive teaching method."¹ It is, however, found that both the systems are not working satisfactorily. As a veteran teacher educator remarks :

"Personally, I have experience of practice teaching in the form of thirty lessons in one practising school attached to a training college, of thirty lessons in a few selected schools, and also of continuous practice teaching of twelve weeks in the year in the same school for each trainee. Even the best which did succeed in reducing the artificiality

¹ NCERT. *Survey of Teacher Education in India*, 1963. p. 15.

of the usual method to some extent did not fully meet one's expectations.....What we need is real active co-operation between the schools and the training colleges in the professional education of teachers."²

153. The entire success of practice teaching depends on an effective co-operation between the teachers colleges and the schools where practice teaching is done. It should be their joint responsibility-accepted by each partner and shared actively. A group of best secondary schools available should be selected to direct the student teaching of the college students.

154. Making necessary arrangements for practice teaching is quite a problem for teachers colleges. They and their students are not really welcome in the schools and it is reluctantly that the headmasters of schools agree to make the practice teaching arrangements. Thus only such schools ought to be chosen, where the head of the teachers college is sure of getting perfect co-operation. These co-operating schools should, as far as practicable, be selected on the basis of subjects, instead of all student teachers being sent to the same institution. They should, however, get financial aids for adequate staffing and equipment.

155. It will be one of the responsibilities of the head of a teacher training institution to find out how the headmasters and teachers of co-operating schools can be persuaded to become active partners in the education of teachers. He should further discuss the administrative problems of the schools for arranging student teaching. It will also be necessary for him to clarify the problem of remuneration to be given to co-operating headmasters and teachers for taking responsibility for the education of teachers.

² Miss S. Panandikar. 'Practice Teaching in Teachers Colleges'—a working paper discussed at the Baroda Study Group.

156. Co-operation with the State Department of Education is another necessity. It is essential that the State Department of Education feels it as one of its primary duties to ensure that the training institutions have the full co-operation of the schools where practice teaching is to be undertaken. The co-operating schools should have a claim on the special attention of the state Departments and a feeling should be built up that to be selected as a co-operating school is to earn an honour. A large-size training institution¹ of the type, that we have suggested is possible only when practice teaching is organised on the basis of co-operating schools assuming a major share of the burden of supervision and guidance of student-teachers. This will also make practice teaching "realistic" and provide to the student-teacher the type of introduction to the teaching profession which the present arrangement does not secure.

157. The Study Group recommends :

- (1) *Practical work has two aspects: (i) direct experience prior to student teaching, and (ii) regular student teaching ;*
- (2) *Regular student teaching should not begin unless the trainee is ready for it ;*
- (3) *Practical work is a joint responsibility of the teachers college and the cooperating schools—schools where practical teaching is arranged ;*
- (4) *The co-operating schools should, as far as possible, be selected on the basis of subjects instead of all student teachers being sent to the same institution ;*
- (6) *The State Department of Education should consider it as one of its primary duties to ensure that the training institutions have the full co-operation of the schools, where practice teaching is to be undertaken.*

158. What should be the total duration during

which the would-be-teacher should be attached to the co-operating schools? As suggested by the Draft Revised syllabus for Secondary Training Colleges a number of teacher training institutions adopted block practice of two weeks duration.¹ But this duration is found to be insufficient. Before a student-teacher gets conversant with the programme of the co-operating school, his association with the institution is terminated. Naturally, he never considers himself as a part and parcel of the school. Like a bird of passage, he shifts to another stationery nest for some time.

159. It is thus necessary that block practice of a longer duration preferably for 8-12 weeks is introduced. During this period, the student teacher is to be associated as a regular staff member of the institution. He should further participate in different activities of the school, and should carry half the normal work load of a regular teacher.

160. The Study Group recommends :

For practical work, the trainee should be placed in a school for 8-12 weeks and associated with the institution as a regular member of the staff.

161. Guiding the student teacher in his school work is another headache. practical lessons are at present supervised by the training college staff, method masters and school teachers. The 'Survey of Teacher Education in India' reveals that the percentage of lessons supervised by the teaching staff as well as by the method masters of the college ranges from 10 to 100 for the entire country. The survey feels that the figure '100' for method masters is erroneous. Perhaps some teachers colleges while submitting their statements used the term for 'any method master' and did not confine their attention to the rigid sense of the specialists only. In approximately fifty percent of the

¹ *Supra.* p.

teacher training institutions, the practising school teachers participate in supervision work. The Survey further remarks, "In many institutions the supervisor supervises more than two lessons in one period. But good many institutions have only one lesson supervised by the supervisor in one period."¹

162. Effectiveness of supervision depends on one who guides the student teacher. It cannot be done by any instructor or school teacher. The supervisor should be conversant with the content as well as the methodology of the subject he supervises. With the advent of the higher secondary school, this has become all the more necessary since a small proportion of school teachers have high academic qualification. This is why it has been suggested earlier that every Method Master should hold the master's degree in his special field. Unfortunately, hardly a few teacher training institutions in this country insist on this qualification.

163. In addition, the method master should be recognised as a superb teacher of children or youths and as a skilled teacher of college students. He should not only have sufficient school teaching experience but should also be in constant touch with day-to-day school problems.

164. If the entire responsibility of the supervision of practice lessons is to be given only to experts on the line as suggested above, perhaps a number of teachers colleges will have to be closed down and many will have to cut down their student enrolment. As against this the provision of teacher training of this country will have to be doubled, between now and 1970, if the secondary schools were to be provided with a sufficient number of trained teachers.

165. It may also be noted that the suggested programme of student teaching does not mean the mere

¹ N.C.E.R.T. *Survey of Teacher Education in India*. 1963. p. 15.

imparting of a fixed number of lessons. it has wider implications. Standing on its own resources, not a single teachers college will be able to shoulder this load. It will have to seek co-operation from some other source.

166. This responsibility will have to be entrusted to regular teachers, in whose classroom the future teacher works. Such co-operating teachers should be selected with great care and in due consultation with the headmaster of the co-operating school. Only those persons in whose competence as teachers, leaders, and evaluators the college authorities have the highest confidence should be recognized for this purpose. The workload of such a teacher should be reduced and their salaries should be raised. On an average, each co-operating teacher can be assigned approximately three students at a time. Occasionally the specialist lecturer from the training institutions should also supervise some lessons. In order to help the co-operating teachers to become partners in teachers preparation, the training colleges should run orientation programmes. In addition, specific programmes should also be organised to train them for effective supervision.

167. The student teacher during his period of block practice teaching will have to be considered as a regular member of the teaching staff of the school and should carry half the normal work load of a regular teacher. He ought to be under the control of the co-operating school, and should receive a maintenance grant.

168. The Study Group recommends :

- (1) *In addition to the B.Ed. degree, every method master should have the master's degree in the subject-matter of his field of specialisation.*
- (2) *Student teaching will be supervised by experienced class-room teachers with occasional supervision by a specialist teacher from the training institution.*

169. In a programme of student teaching, due importance should also be given to recording and evaluating. In fact, they form an integral part of any adequate guidance programme. Since the programme of every student is based on the needs and interests of each student, nothing can be achieved by detailed planning in advance ; and since individual programmes are to be different, the need of recording Individual experiences of students is greater than before. Individual cumulative records serve the purpose of providing the college instructor with such information as is essential to his understanding of the student and therefore to better planning of experiences with and for the student.

170. A number of teachers colleges in the country maintain record cards for individual students. But these cards with rare exception show special methods taken, number of lessons given, and grades received. Records including limited information of this nature are scarcely worthy of the name cumulative records. They should show evidence of the student's desirable personal qualities, his teaching power, routine and work habits, and similar other allied items. All persons working with the student should contribute to the record. Except for confidential entries, which may be kept in a separate file, data in a student's record should be available to him at all times.

171. Closely associated with recording is evaluation. It should not be reserved for the final stage of the student's practical work. Evaluation is a continuous process to be developed by all persons guiding the student. It takes place at different stages—when the student starts his practical work, and when he and his advisor make plans for different stages of his student teaching.

172. At the same time, evaluation should not be a guarded secret. The student should have an active

part in recording and evaluating his own progress. The entire process should be shared with him at all points and should be "so guided as to lead to self-evaluation."

173. The Study Group recommends :

Every teacher training institution should maintain a cumulative Record Card for each student. It should be a systematic record of his desirable personal qualities, habits, and similar other allied problems,

The Demonstration School

174. As early as 1919, the Sadler Commission recommended "There should be a demonstration school under the direction of the university professor for the practical trial of new methods of teaching, new combinations of school subjects and new plans of organization."¹ Since then the conception of teacher education has been considerably widened. To-days's demonstration school has the following functions :-

(1) The preparation of teachers for the first teaching assignments ;

(2) The provision of a centre for the investigation of creative application, and demonstration of promising educational practices ;

(3) The discovery, development and generalization of important concepts about human growth and behaviour ;

(4) The dissemination of what is learned.

175. It is a pity that a number of teacher training institutions have no demonstration schools of their own. Without a school of this type of its own, no teachers college can conduct experiments or try new methods. In fact, a teacher training institution is incomplete without such a school.

¹ Government of India, *The Report of the Calcutta University Commission*. Vol. V. Calcutta, Government Printing, 1919. p. 18.

176. The Study Group recommends :

Every training institution should have a good school from the pre-primary stage upto the high school stage which will be used for demonstrating good techniques and experimenting with new methods. A phased programme for providing every training college with a demonstration school should be a part of the development plan of the college.

Conclusion

177. Thus school practice under present conditions has been justly criticised as confused in objective and somewhat artificial. It should be wider in scope, and ought to have a new outlook combining education with laboratory experiences. There is an urgent need for a careful study of the day-to-day problems of schools. This is necessary since in any educational process, two factors are involved : those who instruct and those who are instructed. It will be one of the responsibilities of the National Council of Educational Research and Training to study different practices related to practice teaching and suggest improvements in this area.

CHAPTER SEVEN
IN-SERVICE EDUCATION

Introduction

178. Pre-service Education is but the beginning of the process of education which a teacher must continue through constant in-service work. In-service training has, therefore, to be recognised as an essential element in teacher education. It needs to be organised for :

- (1) Secondary school teachers,
- (2) Teacher educators, and
- (3) Educational leaders.

In-service Education for Secondary Teachers

179. As a result of the efforts of the DEPSE and the dynamic programmes, of extension Services Centres and Units, it has been established beyond doubt that in-service education of teachers is an integral part of teacher education. But such centres and units are attached to only 92 teacher education institutions at present, while we have 243 teacher training colleges/ departments in the entire country today. Efforts should be made in the Fourth Five-Year Plan to have extension Centres/Units in the remaining teacher training institutions. The Indian Ministry of Education should take necessary steps in this direction.

180. Thus the in-service education programme for teachers should become a regular feature of every teacher training institution. In working out the teaching load of the training college staff, this work should also be taken into account. The entire success of the programme will, however, depend on how all the teachers of a given area are involved in it. The problem presents itself in three aspects :

- (1) internship for the freshly trained teachers ;
- (2) organising in-service training for trained teachers with some experience ; and
- (3) arranging training of such teachers who are in service but have not received professional training.

181. Among the trained teachers are the freshly trained teachers. Every training college should see that such teachers do not fall into the rut, and that they put into practice the training college methods and techniques even after the completion of their 'professional training'. It should be realised that pre-service education can be truly effective if it is followed up by a regular training. A teachers college can never hope to produce fully finished products. What it advocates should be pursued in the actual career of the would-be teacher, when he enters the teaching profession as a regular teacher. It is desirable that he has his work experience in a well-organised school where he gets the necessary guidance and supervision mainly from the staff of the school, though the training college will also be interested in the progress he is making. Such a system prevails in Hamburg and some other parts of Western Germany. No teacher is certified as a full-fledged trained teacher unless he has worked, for a period of one to three years in a good school, under supervision. The teacher will receive his full starting salary, but without supervised practical experience under realistic conditions, he cannot be considered to be a trained teacher.

182. Such a system can be gradually worked out in this country too. Every training college can assume responsibility for actively assisting the new teacher during the first two years of his service in school after he has completed his professional training. This can be carried out in co-operation with the headmaster of the school and the supervisory staff of the State Department of Education.

183. As regards trained teachers with experience, it should be obligatory on the part of all teachers to go through a refresher course at least once in three years. Stagnation will set in if teachers adopt a policy of *status quo*. Pedagogy is advancing so rapidly that even the best teacher is likely to be out-of-date in his information within a short period. This is why such a step has been suggested. Teachers should, however, be encouraged to attend the in-service education programmes at regular intervals. Incentives like increments in salary for participation in such programmes should, therefore, be provided.

184. The teacher training institutions should, however, develop their in-service programmes on a systematic basis. One of their roles would be to help schools and teachers to articulate their needs and to meet them. Some of the areas are :

- (1) preparing the school subject matter competence in specific areas ;
- (2) Programmes for running ancilliary services ;
and
- (3) Providing assistance to teachers by organising programmes for improved school practices.

185. These can perhaps be set on a regular basis, e.g., of six months' duration (twice a week) or two/three weeks intensive courses. It should be realised that the *ad hoc* seminar or workshop which has been the main form of extension service in the past needs to be supplemented by other forms of work such as the systematic courses mentioned above. The use of resource personnel outside the teachers colleges is absolutely necessary. These should be put on a firm professional basis instead of a casual basis.

186. In order to make such a project more attractive, it is very necessary that degrees and diplomas based on in-service programmes should be instituted.

In other areas, certificates of attendance and satisfactory completion of courses coupled with increments are quite adequate. The responsibility of teachers colleges does not end here. They should try to evolve new and suitable techniques of teaching adopted to local conditions. The precise form of organisation in collaboration with the State Department of Education and practising teachers and the related problems should be tackled immediately.

187. It is surprising that very little has been done for untrained teachers in this country, even though 35 percent of secondary teachers are untrained today. While teachers who are below thirty-five years in age should be compelled to go through the regular B.Ed. programme, systematic correspondence courses should be organised for the rest. A scheme has already been suggested earlier.

188. It may be noted that evening departments and correspondence courses form as important a means of teacher education as regular institutional training in a number of advanced countries. Of the total enrolment in the evening and correspondence courses in all higher institutions in Soviet Russia, nearly 70 per cent is accounted for by the enrolment in teacher education.¹

189. The Study Group recommends :

- (1) *An inservice programme in teacher education of a very comprehensive nature is an urgent necessity of the country. It needs to be organised for secondary school teachers, teacher educators and educational leaders.*
- (2) *So far as new teachers are concerned, every training college should assume responsibility for actively assisting the new teacher during the*

¹ Raja Roy Singh. *Education in the Soviet Union*. Delhi, Manager of Publications, 1962. pp. 187-88.

first two years of his service in school after he has completed his professional training. This can be carried out in co-operation with the headmaster of the school and the supervisory staff of the State Department of Education.

- (3) *Every training college should conduct inservice programme for teachers within its area and this should be a regular part of its programmes. In working out the teaching load of the training college staff, this work should also be taken in to account.*
- (4) *During the Fourth Plan period, the Indian Ministry of Education should see that every teachers college|department has an Extension Centre|Unit.*
- (5) *It should be obligatory on the part of all teachers to go through a refresher course at least once in three years. Incentives like increments in salary for participation in the inservice programmes should be provided.*
- (6) *Teacher education institutions should develop such programmes as would meet the needs of teachers. Some of the suggested areas are (i) improving the subject-matter competence in specific areas; (ii) programmes for running ancilliary services; and (iii) providing assistance to teachers by organising programmes of improved school practices. These can be organised on a regular basis, e.g., six months duration (twice a week) or two or three weeks intensive course.*
- (7) *For untrained teachers, already in service but above thirty-five years in age, correspondence courses should be instituted.*
- (8) *Teacher training institutions have the task of evolving new and suitable techniques of teaching adapted to local conditions.*

In-service Education for Teacher Educators

190. The basis of proper in-service education of teachers is an effective programme of in-service education of the training college staff. As Comenius in 'The Great Didactics' observes, "For to teach others means nothing but to set an example in word and deed to those who are to learn."¹ So a teacher of teachers should always be a model to his students. Unfortunately, the majority of teachers of teachers colleges of this country are not what they should be. In academic as well as in professional fields, their knowledge is not upto the mark. It will be necessary to organise full-time courses leading to a degree or a diploma course for such persons. Similarly, the teacher educators for the primary stage need more than a B.Ed. degree. The need for the institution of a post-graduate course of a year's duration after the B. Ed. degree need hardly be stressed.

191. Other forms of in-service education for training college staff that are needed are :

- (1) exchange of senior professors for short periods ;
- (2) visiting fellowships for younger teacher educators for independent study in selected university departments, research institutions and other specialised agencies ;
- (3) short-term study visits of teacher educators particularly those connected with educational administration, current problems of Indian education etc. in Municipal, State and Union agencies of education ;
- (4) exchange of visiting professors of training colleges in different States ;
- (5) Sabbatical leave arrangements for staff of training colleges ;

¹ Comenius. *The Great Didactics*, Translated by M. W. Kealinge, (London, 1896) pp. 151-2.

- (6) provision for visits by teacher educators of secondary teachers to foreign countries through UNESCO and some other agencies.

192. In addition to regular courses, shorter in-service programmes of three to six months' duration should be initiated immediately for teacher educators. In the first instance, the course should be organised by the National Institute of Education and a few carefully selected centres selecting teacher educators from different colleges. The course will be conducted subjectwise and will be designed to develop the knowledge of content and research in that subject and of its application to his day-to-day teaching of the subject in B.Ed. classes. The course in special methods should emphasise both the content knowledge and the techniques of teaching and supervision. After a course of such teacher educators has been through the intensive course, they should on return to their colleges organise summer courses of six to eight months duration for the teaching staff of other colleges. Similar arrangements should be made for the in-service training of teacher educators of the primary training schools. The State Institutes of Education should provide the focal point for organisation. It will also be necessary to make an extensive use of correspondence courses for providing inservice training to teacher educators.

193. The Study Group recommends :

- (1) *The basis of effective inservice education of teachers is a sound programme of in-service education of the training college staff.*
- (2) *The in-service education programme of teacher education should include :*
 - (i) *Regular courses teaching to a degree or a diploma,*
 - (ii) *Short term courses in special fields, and*
 - (iii) *correspondence courses ;*

- (3) *Exchange of visiting professors and short study visits of teacher educators should also be organised ;*
- (4) *A special post-graduate course of a year's duration after the B.Ed. degree should be instituted for lecturers of primary training institutions.*

In-service Education of Educational Leaders

194. In-service training programmes should be organised not only for teachers and teacher educators, but also for headmasters, managements, principals of teachers colleges and for educational administrators connected with secondary education. They are the key-stone of the arch of educational organisation. They are the persons, who are the torch-bearers of light in the field of education. They are the leaders, who have to initiate, organise and conduct in-service education programmes. Unless they themselves are up-to-date, they will neither appreciate any new developments in education. nor will they be in sympathy with programmes of in-service education. Thus the entire success of in-service training programmes depends on the attitude of these leaders, their equipment and outlook..

195. The Indian Ministry of Education has been alive to the task, and during the last ten years it has organised a number of regional seminars for headmasters and educational administrators. Every State Government also conducts workshops and seminars on the State level. These seminars provide a venue for the educational leaders to discuss educational matters and current problems with a view to improve teaching. It will, however, be necessary to draw the managements of schools to such discussions.

196. Seminars are also necessary for the principals or heads of teacher training institutions. On such

occasions, they are drawn closer and they can discuss some of the greatest issues facing teacher education in the country today. These seminars should, however, be organised at different levels—State, Region and the Country.

197. The Government of India is contemplating at present to establish a senior educational administrative service on an all-India basis. The administrative problems raised by the introduction of a national system of education are so vast and complicated that the organisation of such a service is a necessity. Persons recruited under the scheme may not have the necessary training in pedagogy and the knowledge of educational administration. At the same time, many experienced administrators may not be conversant with the administrative routines and educational practices in different States.

198. With the rise in the number of teacher training institutions, the country is experiencing an acute shortage of able persons who can organise and conduct them. A fair proportion of these institutions are headed by persons, who had practically no or very little experience of training colleges. They adopt a trial-and-error method. Thus the blind leads the blind and the cause of teacher education suffers. Short orientation programmes on the organisation and administration of teacher education institutions may prove helpful to them.

199. There is thus an urgent necessity for organising an in-service education programme of a comprehensive nature for the supervisory staff and heads of teacher training institutions of the country. It should be of a permanent nature. But no in-service education programme can be of a permanent nature, unless it is institutionalised.

200. The Indian Ministry of Education has partially appreciated this need, and has set up a State.

Institute of Education of Elementary Education in every State. One of its main functions will be to provide in-service training courses for teacher educators and the inspecting staff. An agency of this type is needed at the national level for secondary education. The Indian Ministry of Education should thus set up a Staff College of Education and Educational Administration on the national level. It should be a part of the National Council of Educational Research and Training. Its main functions should be :

- (1) to provide in-service education to educational administrators and training college staff ;
- (2) to provide an orientation programme to the principals and heads of teacher training institutions ;
- (3) to undertake studies and investigations on problems of teacher education in the country; and
- (4) to conduct researches on the techniques of in-service education programmes.

201. The Study Group recommends :

- (1) *Seminars and workshops should be conducted at State, Regional and National level for headmasters, inspectors, managements of schools and principals/heads of teacher training institutions at regular interval.*
- (2) *A Staff College of Education and Educational Administration should be set up on the national level. It should function under the National Council of Educational Research and Training, and should organise regular in-service training programmes for educational administrators, supervisors and heads of training colleges.*

CHAPTER EIGHT

SOME OTHER IMPORTANT PROBLEMS

Introduction

202. The main problems facing the training of teachers have been discussed in the preceding pages of this report. They have been arranged under a few broad headings. There are a few other problems, which could not be dealt with, under independent headings. Some such problems are treated in this chapter. These are : research, production of literature, and the improvement of economic status of teacher educators.

Research

203. The need and importance of research, fundamental as well as applied, in the field of education does not require emphasis in the context of present day developments. Research in education should be the concern of every teacher educator in this country. There are several reasons why first priority should be given to research and education. In the first place, the teaching profession is under a peculiar kind of thralldom even in Free India. The professional teacher is being dictated to and held under servitude, as it were, by those outside the profession. In the second place, as the University Education Commission has pointed out, "The advancement of knowledge is a necessary condition of the continued validity of teaching, for unless a study is rooted in research it will die . . . In India research has become a practical necessity for the continued growth of our national life . . ."¹ These remarks of the Commission apply with double force to the field of education. Research in education is

¹ *The Report of the University Education Commission*. 1949. p. 149.

most certainly a practical necessity of our social as well as our national life.

204. Recognizing the importance of research for the furtherance of educational programmes, the U.G.C. and the Indian Ministry of Education have been encouraging research activities in training colleges for over a decade. The organization of the National Council of Education Research and Training at Delhi and the advanced Centre in Education in Baroda are great landmarks in the field of research. The Council has already compiled a list of M.Ed. and Ph.D. dissertations and theses, and collected abstracts of these investigations. It is also giving substantial grants to teachers, teacher educators and teacher training institutions for conducting research. The need has, however, arisen to co-ordinate research. With the establishment of the proposed National Council of Teacher Education a long-felt need of the country will be met.

205. The perspective plans contemplate several schemes of consolidation as well as expansion. Our researches should be geared to these needs. They should be of a functional nature. The Working Group, set up for the formulation of a programme of research for the Third-Year Five Plan, has listed as many as 148 problems for research.¹ Practically nothing has been done till now to work on the suggested topics. While preparing research projects or selecting topics for Ph.D. and M.Ed. dissertations, the teacher training institutions should make a proper use of the list.

206. Although every aspect of educational situation deserves study and research, in the context of our immediate programme and needs, it is necessary to arrange our research-work according to certain well-defined priorities. We have seen that one cause of ineffectiveness of teacher education is that there is

¹ *The Report of the Sixth Conference of All-India Association of Training Colleges*, 1961, pp. 52-53.

inadequate agreement on the plans of principle and related educational practices. Another area is the disagreement between educational administrators and teacher educators. The third area is the co-ordination of different fields of teacher education so that teacher education should be an integrated whole. In order to improve in-service education of teachers, it has also become necessary, to make researches on its various techniques. Stagnation will set in, if there is no fresh approach in this area. The preparation of the college teacher is another virgin field for investigation.

207. If teaching is to be effective, these problems cannot be ignored. And it is the duty of the teacher training institutions to associate themselves actively and to pursue enquiry into such educational problems. The results of researches should, however, be utilised for the improvement of school and college curriculum and for the improvement of teaching and administrative practices.

208. The Study Group recommends :

- (1) *Research in education should be the concern of every teacher training institution ;*
- (2) *In selecting topics for the M.Ed. and Ph.D. investigations, they should pay due attention to the list of problems prepared by the Working Group, set up for the formulation of a programme of research for the Third Five-Year Plan ;*
- (3) *It is necessary to organise the future research programme according to certain well-defined priorities :*
- (4) *The results of researches should, however, be utilised for the enrichment of school and college curricula and for the improvement of teaching and administrative practices.*

Production of Literature

209. It is recognised that there is a serious shortage of professional literature appropriate for teachers and teacher educators. Suitable books in Indian languages are yet to be written ; those which have been published have borrowed western ideas unsuitable to this country. Books written in foreign languages have not been written from an Indian point of view. Even a casual study of the literature available in English on the problems of Indian education will make the point clear. Journals of Indian education are very few, and there are hardly two or three magazines on school curriculum. Thus the production of a literature for teachers and teacher educators is an urgent necessity of the day. Three difficulties will however have to be faced :

(1) Paucity of a reading public, which will read with interest and buy such books ;

(2) Lack of good writers ;

(3) Dearth of publishers who will pay sufficient attention and invest money on the production of such a literature. As the production of educational books does not 'pay', the publishers undertake such work with great hesitation.

210. The first problem can be tackled provided a list of appropriate subjects, for which there is a big demand in the country, is prepared. These will have to be further published on a non-profit basis so as to be within the financial reach of the would-be purchasers. It is also necessary to draw a list of competent writers, selected from teacher training institutions, research centres, and secondary schools.

211. The National Council of Educational Research and Training has already given a lead to the country in the production of educational literature. It has published two year-books and a few more are under preparation. But this work should be taken up on an extensive scale. and the Council should rise to the

occasion. In addition to the Council, each university should start a series of publications on education. The paucity of publishers can be made up in this way. Moreover, several books which are essential for educational reconstruction and which do not become a 'commercial' proposition can be published in this way.

212. The NCERT should further give adequate financial assistance to recognised agencies and even publishers of repute for the production of such a literature. Adequate grants should also be provided by the Council for the publication of suitable periodicals, journals, pamphlets and magazines for teachers and teacher educators.

213. The entire project will have to be co-ordinated, as there may be frittering away of energy and duplication of efforts resulting in wastage of money, time and effort. Till the National Council of Teacher Education is formed, this responsibility can be entrusted to the NCERT.

214. The Study Group recommends :

Recognising the dire lack of professional literature for teachers and teacher educators, selected training colleges and research centres should be helped to assume the responsibility for the production and publication of such literature suited to Indian conditions and publish it in Indian languages. The National Council of Educational Research and Training should be able to give not only financial but also technical assistance in this regard.

Improving Economic Status

215. Any improvement in Teacher Education can only be possible if intelligent and competent people are attracted to the teaching profession. This cannot be done without raising the economic and social

status of teachers, more so, in the case of teacher educators. For this purpose the salary scales and service conditions including the status of the staff members of the training colleges should be identical with the staff working in the post-graduate departments of universities. Every training college staff-member requires a professional degree in his subject. Therefore, the starting salary for the staff of training colleges should be four points higher than the salary of the staff working in the post-graduate Departments of Universities. Furthermore, the staff of the training colleges must be constantly encouraged to acquire additional qualifications and this should be recognised by suitable increments in their basic salaries.

216. For primary as well as secondary teachers, any improvement in their academic qualifications will definitely contribute to an improvement in their teaching. In order to improve their academic and professional qualifications, incentives, through additional increments, should be given for improvement in qualifications through regular academic work as well as recognized programmes of in-service and extension work.

217. The Study Group recommends :

- (1) *The salary scales and service conditions including status of the staff members of the training colleges should not be less than those of the staff working in the post-graduate departments of universities.*
- (2) *The starting salary for the staff of the training colleges should be four points higher than the salary of the staff working in the post-graduate departments of the universities.*

Conclusion

218. The education of teachers is undergoing criticism. It is considered out-of-date. It is no exaggeration to say that the system of training of teachers,

particularly of secondary schools in India, has remained unchanged during the last fifty years. The members of the profession of education are keenly alive to the problems facing teacher education in particular and education in general. Some of the major changes have been examined in this Report. Reforms have also been suggested for improving the system. These are based upon an analysis of what is desirable in future, with due regard to what has served well in the past and what is cherished in the present. It is based upon a body of ideas as to the significance of teacher education and the relation of the education of the teacher to the attainment of desirable values in the life of the people in years to come.

APPENDIX I

SUMMARY OF RECOMMENDATIONS

The main recommendations have been made in the body of Report. Since some of the subjects have been dealt in more than one Chapter, it has become necessary to arrange the recommendations more systematically and to classify them under a few broad headings. The recommendations are as follows :

ADMINISTRATION

The Central Government

(Para 55)

1. Considering the vital importance of teacher education and the Central Government's constitutional responsibility in this regard, it is recommended that the Central Government assume greater financial responsibility for the development of teacher training institutions.

(Para 59)

2. The Government of India should take early steps to set up by law an appropriate organisation at the national level charged with the responsibility for planning, organising, supervising and financing teacher education. It may be called the National Council for Teacher Education. It should have the following functions :

- 1) to prepare plans for the development of teacher education in the country ;
- 2) to coordinate and set standards for teacher education ;
- 3) to establish inter-state parity in standards ;
- 4) to give maintenance and development grants to State Councils and teacher training institutions ; and
- 5) to promote measures for improving the standards of teacher education throughout the country.

The State Government

(Para 65)

3. There should be a constituted by statute in each State

a State Council for Teacher Education, composed of representatives of the universities and the State Departments of Education and other specialists. The functions of the State Council will broadly be as follows :

- 1) To prepare, in consultation with the universities and State Departments of Education concerned, programmes for the development of teacher education in the State and to supervise their implementation ;
- 2) to set standards for teacher education ;
- 3) to assess the needs of trained teachers of different categories and make this information annually available to teacher training institutions for their guidance in making admissions ;
- 4) to examine and evaluate the curriculum and syllabuses according to which training programmes, both pre-service and in-service should be carried out ;
- 5) to arrange for inspection of teacher training institutions;
- 6) to make grants-in-aid to teacher training institutions; and
- 7) to coordinate and promote training programmes and coordinate with other agencies in the State and outside in the furtherance of its objectives.

Finance

(Para 70)

4. (a) All teacher education should be free and entire cost should be borne by the Government, Central and State. There should also be substantial provision for stipends and scholarships for meritorious students.
- (b) Suitable scholarships be awarded to promising students in the second year of the degree course or the first year of the master's course provided they give a binding to serve as teachers.

The Master Plan

(Para 72)

5. (a) Master Plan of teacher education be prepared for each State for the Fourth Plan Period. It should

- make an estimate of the number of teachers required
- (b) It should also indicate how a group of teacher training institutions can be developed to cater to the needs of a geographical area ;
 - (c) It should also suggest the additional courses that an institution will have to provide, requirements of additional staff, and equipment and buildings ;
 - (d) The Master Plan of all the States can then be consolidated into a Master Plan for the country as a whole.

The Comprehensive College of Education

(Para 110)

- 6. (a) For the proper development of Teacher Education, it is necessary that the Comprehensive Colleges of Education with a minimum strength of 300 students should be organized instead of isolated institutions for training teachers of primary and secondary schools.
- (b) The scope of such a comprehensive training college should be the learning of :
 - (i) High/Higher Secondary School teaching ;
 - (ii) Primary and Middle school teaching ;
 - (iii) P. U. C. and equivalent teaching ;
 - (iv) Primary teacher educators, educational supervision and administrators ;
 - (v) Personnel for special programmes, e. g., guidance and counselling, pre-primary education, special education, etc.;
 - (vi) Post-graduate work.
- (c) While the large-size training institution should be the rule, there are some exceptions which may have to be admitted—training institutions in remote areas and training institutions exclusively for girls.
- (d) All training colleges should be helped to provide hostel accommodation to the teachers which will make it possible to make more time available

for professional study, intensive work through tutorials and individual guidance. Efforts should also be made to provide residential accommodation to members of the staff.

PROGRAMMES OF EDUCATION

Post-graduate Courses

(Para 129)

7. (a) The M.Ed. course should be thoroughly revised and should give sufficient weightage to special fields like Mental Testing and Measurement, Guidance and Counselling, Educational Administration, Curriculum and Instruction, Teacher Education, Elementary Education, Secondary Education, etc.;
- (b) The Report of the M.Ed. Revision Committee of the U. G. C. be examined by an expert committee as soon as it is published;
- (c) For upgrading content and methods in the particular subject in which the teacher has specialised, it is necessary to institute a post-graduate diploma of a year's duration at the post-B.Ed. level. The suggested fields for the present are: English, Science, Mathematics and Social Studies. It should be possible to take this diploma either through summer institutes or by one-year residence in a University Department. The courses are to be specially designed for teachers who are already in schools.
- (d) Post-graduate diploma of a year's duration at post-B.Ed. level be instituted to prepare teacher educators for primary teacher training institutions.
- (e) Diploma course of a year's duration organised for graduates for preparing :
 - (i) Counsellors ;
 - (ii) Audio-Visual Experts ;
 - (iii) Specialists in School Library Science.

- (f) The above specialised courses should be instituted in the National Institute of Education and in selected University Departments of Education. Substantial financial and other help would be needed by the staff of the training colleges to undergo these courses. We view this as a programme of very high priority and recommend that in Advance Action Programme, at least six University Departments of Education or selected training colleges and the National Institute of Education should be helped to start these courses. In the Fourth Plan, such courses should be provided by at least one institution in each State.

The B.Ed. Courses (General)

(Para 119)

8. (a) The duration of the B.Ed. course be increased to one complete year of twelve months.
- (b) habit of self-study should be encouraged in B.Ed. trainees.
- (c) Provision be made for specialization in a single teaching field rather than in two Special Methods.
- (d) A Committee for revising the existing B.Ed. syllabus be appointed. While revising the syllabus it should have three objectives in view: (a) subject-matter competency, (b) a grounding in the fundamentals of principles of education, and (c) competence in the art of teaching. The Committee should evolve a suitable system for evaluation.

The Four-Year Degree Course in Education

(Para 123)

9. (a) While the one-year training course will inevitably be the normal pattern for some years to come, a beginning has now to be made for developing an integrated four-year training course of the type with which the Regional Colleges of Education are experimenting.

- (b) These should be started at selected centres, where facilities exist to impart academic as well as professional education side by side under the same management.
- (c) The Universities and managements which wish to establish the four-year college of education should be given special assistance to do so and this should be included in the advance action programme to be initiated in the last two years of the Third Plan. We should aim at providing at least two such colleges of education in each State by the end of the fourth plan. We hope that the four-year college of education will gradually become the normal pattern for the training of teachers for secondary schools in the years to come, and one-year training course will provide training facilities for those students who elect to enter the teaching profession only on the conclusion of their degree work.

Other Programmes

(Para 132)

10. (a) There is an urgent need to strengthen our programmes of teacher preparation in areas like science, mathematics and languages where there is a shortage of teachers. It is suggested that one or two colleges in each State be selected for training of such teachers and be provided with adequate libraries, laboratories and highly qualified staff. In the initial stage, the proposed four-year teacher education programmes should concentrate more specially on the preparation of such teachers.

Correspondance Courses

(Para 135)

11. For untrained teachers already in service we strongly recommend the institution of correspondance courses. These will be organised by selected institutions which have competent

staff and other facilities. One great advantage of correspondence courses, if properly organised, is that they provide ample room for individualising instruction to suit the needs of different students.

(Para 192)

12. Correspondence courses should also be used extensively for providing inservice training to teacher educators.

Practice Teaching

(Para 142)

13. It is worthwhile to examine the usual theory course for the B.Ed. and B.T. examinations of Indian Universities from the point view of the actual needs of the teachers and schools. This should be borne in mind by the B.Ed., Revision Committee, while preparing the draft syllabus.

(Para 145)

14. There should be a systematic and comprehensive programme of practical work which should include :

- 1) practice teaching ;
- 2) observation of pupils and lessons ;
- 3) criticism lessons ;
- 4) study of different types and grades of schools ;
- 5) organisation of and participation in co-curricular activities ;
- 6) follow-up assignments given to school children ;
- 7) preparation of case studies ;
- 8) construction and administration of scholastic achievement tests ;
- 9) black-board work ;
- 10) sociometric study of groups in the classroom ;
- 11) practical work connected with school subjects ;
- 12) preparation and use of audio-visual aids ; and
- 13) experimental and laboratory work for science students as well as simple workshop practice.

(Para 157)

15. (a) Practical work has two aspects : (i) direct experience

- prior to student teaching, and (ii) regular student teaching ;
- (b) Regular student teaching should not begin, unless the trainee is ready for it ;
 - (c) Practical work is a joint responsibility of the teachers' colleges and cooperating schools—schools where practical teaching is arranged ;
 - (d) The co-operating schools should, as far as possible be selected on the basis of subjects instead of all student teachers being sent to the same institution ;
 - (e) The co-operating schools should be entitled to financial aids for adequate staffing and equipment ;
 - (f) The State Department of Education should consider it as one of its primary duties to ensure that the training institutions have the full co-operation of the schools, where practice teaching is to be undertaken.

(Para 160)

16. For practical work, the trainee should be placed in a school for 8-12 weeks and associated with the institution as a regular member of the staff.

(Para 168)

- 17. (a) In addition to the B.Ed. degree, every method master should have the masters degree in the subjects matter of his field of specialisation.
- (b) Student teaching will be supervised by experienced class-room teachers with occasional supervision by a specialist teacher from the training institution.

(Para 173)

18. Every teacher training institution should maintain a Cumulative Record Card for each student. It should be a systematic record of his desirable personal qualities, habits, and similar problems.

(Para 176)

- 19. Every training institution should have a good school

from the pre-primary stage upto the high school stage which will be used for demonstrating good techniques and experimenting with new methods. A phased programme for providing every training college with a demonstration school should be a part of the development plan of the college.

EVALUATION

(Para 118)

210. The evaluation system of the B.Ed. course is faulty in almost all the Universities. There is need for a fresh approach. The following scheme is suggested for improving the system :

- 1) For every theory paper, 25 per cent of the marks should be allotted to sessional work. Internal assessment should be based on tests, tutorial work, oral work and assignments given throughout the course.
 - 2) There should be only two divisions for declaring results. The minimum for I class should be 60 per cent and for II class 50 per cent.
 - 3) 50 per cent of the marks for practical work may be allotted for practice teaching and the rest for different activities that come under practical work. Each college should indicate the activities that it will encourage and the marks that will be assigned for each. For practical work the minimum for a pass should be 50 per cent in each of the two parts : Practice teaching and practical work.
 - 4) Assessment of practicals should be internal. For internal assessment, the techniques used should be based on modern evaluation techniques that are recommended to student teachers so that these techniques are practically demonstrated.
 - 5) Assessment of practice teaching should be made by the subject specialist lecturer (*Method Master*) with the assistance of the Headmaster and the teachers of the co-operating schools.
- Each college should devise suitable methods to stan-

standardise assessment of practice teaching and practical work.

- 6) The staff of training colleges should be adequately trained in better evaluation procedures and techniques. The Central Examination Unit of the DEPSE should cover all the staff of training colleges through in-service programmes for this purpose.

IN-SERVICE EDUCATION

In-Service Education of Secondary Teachers

(Para 189)

21. (a) An in-service programme in teacher education of a very comprehensive nature is an urgent necessity of the country. It needs to be organised for secondary school teachers, teacher educators and educational leaders.
- (b) So far as new teachers are concerned, every training college should assume responsibility for actively assisting the new teacher during the first two years of his service in school after he has completed his professional training. This can be carried out in co-operation with the headmaster of the school and the supervisory staff of the state Department of Education.
- (c) Every training college should conduct in-service programme for teachers within its area and this should be a regular part of its programmes. In working out the teaching load of the training college staff, this work should also be taken into account.
- (d) During the Fourth Plan Period, the Indian Ministry of Education should see that every teachers college/department has an Extension Centre/Unit.
- (e) It should be obligatory on the part of all teachers to go through a refresher course at least once in three years. Incentives like increments in salary for participation in the in-service programmes should be provided.

- (f) **Teacher education institutions should develop such programmes as would meet the needs of teachers. Some of the suggested areas are: (1) upgarding the subject-matter competence in specific areas; (2) programmes for running ancilliary services; and (3) providing assistance to teachers by organising programmes of improved school practices. These can be organised on a regular basis, e g., six months duration (twice a week) or two or three weeks intensive course.**
- (g) **For untrained teachers, already in service but above thirty-five years in age correspondence courses should be instituted.**
- (h) **Teacher training institutions have the task of evolving new and suitable techniques of teaching adapted to local conditions.**

In-Service Education for Teacher Educators

(Para 193)

- 22. (a) **The basis of effective in-service education of teachers is an effective programme of in-service education of the training college staff.**
- (b) **The in-service education programme of teacher education should include:**
 - (i) **Regular courses teaching to a degree or a diploma:**
 - (ii) **Short term courses in special fields; and**
 - (iii) **Correspondence courses;**
- (c) **Exchange of senior professors and short term visits to teacher educators be also organised;**
- (d) **A special post-graduate course of a year's duration after the B.Ed. degree should be instituted for lecturers of primary training institutions.**

(Para 191)

23. **Other forms of inservice education for training college staff that are needed are:**

- 1) **exchange of senior professors for short periods;**

- 2) visiting fellowships for younger teacher educators for independent study in selected university departments, research institutions and other specialized agencies ;;
- 3) short-term study visits of teacher educators particularly those connected with educational administration, current problems of Indian education, etc., in Municipal, State and Union agencies of education ;
- 4) exchange of visiting professors of training colleges in different States ;
- 5) Sabbatical leave arrangements for staff of training colleges ; and
- 6) provision for visits by teacher educators of secondary teachers to foreign countries through Unesco and some other agencies.

In-service Education of Educational Leaders

(Para 201)

24. (a) Seminars and workshops should be conducted at State, Regional and National level for headmasters, inspectors, managements, of schools and principals/headsof training institutions at regular interval.
- (b) A Staff College of Education and Educational Administration should be set up on the National level. It should function under the National Council of Educational Research and Training, and should organise regular in-service training programmes for educational administrators, supervisors and heads of training colleges.

SOME OTHER IMPORTANT PROBLEMS

Research

(Para 208)

25. (a) Research in education should be the concern of every teacher training institution ;
- (b) In selecting topics for the M.Ed , and Ph.D., investigations, due attention should be paid to the list of problems prepared by the working group, set up

for the formulation of a programme of research for the Third Five-Year Plan ;

- (c) It is necessary to organise the future research programmes according to certain well-defined priorities ; and
- (d) The results of researches should, however, be utilised for the enrichment of school and college curriculum and for the improvement of teaching and administrative practices.

Production of Literature

(Para 214)

26. Recognising the dire lack of professional literature for teachers and teacher educators, selected training colleges and research centres should be helped to assume the responsibility for the production and publication of such literature suited to Indian conditions and publish it in Indian languages, The National Council of Educational Research and Training should be able to give not only financial but also technical assistance in this regard.

Improving Economic Status

(Para 217)

- 27. (a) The salary scales and service conditions including status of the staff members of the training colleges should not be less than those of the staff working in the post-graduate departments of universities.
- (b) The starting salary for the staff of the training colleges should be four points higher than the salary of the staff working in the post-graduate departments of the Universities.

APPENDIX II

The Distribution of Class Periods in a Teacher' College

I. A Teachers' College with one hundred B.Ed. Students

<i>Papers</i>	<i>Periods per week</i>
A. Principles of Education and School Administration	.. 3
B. Educational Psychology, Measurement and Hygiene	.. 3
C. Current Problems	.. 2
D. Special fields (6 areas)	.. 12
E. Special Methods (8 areas)	.. 16
	<hr/>
Total for 12 Teachers	.. 36
Teaching load per teacher	3
Tutorial-Work per teacher	3
	<hr/>
Total periods per teacher	6

II. A Teachers' College with two hundred B.Ed. Students

1. Total periods for Theory-work (lecture work for A-C of (I) will have to be repeated)	.. 44
2. Teaching load per teacher	.. $3\frac{1}{2}$
Tutorial work per teacher	.. 6
	<hr/>
Total periods per teacher	.. $9\frac{1}{2}$

III. 'A' Type Comprehensive College with 200 B.Ed. candidates and 100 trainees for the Elementary Teachers Certificate Course

	<i>Periods per week</i>
A. Total periods of Theory work	.. 44
B. Elementary Teacher's Certificate :	
1. Theory and Practical Education	.. 8

2. Content and Method of subjects :		
(a) First Language	..	3
(b) Second Language	..	3
(c) Mathematics	..	3
(d) Social Studies	..	3
(e) General Science	..	4
(f) Health and Physiology	..	1
		.
	Total	.. 25
Grand total of (A) and (B) for 15 teachers	..	69
C. Teaching load per teacher	..	$6\frac{1}{2}$
Tutorial work	..	$8\frac{1}{2}$
		.
Total work load per teacher	..	15

* NCERT : *The Report of All-India Seminar on the Elementary Teacher Training Programme* (November 25-30, 1963), p. 16.

APPENDIX III
The Comprehensive College
(Type, Courses and Staff)

Type	Course	No. of trainees	Instructional Staff
(A) (1)	One-Year B.Ed.*	200	* Principal, 7 members for Education and 8 members for Curriculum
(2)	Elementary * Teacher Certificate	100	
Total :		300	16
(B) (1)	One-year B.Ed.	100	(1) As in (A) Type 16
(2)	Elementary Teachers' Certificate	100	(2) Additional Staff for four-year Programmes 4
(3)	Four-year B.A. B.Sc. Course.	120	(3) Demonstrators (Science courses) 4
(4)	M.A./M.Sc. in Education	30	.
Total :			
(if one four-year course)		350	20 (Arts) 24 (Sci)
(if two four-year courses)		500	28
(C) (1)	One-year B.Ed.	100	(1) As in (A) Type 16
(2)	Elementary Teachers' Certificate	100	(2) Additional Staff 7
(3)	Ph.D.	25	
(4)	M.Ed.	40	
(5)	Dip in Teacher Education	30	
(6)	Professional Diplomas	30	
(7)	Early Childhood Diploma	25	
Total :		350	23

* Common for all colleges.

APPENDIX IV

**The Comprehensive College
(Accommodation)**

- A.** *Common Accommodation* (for different types of colleges, including the Demonstration School) :
1. **The College and Demonstration School :**
An auditorium for 400 persons, Science Laboratory, Art Room, Craft Sheds, Gymnasium, Cafeteria, Sanitary Arrangements.
 - 2.. *The College Building :*
Two rooms for Office, one Record Room, one Library Room, with an attached reading room, one common staff room, imdividual staff-rooms, common room for men and women sttudents, audio-visual room, a psychological laboratory, a museum and five classrooms.
 - 3.. *Hostel Building :*
One for men (150) and the other for ladies (50)
 - 4.. *Staff Quarters :*
 - 5.. *Higher Secondary School Building :*
Eleven classrooms, 1 library room, 3 special rooms, 1 staff-room, 2 rooms for Office.
 - 6.. *Pre-Primary Unit :*
3 play-rooms, 1 nap room, 1 play-yard, 1 isolation room, 1 lunch room, 1 cloak room,
- B.** *Specific Requirements :* * for 'B' type college :
1. Four class-rooms for forty students each (for the four-year course in Arts).
 2. Four Science Laboratories (for the four-year course in Science).
- C.** *Special Requirements :* for a 'C' type college*
1. Four class-rooms for thirty students each.

* These are in addition to those mentioned under 'A'.

APPENDIX V

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