

Supplementary Volume No. IV-F

EVIDENCE LED BEFORE THE EDUCATION COMMISSION

TEACHER EDUCATION AND TEACHERS STATUS



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EDUCATION COMMISSION
University Grants Commission Building
Bahadur Shah Zafar Marg
New Delhi
1966

SUPPLEMENTARY VOLUME NO. VII-F -

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EDUCATION COMMISSION
UNIVERSITY GRANTS COMMISSION BUILDING
BAHADUR SHAH ZAFAR MARG
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1966

EDUCATION COMMISSION

A consolidated report based on the replies received to (i) Discussion Paper on Teacher Education and Teachers' Status (ii) Replies to Section V of the General Questionnaire (iii) Views expressed in the Memoranda and (iv) Evidence submitted to the Education Commission in the States visited by it.

Task Force on Teacher Education and Teachers' Status.

TABLE OF CONTENTS

I. Primary Teachers-Recruitment, Selection and Pre-service and in-Service Training.	1-17
I-A. Qualifications	1-2
I-B. Selection and recruitment	2-3
I-C Programme of Pre-Service Training	4-13
I-C(a) Objectives and pattern	4-6
I-C(b) Curriculum	7-10
I-C(c) Staff.	10-13
I-C(d) Equipment and other requirements.	13-14
I-D Training backlog of untrained teachers.	14-15
I-E In-Service Training	15-17
II Secondary Teachers-Recruitment, Selection and Pre-service and In-service Training.	18-51
II-A Qualifications	18-24
II-B Selection and Recruitment	24-27
II-C Programme of Pre-service Training	27-42
II-C(a) Pattern and objectives.	27-30
II-C(b) Curriculum	30-41
II-C(c) Staff	41
II-C(d) Equipment and other requirements	41-42
II-D Training backlog of untrained teachers	42-44
II-E In-Service Training	44-46
II-F Post-Graduate Education and Professional preparation of Teacher Educators .	46-51
III Common Problems	52-62
III-A Size of a Training Institution-Comprehensive Training Colleges.	52-54
III-B National Council for Teacher Education	55-57
III-C Universities and Teacher Education	57-59

(ii)

III-D	Administrative and financial arrangements	59-60
III-E	Suggestions for meeting shortage of teachers	60-62
IV	Salary scales and conditions of service and work.	63-75
IV-A	Salary scales	63-68
IV-B	Conditions of Service	68-70
IV-C	Conditions of work	71-72
IV-D	The rights and duties of teachers	73-75
V	The Role of Teachers Associations	76-79
VI	Professional growth of teachers	80-83
VII	Miscellaneous	84-86

I. PRIMARY TEACHERS

(A) Qualifications for new entrants to the profession

It is the general view that SSLC/Matriculation should be the minimum qualification for a primary school teacher and also that such an examination should have been passed in the first or Second Division. Some feel that for teachers of the middle school classes the minimum qualification should be raised to the Intermediate/P.U.C./Higher Secondary level. A few others hold the view that ultimately a degree should be prescribed as the minimum qualification for entrance to the profession. For heads of Elementary schools the minimum academic qualification suggested by some is a degree.

It has been suggested that where candidates with such qualifications are not easily available such qualifications could be temporarily lowered, particularly in the case of scheduled castes and scheduled tribes and in the case of women teachers in the rural and backward areas. Such a lowering of qualifications is recommended only as a transitory measure as it is bound to affect standards.

Some, however, feel that under no circumstances should the qualifications be relaxed even as a temporary measure. Incentives such as higher salaries or the offer of fringe benefits like

special allowances, residential accommodation, free medical help, free education to children, etc. may attract better talent and more people to meet the needs of rural areas.

It is also felt that when there is so much unemployment among the educated, it is not the dearth of qualified people but their reluctance to join the profession that causes the shortage.

It has, therefore, been suggested that loans and scholarships may be offered to students studying in the secondary classes, if they sign a bond to serve as teachers for a certain period.

It is generally agreed that where teachers with lower qualifications have been recruited special provisions should be made and facilities provided for enabling them to raise their qualifications within a specified period, i.e. within 3 to 5 years. Correspondence courses, condensed courses, refresher courses, summer courses, seminars and all forms of inservice training, have been suggested for raising the qualifications of teachers in service. The setting up of a coaching institute or a mobile training squad has also been suggested by some.

(B) Selection & Recruitment

Regarding the question of recruiting teachers before or after training two opposing views have been expressed. Some have stated that candidates should

be recruited as teachers first and then arrangements made to train them after they have worked as teachers for two or three years. They feel that this would relieve the shortage of teachers, give the entrants valuable experience before training and also facilitate the weeding out of the unsuitable before they join the training course. Others hold the view that only trained teachers should be recruited and appointed as teachers. They think that the appointment of untrained teachers in schools will affect the interests of children and may also reduce the benefits of training for they feel that it will be difficult for such teachers to relinquish rule of thumb skills and methods of teaching and pick up new ones. However, it has been suggested that as a temporary measure both methods can be used depending on the need for teachers. The majority is of the view that ultimately only trained teachers should be appointed.

As regards the criteria and procedure for selection of teacher trainees, the general view is that reliance should not be placed merely on results of examination but other factors like aptitude, zeal for work, hobbies and cocurricular work should be given due consideration. A small Committee comprising officials of the Education Department and representative of the teaching

profession may be formed to assist in selection of teacher trainees. Regarding the mode of selection, the following suggestions are offered:-

- 1) Consideration of academic qualifications;
- 2) Cumulative record;
- 3) Pre-admission examination to test specific knowledge and understanding.
- 4) Interview;
- 5) Group discussion;
- 6) Intelligence Test;
- 7) Aptitude Test;
- 8) Personality Test;
- 9) Proficiency in Games, Cocurricular activities, etc.

Each technique in itself may not be an adequate tool to judge the candidate's fitness for the profession. Hence, a combination of all or some of these techniques has been suggested. Since many of the tests (i.e., intelligence, aptitude and personality tests) have not yet been standardised, they may be used only as supplementary devices.

An opinion is expressed by some that for rural areas teachers with a rural background should be given preference if they are otherwise qualified.

It is strongly felt that for pre-primary and primary classes more women teachers should be recruited.

(C) Programme of pre-service Training

F C (a) Objectives:

The overall objective of a training programme

should be to prepare teachers adequately for the tasks and situations they will be expected to handle in schools. Several suggestions have been made in this regard the important ones being:-

1) To impart a thorough grounding in the content of some school subjects.

2) To train in the Methodology of teaching these subjects, particularly in the context of recent advances in the principles and methods of learning.

3) To impart knowledge of the principles and psychology of education.

4) To make them understand the emotional, social, psychological and intellectual needs of children.

5) To give practical knowledge in class management and school administration.

6) To acquaint them with techniques of evaluation based on educational objectives.

7) To develop competencies and skills in handling instructional material and teaching aids.

8) To train in arts, craft and co-curricular activities.

9) To lead them to study the Community and the environment in which the school functions.

10) To develop certain attitudes, values and interests necessary for effective teaching and other professional duties of a teacher.

Emphasis has generally been laid on a

content-cum-method course.

It has been suggested that the training should be of two years for those who have passed the S.S.C. examination. A few have recommended that the training period should be increased to three years.

IC(b) CURRICULUM

In regard to the curriculum of primary teacher training institutions, it is generally felt that it should be a content-cum-method course built around three broad areas:

(a) Study of academic subjects or general education; (b) Educational theory and practice and (c) Practical work. Several suggestions have been made in regard to the essentials of the training programme in each of these areas.

(a) Academic or General Education

Intensive study of academic subjects and language which the teacher will be required to teach; The study of English, its phonetics, spelling and handwriting is emphasised by many. Similarly the special study of new subjects - such as General Science, Social Studies, etc. has also been emphasised.

(b) Educational Theory and Practice

Theory should comprise: Principles of Education, Child Psychology, Class Management, School Administration, Methods of Teaching, Community Service, and Fundamental principles of Physical Health and Hygiene.

Practice: Preparation of lesson plans, teaching practice, observation of pupils and lessons, criticism lessons, etc.

(c) Practical work

Preparation and use of instructional material and teaching aids;

study of Arts and crafts;

Many have stressed the importance of training in organisation and co-curricular

activities - literary, social and cultural and community work.

Physical training including games and sports.

Other Suggestions

Building of attitudes and values and professional ethics.

Some additional activities/subjects suggested are training in maintenance of school records, techniques of evaluation, music and dramatics and nursery education.

Weightage suggested for the various items of the curriculum varies much but it is generally felt that all aspects should be suitably integrated. It is also stated that there should be coordination between theory and practice and an overemphasis on theory to the neglect of practice should be avoided.

Method of Instruction:

It is felt that the traditional lecture method should be supplemented by tutorials and self study on the part of the trainees. Library reading, assignments, projects, laboratory work, group discussion and seminars have also been suggested.

EVALUATION

Dissatisfaction has been expressed in regard to the formal system of examinations usually held at the conclusion of the course. It is felt that tests/examinations may be held periodically and internal assessment made on the basis of day-to-day work, both

academic, practical and co-curricular. Score cards and rating scales may be used and observation/cumulative records maintained for the purpose.

Both internal and external assessment have been considered important for theory and practice but opinions differ regarding the weightage to be given to each. Some feel that equal weightage should be given while others attach greater importance to one or the other.

As regards the type of examinations it has been suggested that the present essay-type examinations may be supplemented by objective-type tests, and viva-voce. For assessment of co-curricular activities records may be maintained and students asked to fill up participation schedules. Marks may be awarded after discussion with a Committee of staff members who have been in close touch with co-curricular activities.

Defects in Existing Pre-Service Training Programme

In regard to the programme of pre-service training, it is generally felt that there is little coordination between theory and practice and what is learnt during training is not functionally useful in the actual class room situation. Some of the other defects pointed out are as under:-

i) The programmes are generally out-dated and do not take into consideration the present position or the needs of the schools. Coordination between different items of the syllabus is also lacking.

ii) The staff of these institutions is not highly qualified and there are few specialists at the elementary level.

iii) The period of training is insufficient.

iv) More emphasis is laid on theory and practice-teaching is inadequate.

v) Training in content is inadequate.

vi) Majority of instructors are not well-versed in evaluation-techniques.

vii) Institutions, by and large, do not keep in touch with past trainees and hence further guidance in solving actual class room problems is not available.

viii) Crafts are taught either by untrained instructors or by teachers lacking in adequate craft skills. In either case the teaching tends to be inadequate.

ix) Lack of facilities for teaching special subjects like Craft, Art, Music etc.

x) Lack of suitable building provision and other equipment such as library, laboratory, etc.

I (C)(c) Staff

Pupil-teacher ratio

The Karachi meeting of the representatives of Asian Member States of UNESCO recommended the teacher-pupil ratio of 1:15 in primary teacher training institutions. While some consider the ratio uneconomic others have accepted it and have offered suggestions for the deployment of a staff of 10 in an institution of 150 (on the basis of the ratio of 1:15).

It has been suggested that for all purposes student teachers should be divided into small groups in such a way that each group is guided by a teacher educator in rotation. Besides this, the organisation of tutorial classes with small groups has been suggested. The staff of 10 may be selected as under:-

I) Subject fields	5
Professional course	1
Cultural work	1
Craft	1
Art & Music	1
Physical Education	1
	<u>10</u>

or

II) Headmaster for Administration	1
Assistant for Principles of teaching	1
" " Psychology	1
" " Methods of teaching Regional Language	1
" " English	1
" " Maths	1
Assistant for Methods of Teaching Science	1
" " " Social Studies	1
" to be in charge of Library	1
" to be in charge of hostel and extra-curricular activities	1

10

As regards the time to be devoted to supervision of practice teaching work, different opinions have been offered. It has been suggested that about three to five months in a course of one year's duration should be devoted to practice-teaching and 25 to 70% of the teacher-educators' time may be devoted to supervision, guidance and checking of lesson notes. Besides, the teachers in

the practising schools may also assist, in preparation of lesson plans and by offering constructive criticism and advice. The pupil-teachers may also be helped to develop competence in maintaining useful records and in carrying on other duties of a teacher.

Separate staff for Special Subjects:

As regards the employment of extra teaching staff for special subjects, such as music, drawing, craft, etc. it is generally felt (with a few exceptions) that the workload will hardly justify individual specialists in each training centre. It is suggested that with the exception of a few crafts that require some degree of craftsmanship these subjects may form part of extra-curricular activities of the essential teaching staff itself. For these subjects the teacher pupil ratio suggested varies from 1:20 to 1:50.

Qualifications of teacher Educators

For primary teacher training institutions a B.Ed. or B.T. degree after graduation is suggested, as the minimum qualification for their staff. For Basic institutions, trained graduates with specialisation in Basic Education have been considered suitable. Some teaching experience of primary classes has also been considered desirable.

It is also felt that the teacher educators (especially the Principal) should be encouraged to acquire an M.Ed. degree with Specialisation in the problems of primary education.

Only a few have recommended that there should be separate course for teacher educators of primary teacher training institutions. Many feel that a separate training programme may not be advisable or necessary and that instead the existing training programme under which a trainee takes the BT/B.Ed. degree may be strengthened by including additional courses in methods of teaching, organisation and supervision of primary classes, and training in community living and minor crafts.

Separate cadre and scale of salaries:

It is considered desirable that there should be a separate cadre and separate salary scales for the staff of primary teacher training institutions. To attract better teachers, their scales of pay should be somewhat higher than those of teachers in higher secondary schools.

Another view expressed by a few is that salaries should depend on the qualifications and not on the level at which a person is teaching. Only then will it be possible to have teachers of high calibre.

IC(d) Equipment and Other Requirements

The importance of a well-equipped primary training institution has been generally recognised. The following requirements have been indicated in this regard:-

i) Separate rooms for each subject have been suggested. The need for a common room for students and a staff room for teachers has been pointed out. There should also be a separate hostel building for trainees and staff quarters for teachers.

ii) Library: The library should be in charge of a full time trained librarian and an attendant. It should have suitable seating arrangements for at least 50 per cent of the students at a time. It should have the latest books on pedagogical subjects, periodicals, magazines, newspapers and reference material. The open-shelf system may be followed.

iii) Fully equipped laboratories for Science and Geography are necessary.

Workshops must contain all equipment for the preparation of teaching aids. The audio-visual equipment may include the following:-

Projector, epidiascope, film-strips, magic lantern, tape recorder, flannel graph board, silk screen, printing equipment, photographic camera with equipment for developing and fixing. Audio-visual aids for teaching of English have also been suggested.

iv) Play Ground

One big play field with arrangement for outdoor games and physical training.

v) While most of the respondents have recommended the provision of a demonstration school on the campus, some of them do not consider it very urgent.

ID Training the backlog of untrained teachers

Some have expressed the view that by and large even five to ten years of teaching work has not improved teachers regarding their knowledge of content of subjects or the methods of teaching them. Hence they feel that some training is necessary irrespective of the duration of teaching experience. Opinions differ in regard to the type and

duration of training for particular age-groups. For teachers of 35 to 40 years of age with a service of at least 5 years a short term in-service training course is recommended and for teachers under 35 a full-time training course has been suggested.

The following arrangements have been suggested for training untrained teachers in service:

- i) Short term training courses in existing colleges by opening extra sections.
- ii) Intensive summer courses or condensed courses.
- iii) Vacation courses which may be completed in 3 to 4 vacations.
- iv) Evening courses.
- v) Evening lectures or extension lectures during vacations.
- vi) Correspondence courses.

It is generally felt that correspondence courses will not be effective unless provision is made for practical work, practice teaching and supervision. It is also pointed out that correspondence courses can at best be considered as a supplement and not as a substitute for regular training programmes.

It has been suggested that the training of untrained teachers should be facilitated by deputing them for training with leave on full pay.

IE In-Service Training

A regular programme of in-service training is considered essential to keep teachers abreast of the latest development, in their subject of teaching and in the field of education; to acquaint them with new techniques of solving educational problems and to help them develop some chosen skills. Attendance in such courses may be made obligatory after every three to five years.

In-service training may be imparted through the following:

- i) Periodical seminars and workshops.
- ii) Summer Institutes
- iii) Provision of literature presenting new developments.
- iv) Forming of Teachers' Forums and Study circles
- v) Refresher courses in content and teaching methods
- vi) Travel and visits to other institutions where good work is being done.

The following agencies may have a part to play in organising in-service training programmes:

- i) Teacher Training Institutions and States Institutes of Education may organise summer institutes and seminars and help to produce the necessary literature.

- ii) The State Institutes of Education may also revise the syllabus in the light of new advances in Pedagogy.
- iii) Teachers association can stimulate interest in organising Teachers Forums and Study Circles or Seminars.
- iv) The Department of Education may associate itself with the deputation of trainees and see to the financial aspect of the training programme.
- v) Universities - through summer institutes.

It has been suggested that there should be a separate wing in the Primary Teacher Training Institutions for conducting inservice training programmes on the lines of the extension service Departments in Training Colleges.

Financial Arrangements

The following suggestions have been made:-

- i) Teachers deputed for training should be entitled to full salary.
- ii) Fresh trainees should be given stipends of substantial amount.
- iii) Special allowances, stipends, TA and DA should be paid to teachers for attending seminars/workshops.
- iv) Teacher educators who put in additional work in this connection should be paid extra allowances.
- v) There should be provision for extra establishment and office expenses and for extra-equipment and teaching aids.
- vi) State should sanction additional financial aid to the institutions which organise in-service training.

Incentives

It is generally felt that special incentives are necessary to make a success of in-service

training programmes. These could be in the form of certificates of merit, advancement increments in pay for courses of longer duration, promotions to higher grades and allowances during training period.

It has been pointed out that inservice training programmes will be increasingly useful if there is proper planning, supervision and follow up.

II. Secondary Teachers - Recruitment and Selection

A. (a) Qualifications

It is generally accepted that for teachers for the High School stage, the minimum qualifications for entrance to the training college should be the first degree. For the top two classes of the Higher Secondary Schools a teacher with a Master's degree would be necessary.

Opinions differ in regard to the question whether previous teaching experience would be necessary for admission to a training college. Those in favour of it feel that teaching experience for a brief period gives one confidence in facing a class, helps him attain a certain degree of responsibility and understanding and makes him aware of the problems of teaching and school organisation. It would also ensure the continuity of his staying in the teaching profession and sincerity in applying himself to the training

course. Others are of the view that previous teaching experience should not be a requirement before training. They hold that an untrained teacher will lower the standards of work in the school where he teaches and during the period of professional training, he will find it difficult to discard teaching habits already acquired and to pick up the correct techniques of teaching.

The qualifications of a secondary teacher must require a study at the first degree level of the subjects which he will be called upon to teach in the school. He must also have studied it as a special method in the Training College. The educational manuals/rules should include such specific requirements but exceptions will have to be made in many cases, taking into consideration the present courses available for the first degree. In general, candidates should be asked to specialize, prior to the training period, in subjects taken for the first degree. But where facilities for study of subjects such as General Science or Social Studies are not available in Universities, the candidate may be permitted to offer the subject if he takes a short course in content before admission or offers an additional paper in knowledge content along with the methodology of teaching.

Regarding the number of subjects a trainee should be required to specialize in, different

opinions have been expressed. It is generally felt that specialization should be in two subjects, only one of which may be a language. Some persons are, however, of the view that specialization in one subject is enough and that the other aspects of the programme should be considered more important than specialization in a second subject.

A(b) Graduates in Philosophy, Sociology, etc.

It is generally felt that graduates in Philosophy, Sociology, Political Science, etc. should not be considered ineligible for the teaching profession especially in view of the shortage of trained teachers. Although such candidates did not originally intend to become teachers, yet they have acquired a broad educational background which gives them certain advantages. The general view is that such graduates can teach English competently and also social studies if they have specialised in subjects such as Political Science, Economics etc. To enable such graduates to teach one or two school subjects with competence it has been suggested that special arrangements may be made by the training colleges or universities to organize condensed courses in the subjects they will teach in the High School and award them a diploma after the successful completion of the course.

A(c) Shortage in certain subject areas

In secondary schools there is shortage of teachers in special subjects such as English, Science, Mathematics and Geography and also in vocational subjects. To overcome this shortage, the following suggestions have been made:

(i) the institution of a scheme of special educational concessions, loans and scholarships to induce meritorious students offering these subjects for their first degree to enter the teaching profession. When such financial aid is given, the recipients should enter into a written agreement to serve as teachers.

(ii) Provision of special training facilities, such as week-end training courses, evening and vacation courses, condensed content courses organised in summer institutes and the awarding of a Diploma on successful completion of the course. These courses may be taken up by teachers already in service.

(iii) Provision of incentives by way of stipends to teachers taking special courses.

(iv) Offer of advance increments to those who successfully complete the course in these subjects.

(v) Provision of concurrent instruction in these subjects along with pedagogy during training period as in the Regional Colleges of Education.

(vi) Provision of correspondence courses supplemented by workshops and seminars.

(vii) Matriculate teachers may be given training in vocational subjects and then appointed as teachers for vocational subjects.

(viii) Opening of special institutions offering integrated courses for English, Science, Mathematics and Vocational subjects.

In regard to the new method of programmed instruction on learning, it is felt that teachers will not be able to use this method effectively under conditions that exist today.

It is generally felt that in these days of expanding employment opportunities, the best students are likely to crowd into the more remunerative professions and only second grade candidates will be coming forth as teachers. An effort should, therefore, be made to educate further the average arts and science student who takes to the teaching profession.

II A(d) Upgrading Qualifications

Several suggestions have been made for enabling graduate teachers already in service, to acquire higher qualifications. Some of these have already been included in the foregoing section. Other suggestions are:

(i) Provision for existing graduate teachers to appear for the M.A./M.Sc. examination privately. For science practicals arrangements may be made with university or college laboratories during evenings

and vacations.

(ii) In the Teachers Colleges an integrated course in content and professional education may be provided at the Master's degree level. This course may be of two years' duration and open to graduates only. The degree awarded may be called M.A. in Science teaching, M.A. in Geography teaching, etc.

(iii) Provision of Condensed Diploma Courses in Science subjects as have already been started in some universities and starting of academic courses in Regional Colleges of Education,

(iv) Starting of correspondence courses and part-time evening courses extending over 3 years to enable graduate teachers to study and appear for a Master's degree.

Some have, however, felt that the present courses for the Masters degree are too advanced and academic and hardly relevant to what is being taught at the X/XI standard. A short term or Diploma course in content, oriented to the needs of the higher secondary level is considered more suitable.

III. Division Graduate Teachers

It is generally seen that the majority of teachers working in secondary schools are IIIrd Division graduates. In regard to the question whether, it would be possible for teachers' training colleges to enhance their academic achievement

because of the purposefulness of their learning, several opinions have been expressed. It is felt by some that although First and Second Division candidates will know their subject well, they need not necessarily make better teachers than third class graduates. The latter are likely to improve their academic achievements during the course of training and teaching if suitable opportunities are given to them and adequate incentives are provided. They feel that the academic competence of III division/Class graduates can be improved by introducing content courses in the training programme.

II B - Selection and Recruitment

The general opinion is that candidates for professional training should be selected on the basis of examination results, interviews, aptitude tests and proficiency in curricular and co-curricular activities. The suggestions regarding relative weightage are as follows:-

- | | |
|------------------------|-----|
| 1. Examination results | 60% |
| 2. Interviews | 20% |
| 3. Aptitude Tests | 20% |

Or

: 25 :-

- | | |
|--|-----|
| 1. Academic Record | 50% |
| 2. Interview | 25% |
| 3. Intelligence Test | 5% |
| 4. Aptitude Test | 5% |
| 5. Proficiency in games | 5% |
| 6. Proficiency in co-curricular activities | 5% |
| 7. Interest in hobbies | 5% |

Or

- | | |
|--|-----|
| 1. Academic qualifications | 50% |
| 2. Professional qualifications | 20% |
| 3. Interview | 20% |
| 4. Proficiency in games and co-curricular activities | 10% |

Other tests suggested include a test in English (for those who take this language as a method subject) a test in the knowledge of contents of subjects, a test in General Knowledge and a Personality Test.

In regard to the question whether there should be a uniform procedure for selection of

candidates for admission to Training Colleges and for appointment as teachers different views have been expressed. One view is that uniform procedure would neither be desirable nor practicable, considering the fact that Training Colleges and Schools are run by different agencies and also that conditions differ from State to State. Such selection procedures should be determined with special reference to the aims, objectives and requirements of each type of college and each area. People holding this view feel that a common Selection Committee will not serve the purpose. The other view is that a uniform procedure should be evolved on the following basis:-

i) Every teacher, who is deputed by the management of the school in which he is working and is promised substantial financial assistance, should be granted admission automatically.

ii) There should be a Selection Committee for admission to a Training College comprising the Head of the Institution, a senior member of the staff, experienced educationists, including Headmasters and senior officers of the Education Department.

For the appointment of teachers there should be a common selection committee at the District level for all types of Institutions for which selections are made, a representative of the management, senior officials of the Education Department and representatives of Teachers Associations.

Some have suggested that such a Committee should only prepare a list of suitable teachers and the final selection may be left to each management from the list so drawn up. Others have suggested the setting up of an 'Education Service Commission' or 'Teaching Service Commission' on the lines of the 'Public Service Commissions' at the National and State levels. They hold that it should be obligatory for all types of managements to recruit teachers through such Commissions only.

II C. Programme of Pre-service Training

II C(a) Pattern:

In regard to the pattern of pre-service training varying opinions have been expressed:

i) It is not advisable to have only one pattern of teacher education. Institutions must have the freedom to initiate and develop practices and experiments to suit local needs and variations.

ii) Based on the experience of the four Regional Colleges of Education, it is necessary to promote four year B.Ed. courses in more colleges.

ii(a) In regard to Regional Colleges of Education, it was felt by some that the integrated course was too specialised in nature and it was difficult for a person completing it to find any employment outside the teaching profession. It was also pointed out that the trainees who complete the four year integrated course are not appointed as senior teachers in Higher Secondary Schools because their academic qualifications

are not recognised as equivalent to the M.A./M.Sc. degree. It was suggested that steps should be taken to provide for such teachers an additional years' course in their special subjects so as to make them qualified for appointment as senior teachers.

iii) All teachers should undergo a course of training for three years after Higher Secondary. In the three-year colleges, there should be provision for optionals like pre-primary, primary and secondary and trainees may specialise in any one of them. After training all teachers must be treated at par and be eligible for the same grades and conditions of service.

iv) There should be a B.A./B.Sc. degree in Education in which both academic and professional courses are integrated. Such a B.A./B.Sc. degree should be considered at par with ordinary Bachelor's degree and should enable a candidate to go in for the Masters' degree or for any competitive examination.

v) The duration of the present B.Ed./B.T. degree course may be extended to two years instead of the present one year.

vi) At the post-graduate level, there is no need for making any distinction between the traditional and basic training colleges. Reorientation is called for in both the courses in the former by laying a little more emphasis on the practical side and in the latter on the theoretical side.

DURATION OF TRAINING (Secondary Teachers)

The general opinion is that the duration of the training course which, at present, is ordinarily about nine months should be lengthened. It has been suggested by some that about two months time could be gained without any substantial increase in expenditure by making admissions early in June, by curtailing the holidays in October and having the final examinations at the end of April.

It has also been suggested by some others that there is no need to lengthen the training course but instead the working hours each day may be increased so that the total work put in is much more than at present.

A few have suggested that the B.Ed./B.T. degree course may be extended to two years.

Objectives of the Training Programme

The main objective of the Teacher Training programme should be to prepare teachers for their varied responsibilities especially by improving their knowledge and skills. The suggestion is that what is learnt in theory should be such as can be implemented in practical situation. The various aims and objectives of teacher education suggested, are as given below :-

(1) To acquaint teacher trainees with the philosophical, psychological and sociological basis of education and to provide an insight into the physical, intellectual and emotional needs of children

and to familiarise trainees with problems of school administration and supervision.

(2) To develop in trainees the knowledge, skills and understanding in the use of the best methods and materials of instruction, and evaluation.

(3) To give an orientation to subject-matter through content courses.

(4) To develop an ability to organise co-curricular activities.

(5) To enable the trainees to understand and accept the objectives of education in a democratic socialistic pattern of society.

(6) To provide an experience of life in a community.

(7) To promote a high sense of professional ethics and responsibility.

II C (b) Programme of Teacher Training Curriculum

The following broad areas have been suggested as essentials of the pre-service course :

(a) Educational theory and practice.

(b) practical work, and

(c) special fields.

(a) Educational Theory and Practice

Theory

(i) Philosophical, Sociological and Historical Foundations of Education.

(ii) Educational Psychology and Statistics.

(iii) Educational Administration and School organisation.

(iv) Methods of Teaching (? subjects)

(v) Current problems of Indian Education.

(vi) Evaluation and guidance.

Practice

(i) Practice-teaching, observation and supervision.

(ii) Practical work in Theory papers in the form of written assignments.

(iii) Planning and use of recent techniques of teaching.

(iv) Training in administering intelligence and achievement tests.

(b) Practical Work

(i) Preparation of audio-visual aids and other instructional materials.

(ii) Training in arts and crafts.

(iii) Training in Organisation of co-curricular activities and community work.

(iv) Training in organisation of student clubs.

(v) Physical Training.

(c) Special or Optional Subjects

(i) Basic Education.

(ii) Measurement and Evaluation.

(iii) Educational and vocational guidance.

(iv) Comparative education.

(v) Curriculum construction.

(vi) Child Guidance. --: 32 :-

(vii) Education of exceptional children.

(viii) Social Education.

(ix) School Library organisation.

(x) Audio-Visual education.

(xi) Physical education.

Some have suggested that a study of content of two subjects should be included in the curriculum. It has been suggested that content courses in subjects such as General Science and Social Studies should be included in the training programme. The inclusion of subjects such as Health Education, Ethics, Cultural history, contemporary Indian thought and basic tenets of Indian philosophy and culture have also been suggested. In regard to provision of content courses in subjects which were studied at the University level there is difference of opinion. Some feel that within a short time available to a Training College not much could be attempted by way of Content Courses. Others are of the view that since there was a gap between the subjects studied at the College level and the subject to be taught in Secondary Schools, Training Colleges should devote some attention to linking up the two.

It was pointed out by some that students wasted too much time in preparing teaching aids such as maps, charts, etc. Such training is considered essential but it would be helpful if some industry could be set up to produce up-to-date teaching equipment.

With reference to the question of strengthening the knowledge of contents of selected school subjects in Training Colleges, it has been suggested by some that there should be closer collaboration in this matter between the Training Colleges and the universities/Arts and Science Colleges. Experts in subjects like Economics, Sociology, History, Geography, Science, Experimental Psychology, could be invited to deliver lectures in these various subjects to strengthen the trainees in their knowledge content of these subjects.

On the other hand, some others have expressed that collaboration with Arts and Science Colleges will neither be possible from the practical point of view nor desirable. If the training college is to maintain its prestige, content courses must be provided by the staff of the training institution itself and only occasional lectures by outside experts need be arranged.

Methods of Instruction

It has been suggested that the methods of instruction and study should lay stress on offering guidance and direction and on stimulating self-reliance on the part of trainees. The following suggestions have been made in this regard :

- (i) Class lectures may be reinforced by the organisation of tutorial classes in

small groups and thus provide opportunities to hold discussions and exchange views on matters of mutual interest.

- (ii) Individual library work and further reading on topics discussed in regular lectures.
- (iii) Preparation of reports, essays and other assignments on selected topics.
- (iv) Organisation of seminars and symposia on important topics.
- (v) Case Study/research study under the guidance of a professor.
- (vi) Placing adequate emphasis on demonstration lessons.
- (vii) Integration of Theory and Practice through group work and projects.
- (viii) Practice in the preparation of simple audio-visual aids to supplement lecture work.
- (ix) Visits and tours to places of educational interest.

It has been suggested that in order to perform all activities in an integrated way each training institution must have a total plane of work to be

evolved by the Staff Council of the institution.

It is felt that the theory should be taught from the point of view of how the actual practices in the school could be improved.

Opportunities for applying theoretical knowledge may best be done, it is felt, by observing the life of children and actual participation in school life through internship or block practice teaching. During such a period of internship a trainee should involve himself fully in all the activities of the school. Observation of children in the playfield and in the class is also considered necessary.

ORGANISATION AND SUPERVISION OF PRACTICE TEACHING

It has been suggested that the programme should begin with observation by student-teachers of lessons delivered in different subjects by trained teachers on the staff of practising schools and of Training Colleges. This should be followed by practice teaching.

It has been suggested that lessons should be planned beforehand, and discussed with the Method Master. These should be supervised by the Training College staff or the senior teachers of the

practising school and their merits and demerits discussed. Practice in schools should include participation of the teacher-trainee in all school activities such as planning and assessment of the school time-table and the school programme of curricular and co-curricular activities, discussion of lessons taught, correction of note-books, evaluation of students' work, guidance to students, visits to places of educational interest and extra-curricular activities. In all these activities, it has been suggested that the trainee be guided and assisted by experienced teachers of the practising school. Such teachers may be recognised as supervisors of practice teaching and they may be paid an additional allowance.

It has been suggested that there should be active cooperation between schools and training colleges to enable the latter to have more realistic training programmes. The importance of the school as a laboratory not only for practice teaching but for all experimental work and action research by the staff, has been emphasized. It has been pointed out that effective cooperation between the school and the training college will depend on the 'rapport' established between the training college staff

and the school staff. -: 37 :-

ADVANTAGES AND DISADVANTAGES OF ISOLATED
LESSONS, BLOCK-TEACHING AND INTERNSHIP

Isolated Lessons

The main advantages mentioned are:

- (a) Isolated lessons are spread over a longer period thereby enabling a trainee to prepare thoroughly;
- (b) They give an opportunity to the staff to scrutinise notes of lessons, and discuss with students their merits and demerits and enable the trainees to correct the errors pointed out and to improve their technique.

The main disadvantages mentioned are:

- (a) They do not permit students to plan units of lessons and to evaluate them;
- (b) students are unable to participate in school activities including school routines; and
- (c) there is no opportunity for observing pupils in their environment

(ii) Block Teaching

It is pointed out that a period of block-teaching enables a trainee to plan units of lessons in sequence, and makes evaluation possible.

(iii) Internship:

The main advantages mentioned are:

- (a) Practice in planning units of lessons and their integration with other subjects is made possible.

- (b) It provides opportunities to trainees to participate in all the schools activities.
- (c) Enables student teachers to observe pupils closely.
- (d) A friendly relationship between teacher and pupils becomes possible.
- (e) Evaluation is possible.

The disadvantages mentioned are:-

- (a) Extra work for school teachers.
- (b) Lack of accommodation for student teachers in the schools.

Internship is generally considered more advantageous than the other two methods but it is pointed out that this is likely to raise administrative and organisational problems.

EVALUATION

In regard to the relative weightage to be given to internal and external assessment in evaluating the performance of the trainees, it has been suggested that equal weightage should be given to both, i.e. 50% for each. The internal assessment should cover both theory and practice. Each of the major items of the entire programme may be split into several minor items and the entire staff involved in such an assessment. Along with academic work such activities as craft, community life and co-curricular work should be evaluated. As regards the assessment

of attitudes and interests developed in the trainees, it may be done through the maintenance of anecdotal records, interest inventories, questionnaires, rating scales etc.

It has been suggested that the written essay-type examination should be supplemented by objective tests and viva voce.

Effectiveness of Training

It is felt that the training programme in existing colleges is not quite adequate as it hardly makes an attempt to impart a knowledge of content. It does, however, develop to a certain degree, professional competence, proper attitudes and interests but there is more to be desired if training is to become truly effective.

It is generally felt that the results of training are carried over into school work only to a limited extent. Very often teachers are obliged to change their method of approach due to practical difficulties arising from (i) the large size of the class, (ii) volume of work to be completed, (iii) the inelastic time-table, (iv) lack of facilities and equipment available in school and (v) lack of encouragement on the part of the Head of the school or senior members of the staff. It has been pointed out by some that some good techniques, such as the use of the Black Board, questioning, pre-planning of lessons, encouraging pupils' activities are, however, carried over into

the school situation.

To enable teachers to make an effective use of the training received in training colleges, the following conditions are considered necessary:

i) The training programme should be capable of being implemented in ordinary school conditions.

ii) Schools should have manageable class size.

iii) The school curriculum should be suited to the needs and capacities of the pupils.

iv) There should be at least the minimum physical facilities and audio-visual aids needed for good teaching.

v) The training colleges should undertake effective follow-up programmes to stimulate an easy carry over of training college practices into school situations.

They may also keep in touch with their ex-students through the Department of Extension Services.

vi) Efficient supervision and guidance is necessary. The Inspectorate should be re-oriented with regard to their new role as guides and helpers in the process of learning. The training college staff may also be associated with supervision of schools, to enable them to orient the training programme to normal school conditions and also to enable teachers to discuss their practical difficulties.

In order that teachers get continuous guidance and opportunities for improving their teaching, it has been suggested that necessary leadership may be provided by the headmasters through staff meetings, subject committee meetings, etc. Opportunities may also be given to teachers to try out new methods and to undertake action-research.

II C(a) Staff

For secondary training colleges a teacher-student ratio of 1:10 is considered desirable. In regard to the deployment of staff it has been suggested that there should be one lecturer for each method-subject and one teacher each for professional subjects, and part-time teachers for craft and arts and physical training.

II C(d) Equipment and other Requirements

The following suggestions have been made in this regard:

1. Buildings: This should include subject-rooms, lecture rooms, auditorium, office, Principal's room, staff room and separate common rooms for boys and girls. Residential quarters for staff may also be provided.
2. Library: There should be a library and reading room with open shelf system. The library should have books on general academic and professional subjects, magazines, journals of Research and reference material and facilities should be available for study during holidays.

3. Laboratories: There should be fully equipped laboratories for Science and Psychology and a Workshop, a Craft room and an art room.

Audio-visual aids should include projectors, epidiascope, filmstrips, flannel graph board, silk screen, printing materials, camera, tape recorders, radio, television sets, etc.

4. Play fields: There should be a separate field for each major outdoor game, hall for indoor games, physical instructors' room and dispensary equipment for field events and games should also be available.

5. Demonstration School A demonstration school must be attached with each training college. The school should have facilities for conducting demonstrations, experiments and research.

II D Training Backlog of untrained teachers

The following measures have been suggested for training the backlog of untrained teachers.

i) Teachers above 35/40 years having more than 5 years' experience may be required to undergo a short-term training course and those below 35/40 years may be required to undergo a full-course of training.

ii) Short-term training courses may be provided in existing training colleges by opening extra sections or by the Department of Extension Services.

iii) Vacation courses spread over three to four vacations may be introduced.

iv) Evening courses may be arranged.

v) It should be obligatory on the part of managements to depute at least one untrained teacher for training each term. Expenditure thus incurred during training should be met by the Government.

vi) Mobile training squads may be established.

vii) Every teacher who has some teaching experience should be allowed to take a correspondence course in theoretical subjects.

It has been suggested that all these courses should be followed by an external examination. In the case of correspondence courses periodic contact with teacher-educators is considered necessary, and should be provided for.

Doubt has been expressed in regard to the efficiency of correspondence courses. It has been pointed out that they may be lacking in so far as forming of required attitudes in teachers is concerned. Hence it is suggested that in the first instance, they should be used as an interim measure and for teachers who have already put in at least three years of service.

It is also felt that the load of work for a teacher of Primary and Secondary schools is so heavy that it is doubtful whether he or she would have time to prepare assignments set as part of the course. Moreover personal guidance and contact with lecturers is considered essential for a course in teacher education. It is also likely that correspondence courses will be an expensive organisation and will not serve the needs of many teachers. Such courses

would, however, be worthwhile trying for clearing the backlog of untrained teacher.

II E Inservice-Training

It is generally suggested that in-service training should be given through regular courses, summer schools, workshops, conferences and seminars.

In regard to the purpose of inservice training programmes, it is felt that this should be determined by the needs of individual teachers or teacher educators.

The following types of programmes may be organised:-

- i) Advanced courses in content and methodology.
- ii) Seminars on latest trends and researches in education.
- iii) Courses in guidance, counselling and in maintenance of records.
- iv) Courses in diagnostic and remedial teaching.
- v) Preparation of new tools of evaluation.
- vi) Planning and executing action research projects and improving school practices.
- vii) Publication of literature on topics of educational interest by Ministries and Departments of Education.
- viii) Arranging educational tours and exhibitions in other States.

Incentives

It has been suggested that to popularize inservice training programmes due recognition should be given to teachers who have attended these programmes. This may be done by awarding of certificates after completion of the course and making suitable entries in the service record. Other suggestions include treating the period of training as 'on duty' with full salary, provision of special allowances, special leave, extra increments, preference in promotions and making the crossing of efficiency bar dependent on completion of inservice training.

It has been suggested that inservice training should be made obligatory for teachers after every 3 to 5 years.

It has been suggested that inservice training programmes may be organised by Extension Service Departments in Teacher Training colleges, State Institutes of Education, Departments of Education, State Boards of Secondary Education, Teachers associations and other voluntary agencies. Coordination between these various agencies can be brought about through periodical meetings for planning programmes.

II (F) Post-Graduate Education and Professional preparation of Teacher Educators

The following aims and objectives have generally been suggested for the educational course at the Master's level:-

- i) To enable students to understand and appreciate the sociological and philosophical bases of education.
- ii) To enable them to understand the psychological bases of education.
- iii) To familiarize them with the methodology of research.
- iv) To promote leadership in education at all levels - pre-primary, primary, secondary and higher.
- v) To prepare competent teacher-educators.
- vi) To produce educational thinkers.
- vii) To develop competence to work in any of the following specific areas:

- (a) Advanced Educational Psychology
- (b) Current problems of education
- (c) Advanced Educational Sociology
- (d) Advanced Educational philosophy
- (e) Measurement and Evaluation
- (f) Educational Administration
- (g) Experimental education
- (h) Curriculum construction
- (i) Comparative education
- (j) Schoolcounselling and guidance

Others have suggested that instead of specialization a higher grade of general competence in educational matters should be aimed at, at the Master's level and there should be

considerable flexibility in the programme of work at this level.

DOCTORATE IN EDUCATION

The aim of Doctorate in Education should be that of specialisation based upon original work. Post-graduate work at this level will prepare personnel for advanced research work, trained research guides and educational administrators.

Outline of the M.Ed course

The general suggestion is that the M.Ed course should have three parts (a) compulsory papers, (b) optional papers and (c) dissertation. The following suggestions have been made in regard to the subjects to be included under each part:

(a) Compulsory papers:

- i) Philosophical and sociological bases of education.
- ii) Advanced educational psychology.
- iii) Methodology of Educational Research and Statistics.

(b) Optional Subjects: (Any two to be selected)

i) History of Educational Thought both Eastern and Western.

ii) Administration and financing of education at different levels;

iii) Comparative education.

iv) Educational Administration.

v) Guidance and counselling.

vi) Experimental education

vii) Curriculum construction

viii) Teacher Education

ix) Advanced Educational statistics.

- x) Evaluation and Measurement.
- xi) Physical Education.
- xii) Audio-visual education.
- xiii) Education of exceptional children
- xiv) Psychometrics
- xv) Problems of Indian Education

(c) Dissertation - On any subject in the area of specialisation.

In addition to what has already been suggested it is considered important to train the M.Ed students in the conduct of seminars, symposia, discussions and in supervision of research and in field work.

In regard to the question whether the B.Ed degree should be necessary for the M.Ed course or there should be a two-year integrated course after B.A. or B.Sc, opinions are divided. Some feel that the B.Ed degree is meant to be professional qualification and M.Ed degree to be a higher, specialized professional preparation. In view of this distinction, the B.Ed degree is necessary for admission to the M.Ed course. Others are in favour of having two types of courses - a one year M.Ed course after B.Ed for teacher educators and a two year integrated course after B.A/B.Sc for those who want to work as Educational Administrators or Research workers.

Qualifications of teacher-educators

The following qualifications have been generally considered necessary for the staff of teacher training colleges:-

i) At least a II-class Master's degree in an academic subject.

ii) Diploma/degree in Education preferably M.Ed.

iii) At least 5 years experience of teaching in a secondary school.

It has been emphasised that at least one member of the staff should be a Ph.D. in education to orient the staff and trainees towards research and guiding individual research projects.

It is also considered desirable to invite specialists in philosophy and sociology to give occasional lectures in the field of foundations of education. It would, however, be preferable if these specialists also had a background of education as a discipline.

Special professional training for teacher educators

It is felt that there may be a short-term intensive training in specific areas such as:-

i) Supervision of practice teaching.

ii) Problems of human relations.

iii) Organisation of community life in the institution.

iv) Planning and implementation of experimental projects, extension work and other school activities.

v) Orientation in guiding research work.

Facilities for making the work of teacher educators more effective:

Stress has been laid on raising the general status of the teacher educator. A better pay-scale, attractive amenities, such as free residential quarters, medical care, facilities for travel, provision for sabbatical leave, etc. have been suggested. Other suggestions offered, for improving

the standard of Teacher educators are as follows:-

i) Free interchange of lectures in the training college with selected headmasters and inspectors of the education Department so that they become familiar with actual school conditions.

ii) The Extension Service Wings attached to Training colleges should organise special advanced in-service education programmes for teacher educators. They may also sponsor research programmes.

iii) There should be a separate cadre for the staff of training colleges. Special reservations should be made for them in the State's education cadre and the proposed All India Educational Service.

iv) Liberal grants, scholarships, fellow-ships, and study leave, should be provided for research work or higher education.

v) Adequate grant-in-aid may be provided for personal libraries and other equipment.

vi) Provision of physical facilities such as accommodation, typing and secretarial assistance, stationery, library, etc. is necessary for undertaking research projects.

vii) Promotions may be made on the basis of outstanding research work.

viii) In each State there should be some Central Agency to coordinate research carried ^{on} by different organisations. The Department of Education or the State Institute of Education may undertake this work.

ix) Joint councils for educational research may be established on zonal basis to plan and coordinate cooperative research. The Council should comprise representatives of

teacher training institutions and of education departments, university professors, research workers and renowned educators.

x) A National Research Board may be created at the national level or the N.C.E.R.T. may be expanded to enable it to coordinate research done in various research organisations all over the country. The N.C.E.R.T. may publicise a wide-range of topics for research without excluding individual proposals.

xi) Facilities should be provided for publishing research papers prepared by individual teachers and for reading papers at professional meetings. The cost incurred may be met by the Government.

III. QUESTIONS COMMON TO TEACHERS/TRAINED
AT ALL LEVELS

A. Comprehensive Training Colleges

The Study Group on the education of secondary teachers that met towards the end of 1963 pointed out that one of the main weaknesses of Training Colleges is their small size. The Group recommended the establishment of Comprehensive Colleges of education on the ground that (a) they will be more economical because facilities such as libraries, laboratories, etc. could be utilised by a larger number of students; (b) the teachers of all the subjects and at all levels will be brought together enhancing the academic atmosphere; (c) Specialists on the staff would bring to bear their expert knowledge and experience on all training and (d) with demonstration schools at all levels, pre-primary, Primary and secondary, attached to comprehensive training colleges identification and solution of problems would be easier and

an integrated

: 53 :-

approach would be possible. While many of the respondents have welcomed the idea of setting up Comprehensive Training Institutions in view of the advantages mentioned above, some of them have pointed out the following difficulties:-

i) In a large institution of this type a loss of personal contact between teachers and students and among students themselves is likely to result. Consequently, the scope of individual care and attention to trainees will lessen gradually and there is a likelihood of the training getting mechanical.

ii) Whether comprehensive colleges will be economical or not will depend on local conditions and how they are organised. If the medium of instruction at the primary and secondary level of training is different, one library and one set of books will not be adequate and will not therefore, be a means of saving.

iii) The administrative pattern in such an institution will have to be devised carefully. With the loss of personal contacts, the setting up of various departments catering to all types of teachers, and with long communication lines which are very often blocked the advantages may not be as anticipated. So proper care has to be taken in devising a scheme of devolution of responsibilities for each position.

iv) The complex structure of a comprehensive training college will give rise to a hierarchical order in the teaching staff. Teachers of varied grades, and varied privileges, will work in the same institution. This may give rise to various complexes in the teachers which may strike at the very root of what might otherwise be a contented professional life of teachers and trainees as well.

v) It is felt that a specialist in one particular level of training will not be able to do justice to the other levels if he is entrusted to teach the other levels.

vi) Proper training of teachers of any particular level of education is already very complex, as it involves several subjects, and bringing together teachers of all types may not lead to greater efficiency.

vii) It will be difficult to find a suitable location for a comprehensive college, a place where educational institutions of all levels, pre-primary, primary and secondary, are also located. Such colleges may, therefore, be started on a regional basis.

It is also felt that the scheme of Comprehensive Training Colleges may not be practicable in this country because the staff and trainees at the pre-school, primary and secondary levels are so widely different that their coordination is not possible. However, it has been suggested that a start may be made by establishing such an institution, as a pilot project.

Others have pointed out that some comprehensive colleges of Education are already in existence and that they have overcome the difficulties of organisation and administration and have organised their work in such a manner that personal contacts have been made possible and all the advantages of bringing teacher programme at all levels under one roof have been fully realized. The atmosphere in these institutions is typically professional and the opportunities that students of one level have of mixing with the others have proved to be of great value in developing a truly professional sense.

III-B. NATIONAL AND STATE COUNCILS FOR TEACHER-EDUCATION

In regard to the establishment of State and National Councils of Teacher Education widely divergent views have been expressed. While many are in favour of establishing such Councils for laying down national policies, setting standards and suggesting syllabi, etc., others are of the view that:

i) The establishment of such Councils will interfere with the autonomy of the universities.

ii) There is no need to have a separate organisation for teacher education. The existing State Institutes of Education in collaboration with existing teacher education institutions at all levels can take care of the qualitative improvement of teacher education at the State level. The N. C. E. R. T., in collaboration with other allied institutions, can discharge this function at the national level.

iii) A National Council of teacher education may lead to too much of centralization and rigid uniformity. It is felt that initiative and freedom must be given to the States to develop their own training programmes according to their traditions and needs.

iv) Such Councils should be advisory and recommendatory bodies only.

v) At the elementary level the medium of instruction is generally the regional language and even at the secondary stage, practice teaching and some of the other work has to be

done through the medium of the regional language. The universities are already taking care to control standards of these Training institutions. It is, therefore, not considered necessary to set up State and National Councils of Teacher Education. Those who favour the setting up of such councils have suggested the following composition and plan of works:-

Composition of the Councils The Councils may consist of representatives of the Department of Education, universities, selected Principals of Training Colleges, Headmasters of schools and well-known educationists.

It has been suggested that there should be separate subject committees on which large representation should be given to teachers from training institutions and secondary schools who teach that subject.

Functions.

The main functions of these Councils should be to prepare programmes for the development of teacher education and supervise their implementation, to set standards in teacher education; to accredit training institutions and confer recognition on them; to prepare curriculum and syllabi for training programmes; to conduct research work; to deal with the various problems of training institutions; to prepare rules governing all aspects of training institutes, and to frame a code of conduct for teachers.

Methods of Work

In regard to the method of work it has been suggested by some that the meetings of the Councils should be convened by elected President of the Councils,

every month, for discussion of new schemes, preparation of new plans, evaluation of schemes already implemented and suggesting ways and means for follow-up work.

The Councils should also organise Seminars and Symposia, visit training institutions, invite educators from training colleges for discussion and arrange for their advanced studies in foreign countries.

III-C : UNIVERSITIES AND TEACHER EDUCATION

The general view is that every university should have a Faculty of Education which should concern itself, among other things with teacher education programmes in their jurisdiction. It has been suggested that the following facilities may be provided by the universities :-

i) Correspondence courses and courses during school vacations for teachers.

ii) Centres in University departments to enable existing teachers to appear privately for the Master's Degree in Science and Arts subjects.

iii) Setting up of diploma or degree courses in improved methods of teaching the subjects.

iv) Providing facilities to the University Departments of Education (a) to undertake research programmes and publish the results, (b) to organise week-end seminars, refresher courses, summer courses, extension lectures and other forms of inservice training, for teachers.

v) Extension of Laboratory and library facilities to University departments and college teachers aspiring for further study or research work in subjects for which facilities do not exist in their institutions.

vi) Granting scholarships and fellowships to deserving teacher trainees.

vii) Starting their own institutions of teacher education and running them as model institutions.

It is generally felt that Teacher Training especially at the higher level, Secondary/M.Ed./Ph.D. etc. should continue to be conducted by the universities. It has been suggested that Teachers colleges should come closer to university life.

It is also felt that university courses have their own objectives which are often unrelated to those of schools. While schools today have subjects such as General Science, Social Studies, Rural Science, etc., Universities have not made an adequate provision for all these courses. It is recommended that the latter should institute degree or diploma courses in these subjects.

In regard to the question whether institutions for preparing primary teachers should be within the purview of the universities, opinions are divided. Some feel that the universities, which are concentrating their attention on collegiate and Higher Education, will not be able to do justice to primary teacher training institutions, nor will they be able to assess rightly the needs and difficulties of teachers at the primary level. Others are of the view that teacher training both at the primary and secondary level should be the concern of the universities so that there is better coordination between the two levels of training. It is pointed out that some universities are already providing a course for Diploma in Education for which the entrance qualification is a

pass in S.S.C. with some teaching experience. The other advantages mentioned are: (a) the training programme of primary teacher training institutions will be toned up academically since there will be a question of recognition by other universities, (b) a university diploma will be more significant from the point of view of the trainee than a certificate from the State Education Department, (c) courses are likely to be improved and (d) a higher status will accrue.

III-D : ADMINISTRATIVE AND FINANCIAL ARRANGEMENTS

It has been pointed out that Teachers colleges do not receive sufficient support from State Governments by way of finance, quality of personnel employed etc. in consonance with the status of a professional institution i.e. preparing persons for a profession. They are not treated on par with other professional colleges like Medical and Engineering Colleges. Government should, therefore, raise the status of Teachers Colleges and sanction substantial financial assistance to them. In the case of Teachers Colleges run by private agencies, 75% grant on the maintenance of the colleges and specific additional grants for equipment, books, furniture, building, etc. need to be provided.

Financial Assistance

It has been suggested that financial assistance may be provided to trainees on the following basis:

- i) Full salary should be admissible to trainees who have been deputed by schools where they teach.

ii) The college must institute freeships to meritorious candidates.

iii) Stipends at about Rs.75 p.m. should be provided to at least 25% of the trainees who are deserving, on the basis of merit-cum-means (excluding those who have been deputed).

iv) Loans recoverable in easy instalments may be provided to trained teachers who wish to go abroad for higher studies or to trainees who wish to study in this country.

III-E : SUGGESTIONS FOR MEETING SHORTAGE OF TEACHERS

With regard to the following crash programme suggested for meeting shortage of trained teachers -

(a) Making education a compulsory subject in the last two years of the secondary school and in the first degree course in the University.

(b) Making it compulsory for candidates who complete the secondary school course to render compulsory national service as teachers for a year, in primary or adult literacy schools.

(c) Making it compulsory for first degree candidates to render compulsory national service as teachers in secondary schools for a year;

(d) Paying stipends to candidates engaged in such national service, the stipends being smaller than salaries paid to professional teachers; -
the majority of the respondents have pointed out certain difficulties.

(a) This measure will not be desirable as other subjects such as Science, Mathematics, etc. will be proportionately neglected if 'Education' is made a compulsory subject in the high school and first degree courses. Consequently, there is likely to be a fall in standards.

It is also felt that candidates preparing for S.S.C. would be too immature to derive benefit from a course on education. Moreover, not all students will have an aptitude for teaching. Education should, therefore, not be a compulsory subject for the S.S.C. or first degree course.

(b) (c) & (d)

Such measures are not feasible as teaching, like other professions, requires a high level of skill and competence, which young students straight out of schools and colleges will not be able to acquire. Moreover, such a period of compulsory teaching will involve tremendous waste of time and energy of many talented students who may like to join higher academic or professional courses.

It is generally felt that such a crash programme will not succeed in turning out good and efficient teachers and will, therefore, affect the quality of education imparted.

Other suggestions for meeting the shortage of teachers:

i) The plea for increasing the supply of

teachers should be based on an assessment of the rate of educational development and the actual requirements of teachers i.e. there should be a planned programme.

ii) A 3-year degree course in Education may be instituted, but special arrangements will need to be made for practice teaching.

iii) Attracting talented students to such institutions through stipends, scholarships, etc.

iv) Attracting more women to the profession by offering special facilities.

v) Increasing the capacity of existing Training colleges and opening new institutions.

Suggestions for meeting shortage of teachers in specific areas have been included under paragraph IIA(c)

IV. SALARY SCALES AND CONDITIONS OF SERVICE AND WORK

A. The criteria advocated by the UNESCO Expert Committee on Teachers' Status (May 1964) for fixing teachers' salaries, as indicated below are generally considered realistic and welcomed.

(a) They should compare favourably with those paid in other occupations requiring equivalent or similar qualifications, training and abilities so as to attract a sufficient number of well-qualified teachers of ability.

(b) They should be in comparison with the contribution made by the teachers to social, intellectual and economic life.

(c) They should be such as to ensure teachers' reasonable standards of life for themselves and their families.

(d) They should be properly graded so as to recognise the fact that certain posts require higher qualifications and carry greater responsibilities than others.

In this connection it has been suggested that a job evaluation technique must be evolved and comparative ratios for teachers and those working in other fields like administration, business, etc. should be laid down.

In regard to the question of discrimination in remuneration and conditions of service among teachers working under different managements, Government, Local Bodies and in private agencies but having the same type of work, widely divergent views have been expressed.

While a few claim that Govt. teachers should be paid better on the ground that they have greater responsibilities and more restrictions imposed on them than teachers under other managements, the majority is of the view that there is no justification at all for such discrimination in salaries and conditions of service.

The general view is that there should be a common national minimum scale of pay for each category of teachers depending on qualifications and the nature of the work to be done.

Basis of a Salary Structure

It is generally felt that in determining scales of salaries, due consideration should be given not only to academic qualifications but also to the professional preparation required for a teacher and the nature of the responsibilities involved in the discharge of his work. Other suggestions made in this regard are as follows:-

(i) Teachers' salaries should be a little higher than those with similar qualifications serving in other walks of life, because for teachers prospects of promotion are limited and the work is more exacting.

(ii) The scales of pay should be linked appropriately with the per-capita income in the country, cost of living, the price index and the national dividend.

(iii) Another suggestion is that there should be a single scale of pay for all primary teachers and another suitable scale for secondary teachers. The maximum of the

grade should be at least twice the starting salary.

(iv) There should be only one running scale of pay both for elementary and secondary teachers with a suitable minimum and an adequate maximum, and teachers should start at different points according to their general and professional qualifications. For headmasters also there should be one running scale and promotion to that post should be automatic based on seniority and good work.

(v) For trained teachers, there should be a grade of selection posts. The percentage of such selection grade posts may be 15 to 20% of the total number of posts.

(vi) The range of differentiation between the scales of pay of the primary and the secondary teachers should not be more than one and a half.

SUGGESTIONS REGARDING SCALES OF PAY

There should be only two basic scales, one for graduate teachers and the other for undergraduates with differences based on qualifications and responsibilities.

Those with additional qualifications may be given a higher start. The Heads of all types of Secondary schools should get an additional allowance in addition to the basic pay. There is no uniformity in the actual scales of pay suggested by different respondents.

Increments

It is generally felt that increments should be given regularly every year if the work of a teacher is found satisfactory. When the efficiency bar is reached an objective evaluation of the teacher's work should be made by a committee consisting of the Educational Inspector,

the Head of the School and a responsible local educationist and further increments should depend on such an assessment. It has also been suggested that special increments should be given for outstanding work as a teacher.

Additional allowances

It has been suggested by some that if the scales of pay of teachers are upgraded there will be no need for the teacher to augment his income from the various educational and social duties undertaken outside school hours. It is the general opinion that no special pay should be given for the performance of the normal duties of a teacher, such as correction of exercise books, or community service, etc.

The idea that in future there should not be a general increase in salaries and that the increase in emoluments should be sanctioned to teachers for the performance of specific duties such as correction of exercises, community work, adult education work, etc. has generally not found favour. It is felt that this system would be too confusing and would give rise to many administrative difficulties. Moreover allowances for specific duties would not have the same prestige effect as a general increase in emoluments. It has been suggested that a general rise in salaries would be preferable but additional remuneration should be paid for extra work which does not form an integral part of the regular work of a teacher, such as adult education.

Private tuitions

It is generally felt that if the teachers are given adequate salaries and if the standard of education is improved

the need for private tuitions will be considerably reduced.

The following suggestions have been made in this regard:-

(i) Private tuition work now and again may not be harmful, but spending excessive amount of time everyday in private coaching will have an undesirable effect on the teachers' responsibilities in the school.

(ii) Private tuition often results in damping the initiative of the pupils for they tend to lean more and more on teachers rather than think for themselves and cultivate the habit of study on their own initiative. Parents and guardians should engage private tuition only on the advice of school authorities.

(iii) The most common and pernicious kind of private tuition is that of intensive coaching of students of all grades for a few weeks before the public examination. If the method of examination is transformed into one of continuous assessment without undue emphasis on the final performance alone, the need for private tuition will be minimized.

(iv) The need for private tuitions should be reduced by reducing the size of the class, by improving the curriculum, by providing help to backward pupils during vacations and holidays and by improving the system of examinations.

(v) Need for help and guidance in their study at home and the desire of well-to-do parents to help their wards can be met by inclusion in the daily time-table of work in schools a 'supervised study period'.

(vi) Special classes may be arranged for pupils who wish to devote extra hours for their studies under the guidance

of school teachers and such teachers may be given special pay for their work.

(vii) Private tuition is merely the outer sign of a disease - an excessive hankering after a pass by fair or foul means. This does not admit of a drastic cure but slow ameliorative measures will need to be taken. Better teaching in schools would minimize the necessity for external help. Better pay for teachers would weaken the motive to earn extra income. Opening of new avenues for backward students would minimize the value of a pass. And, it is through the cumulative influence of these forces in action that the evil of private tuition would be gradually eradicated.

The idea that private tuition should be institutionalised by the schools themselves arranging special classes for the gifted children on the one hand and the slow learners on the other, additional remuneration being given to teachers in charge of this work, has been well welcomed by many. A suggestion has also been made that provision must be made for separate schools for the gifted and retarded children.

IV.B CONDITIONS OF SERVICE FROM THE POINT OF VIEW OF ECONOMIC SECURITY

Security of Tenure

To ensure security of tenure for teachers, it is generally felt that removal of teachers from service should not be arbitrary. Under all managements, the teacher should not be discharged, unless a tribunal consisting of representatives of teachers, managements and inspectorate makes enquiry into the charges and recommends punishment. There should be provision for appeal to proper prescribed authorities. It has been suggested that

Education Codes should be prepared laying down specific conditions of service of teachers. It has been suggested by some that the appointment and termination of services of teachers should be with the prior approval of the Vice-Chancellors, Chairmen of Secondary Boards and Directorate of Education for University and college teachers, secondary and elementary school teachers respectively. Provision should also be made for the protection of the school management against unsatisfactory teachers. Some persons have suggested the appointment of teachers on tenure basis.

Retirement benefits and Social Security

The Triple-benefit scheme of pension-cum-provident fund-cum-insurance implemented in some States, like Madras and also recommended by the Secondary Education Commission has been generally favoured. Introduction of this Scheme in respect of teachers in private schools has been emphasized. Other suggestions made in this regard are:-

i) A national pension scheme irrespective of service under any type of management may be introduced.

ii) There should be provident fund, pension and gratuity.

iii) In the place of the Triple-Benefit Scheme, a pension scheme such as the one applicable to Govt. servants should be introduced.

iv) Superannuation age should be fixed at 60 years and after retirement fifty percent of the pay should be given as pension.

Other facilities suggested for teachers include provision of residential quarters, facilities for free education of their children in schools and institutions of higher education, railway travel concessions, provision of liberal grants for research and higher studies, and of holiday homes and health resorts and uniform service and leave rules.

In regard to measures of social security it has been suggested that provision should be made for free medical aid, or the cost of treatment should be reimbursed; full pay during maternity leave, free medical aid and leave with full pay in the case of employment injuries, pension, G.P. Fund and facilities in old age or on the death of the bread winner and invalidity pension.

Machinery for negotiations regarding salary Improvement

In regard to the question whether there should be a permanent machinery to settle all questions relating to the remuneration of teachers and its periodical revision different opinions have been expressed. Some of the views are:

i) There need not be a separate machinery for teachers alone. A special machinery like the Pay Commission may be set up for examination and revision of salaries of all Govt. servants.

ii) A permanent machinery like this would constantly create pressures for revision. But instead of having such a rigid set-up, arrangements should be made for periodic revision in relation to the national dividend and the price-level.

iii) Instead of a permanent machinery, a commission may be appointed from time to time to review and revise the remuneration to teachers. Such Commission may be appointed at the Centre and should include representatives of the State Governments.

iv) A permanent machinery at the Central and State levels should be set up consisting of representatives of the Central Government, State Government, Educational Inspectors, Principals of Schools and representatives of the school managements.

IV (C) CONDITIONS OF WORK

It is generally accepted that teachers should enjoy academic freedom and responsibility in the discharge of their professional duties. The following suggestions have been offered in this regard:-

i) There should be complete freedom to try out new ideas and experiments within the framework of the policy of the school and in consultation with the Head of the School.

ii) The school programme should provide facilities for action research and implementation of new ideas.

iii) Necessary equipment like a variety of aids, books, magazines etc., should be made available to enable the teacher to devise suitable methods of teaching.

iv) The strain of external examinations should be reduced and there should be less restrictions in the choice of text-books.

v) The school administration should give sufficient time and full scope to teachers to plan jointly all the varied programmes of the school.

vi) The syllabi and curricula may be framed in consultation with teachers and representatives of Teachers Organisations. Objectives and broad framework may be laid down and teachers left free to work out the details for achieving the objectives of the syllabus.

Vii) Teachers should be provided adequate library facilities to enable them to prepare in advance their lessons.

It is felt that the internal organisation of schools in general do not provide sufficient scope to teachers for putting into effect the principles and practices learnt during the period of training. It is pointed out that the work of the teachers is handicapped by lack of planning of school programmes, shortage of staff, equipment and buildings, increasing numbers in every class, etc.

GUIDANCE & SUPERVISION

In regard to guidance and supervision the role of the Headmaster as the pivot of school administration has been emphasised. It has been suggested that he should seek the cooperation of teachers through periodical staff meetings and associate them with the framing of the plan and programme of work. Senior subject teachers may also offer guidance to the junior teachers.

The present system of school inspections has been generally criticised on the ground that it is too superficial and mechanical and is ineffective in improving the quality of teaching. It has been suggested that the inspection of schools, in so far as the teaching part is concerned, should be done by the subject specialists of the Department. It is also felt that the inspectors should act not as fault finders but as guides and helpers.

IV-D THE RIGHTS AND DUTIES OF TEACHERS

It is generally conceded that the professional status of teachers depends largely upon teachers themselves, their professional skill, their acceptance of their responsibilities, the part they play in the community as a whole and their personal qualifications, nevertheless, certain conditions are considered necessary to enhance their status and prestige in society. These steps include: (a) an increase in emoluments, (b) recognition of meritorious service at State and national levels, (c) More freedom and voice in the management of school affairs; (d) recognition of teachers organisations by Government and consulting them on educational matters and framing of syllabi, and (e) adequate representation of teachers on all important committees and bodies both State and local.

WORK LOAD

In regard to work load of teachers, different suggestions have been offered. Some of these are:-

i) The work load of a teacher should be six hours a day, 2 hours each for preparation and planning, for correction work and for teaching work.

ii) A teacher should work for 41 hours a week, of which one half of the time should be devoted to actual teaching and the other half for preparation, planning and correction and extra-curricular activities.

iii) The work load of teachers either in primary or secondary schools should be 5 hours a day and for $5\frac{1}{2}$ days in a week.

iv) The work load may be fixed on the following basis: class teaching-12 periods, tutorials and discussion classes 6 periods, correction of 50 exercises -3 periods, Recreational activities-3 periods, and Community work-2 periods, bringing the total to 26 periods per week.

v) Work load of teachers per week may be:-

18 hours - actual teaching

6 hours - preparation

3 hours - correction and guidance work

3 hours - cocurricular activities

30 hours per week.

SIZE OF CLASS

It is generally felt that the optimum size of the class at the primary and middle levels should be between 25 and 30 and at the secondary level between 30 and 35/40. In subjects like science and mathematics where some skill is to be taught or discussion organised smaller classes are recommended.

METHODS FOR DEALING WITH LARGE CLASSES

Since classes are likely to be large for a considerable period of time special methods for dealing with them have been recommended. These methods include: supervised study, group assignments,

special assignments, for the backward and gifted pupils, programmed learning, monitorial system, associating brighter pupils in revision and correction work, use of audio-visual aids, radio, films, etc. It is felt that some of these methods such as programmed learning, Group assignments, etc., are more suited to the upper grades of secondary schools.

V. THE ROLE OF TEACHERS' ASSOCIATIONS

It is generally felt that at present Teachers' Organisations are mainly directing their efforts towards improving the service conditions of teachers. The other important functions, particularly improvement of professional standards are generally not given due attention. It has been suggested that Teachers' associations should perform the following functions:-

1. Teachers Associations should have their representation in the joint statutory or voluntary machinery set up for the determination of teachers' salary and conditions of service.
2. In the joint machinery for disciplinary matters against teachers, teachers' associations must have adequate representation.

3. Associations should be consulted in all matters concerning the professional conduct of teachers.
4. Inservice Training can form an important part of the activities of these Associations. Whenever possible they may associate with the Department of Extension Services in arranging seminars, workshops, refresher courses, etc.
5. Teachers Associations can contribute effectively towards the professional growth of teachers by publishing journals, findings of educational research and other teaching materials.
6. Teachers associations may participate actively in formulation of educational policies. The Government may invite these organisation to offer their views on various educational issues.
7. The teachers should have a say in curriculum making, and curriculum revision. Some talented teacher may be entrusted with the task of research in curriculum improvement.
8. Regular experiments may be conducted by these Associations in different fields of education. They may also encourage teacher members to undertake active research and the result of these researches may be published by them.

9. Associations may try to create a climate for better examination/evaluation procedures in schools and colleges. The present examination system is generally external, primarily based on distrust of the teacher. Such evaluation procedures may be evolved in which the teachers' assessment may also find a suitable place.
10. The associations may prepare a code of professional ethics for teachers and enforce its observance by the members of the association.
11. The association may act as a forum for exchange of views regarding teaching problems, experiments and ideas and may also publish regular newsletters.
12. They may undertake student welfare activities.
13. They may run libraries, cooperative societies, etc. for the benefit of its members.

It has been suggested that existing teachers' organisations can be vitalised if they are recognised by the Government and their views and opinions duly asked and considered by the authorities concerned. Other suggestions made for raising their

status include, consulting them on all matters of educational policy and planning, entrusting them with certain responsibilities such as inservice training programmes, etc. and helping them financially in projects undertaken by them.

It is felt that Teachers Associations must keep aloof from politics and take greater interest in academic matters.

It has also been suggested that there should be collaboration and coordination between Training Colleges and teachers organisations in the organising of inservice training programmes, recruiting of teachers for which Teachers organisations may act as a liaison agency and in implementing programmes or undertaking projects suggested by Training Colleges. In chalking out educational research programmes and in working out projects such coordination will be very helpful. This collaboration can be achieved through Extension Service Departments.

VI. PROFESSIONAL GROWTH OF TEACHERS

Role of the Training Colleges

It is generally recognised that training colleges have a vital role to play in ensuring the professional growth of teachers. They can keep in touch with the alumni and organise follow-up work on a systematic basis to make them more effective, in their professions. A well planned programme of conferences, seminars, symposia and workshops by the Teachers colleges has also been suggested. Such a programme could conveniently be implemented through the extension services.

It has been suggested that the Training Colleges may publish a periodical newsletter for its alumni. This will also serve as an effective organ for the interflow of new ideas, and for reporting findings of experiments and researches. The setting up of an Action Research Unit in Training Colleges has also been considered necessary.

It has been suggested that every training institution may be given the responsibility of administering a group of schools in the area to demonstrate the success of the methods and practices it advocates.

ROLE OF THE SCHOOL MANAGEMENT AND ADMINISTRATION

The School management and administrators can encourage teachers to avail themselves of the opportunities of professional growth provided by training colleges and other agencies. They may

depute teachers to workshops, etc., allow them freedom and initiative to try out new techniques and methods of teaching and the ideas they bring from seminars, workshops, etc. provide facilities for research, and encourage teachers to improve their professional qualifications by granting them study leave and other necessary facilities.

ROLE OF THE INSPECTORATE

It has been suggested that the Inspectorate should aid the teachers by (I) encouraging them to undertake experiments in class-room teaching, (ii) carrying to them new practices in teaching and co-curricular activities developed by progressive schools, (iii) suggesting suitable reading materials, (iv) giving demonstrations of successful practices, (v) enabling them to make use of recent research findings, (vi) solving their problems through systematic and frequent school visits, discussions, organising of seminars, etc. and (vii) generally acting as a leader of the group of teachers.

It has been recommended that the role of the Supervisor and Inspectorate should be more constructive than it has been hitherto.

ROLE OF THE DEPARTMENT OF EDUCATION

The Department of Education may help the professional growth of teachers by (i) allowing them freedom to adjust the syllabus to the needs of students, (ii) financing schemes which are useful for teachers, (iii) providing financial assistance to them for improving their qualifications (iv) recommending deserving teachers for prizes, scholarships, advanced increments and merit-certificates, (v) improving the service conditions

of teachers, (vi) taking a helpful attitude in deciding questions of placement and transfer, and (vii) organising refresher courses.

IMPACT OF EDUCATIONAL RESEARCH CARRIED OUT IN UNIVERSITIES:

It has been suggested that Educational Research carried on in universities and other places can have impact on school work if it is related to the needs and problems actually faced by schools, such as problems of teaching, evaluation, guidance, organising co-curricular activities, maintaining discipline, providing suitable courses of study, etc. The findings of research should be published and made available to teachers through publications and refresher courses. It is felt that at present most of the research carried on in universities and colleges is unrelated to actual problems.

EXAMINATION REFORM

It is generally felt that the external examination at the end of a school stage exercises a cramping effect on teachers' initiative and freedom and fails to secure quality teaching. With this type of examination taking place at the end of the year, it becomes incumbent on the teacher to cover the syllabus within the prescribed time. It has, therefore, been suggested that the system of internal evaluation may be introduced whereby

greater flexibility in the planning of curriculum will be possible. Evaluation of pupil's attainments by teachers, use of cumulative records and objective tests has been recommended. It is, however, recognised that the subjective element in internal evaluation may lead to unwholesome practices and a lack of uniformity in assessment. It has, therefore, been suggested that minimum pass marks may be fixed for each paper in the external examination.

CERTIFICATION OF TEACHERS

It has been suggested that some licence or certification system should be introduced in the teaching profession. The licence may be renewed every 5 or 10 years and the power to renew the licence may be vested in a Board comprising representatives of the Government, teacher training colleges, and teachers' associations.

VII. MISCELLANEOUS SUGGESTIONS

Several suggestions have been made for the improvement of teacher education. Some of the important suggestions are as follows :-

1. The practice of charging capitation fees or as "voluntary contribution" for the development of the institution at the time of admission, which is prevalent in certain areas should be stopped forthwith.

2. The subject of Education should be brought under the concurrent list and a national education

programme might be chalked out for the greater interest of the country.

3. Since 80% of India is in the villages, most of the training institutions should be located in rural areas where most of prospective teachers have to work.

4. It is suggested that teachers' training schools may be called "Primary Teachers Colleges" and training colleges preparing secondary teachers may be called "Secondary Teachers' Colleges". The teachers leaving "Primary Teachers Colleges" may be given a 'Dip. Ed.' with specifications, if necessary within brackets, and those leaving "Secondary Teachers Colleges" may be given a "B.Ed." degree. The higher degrees may continue to be called "M.Ed.", 'Ph.D.' etc.

5. Some special training for the preparation of Headmasters should be devised. The course may include :

1. The Philosophy of Indian Education.
2. History of Indian Education.
3. Comparative Education.
4. Adolescent Psychology
5. Experimental Education and Research Methodology.
6. General Administration, and administration of Secondary Schools.
7. A study of history of Indian culture, philosophy and literature.

It has been pointed out that although some such training is provided at M.Ed. level, it is of a very general character.

8. Some Teacher Training units are attached to High/Higher Secondary Schools to meet the urgent problem of trained teachers. This is not a healthy practice as these units are not properly equipped and staffed and cannot, therefore, give due attention to the development of suitable teachers. It is suggested that this practice may be stopped.

9. It has been suggested that frequent transfers of teachers should be avoided. This disturbs normal work particularly if it is the middle of a session and if substitutes are not provided.

10. Teaching of English was generally poor in Schools. Some special training for this subject is considered necessary.