CHAPTER 6

RECOMMENDATIONS
The experience of the investigator during this experimental work, particularly when the special programme was administered, leads him to make certain recommendations to all those who are working in the field of primary teacher education and also to those who are indirectly concerned with its administration. These recommendations are classified into the following groups:

1. Recommendations for primary teacher education institutions
2. Recommendations for the State Government
3. Recommendations for further research

It is a happy situation now, that owing to a large number of primary teacher education institutions in the state, there has remained a very small backlog of untrained teachers. Thus those who seek admission to these institutions now are mainly fresh students who have not served anywhere before. Another happy trend is that there are hardly any primary school certificate passed students seeking admission since S. S. C. passed candidates are now forthcoming for admission in a big number. Till now, the training for the former was of two years and that for the latter was of one year. But from June 1970 a two year course is being introduced for the S. S. C. passed
RECOMMENDATIONS FOR PRIMARY TEACHER EDUCATION INSTITUTIONS

A. COMMUNITY-LIFE

1. It has been observed that only the rector of the hostel lives in the neighbourhood of the students and other members of the staff of the institution live elsewhere; with the result that the latter hardly have any share in the co-operative and coordinated community-life of the students. It is desirable that the entire staff is provided quarters in the neighbourhood of the hostel and they are made to take active part in the community-life of the students.

2. At present there is no fixed time to be devoted to the activities of community-life. As a result different institutions devote different time to these activities. A uniform period of these time needs therefore to be fixed up and strictly adhered to.

3. There are hardly any rules for permitting the students to go home during the sessions, even when the need is absolutely urgent such as, for meeting ailing parents, accidents to their own
children etc. It is sometimes inhuman not to permit the students to visit their families in the case of emergency. Rules therefore need to be framed for condoning absence of the students on such occasions. Fortunately this provision has been made now in the new syllabus to come into force from June 1970.

4. It has been observed that some of the activities are not liked by the students, simply because they have not been taken into confidence previously. It is therefore suggested that a free and informal discussion about the activities should be held before starting the new activities and the students should be given full liberty to express their views. The evening prayers also can be utilised for listening to the genuine difficulties of the students.

5. The evaluation of these activities needs to be done scientifically. There is no harm in declaring beforehand the scheme of the evaluation. In fact it will inspire confidence in the students while participating in the activities. The teacher educators need to be trained in the evaluation procedures.

5. The centre of trouble is usually the kitchen. The students are very sensitive in regard to the type of food given to them and also in regard of the administration by the student council and the rector.
It is suggested that the students' cabinet be elected by secret ballot to ensure confidence in the election procedures and no member of the staff should be allowed to wield any undue influence therein. Daily accounts of the mess may be declared and such other steps may be taken to assure the students of the correctness of the accounts.

7. It has been observed that many of the teacher educators working in this area do not have proper training in the discharge of the activities since B. Ed.'s without Basic Education are also recruited to the staff of these institutions. Such teacher educators need to be given theoretical and practical training in community-life before involving them in such activities.

8. An important part of training in community-life should be the actual participation of the students in these activities in the practising schools. It is therefore recommended that both the students and teacher educators be made responsible for the proper conduct of some of these activities in practising schools or other schools in the neighbourhood.
B. CRAFT

1. It has been observed that craft work does not have proper prestige in the educational work. There are many reasons behind it. In the first place it is done mechanically without a faith in it's educative value. Secondly, enough tools and facilities for conducting the craft work are not provided. The tools generally are outdated and work cannot be done speedily with them. Raw materials like cotton of low quality are provided. The instructors consider their work as a burden. No training in the care of tools and their repairs is given. The scheme of evaluation of the work is also very vague. Consequently the students do their craft work without interest and proper spirit. It is therefore recommended that all the above mentioned defects be corrected and the teacher educators should take a lead in participating in these activities, so as to inspire confidence in the students.

2. The scheme of evaluation of craft work should be declared in advance and the progress of the individual student also should be properly communicated to them.
3. In this area also the students and teacher educators should participate actively in teaching craft work to the pupils of practising schools.

4. A special programme of preparing tools of the craft and repairing them whenever necessary needs to be introduced in these institutions.

5. The craft instructors should be trained graduates having proper training in craft work. They should also have proper attitudes for enhancing the value of craft work in the total programme of education.

RECOMMENDATIONS FOR THE GOVERNMENT

1. The present syllabus of community-life is very defective. There is no theoretical study of the subject. Even the new syllabus to be introduced does not include this aspect which is absolutely necessary.

2. Liberal grants should be given for providing quarters to all the members of the staff of the institutions in the neighbourhood of the hostel.

3. Special training courses for the educators may be held to orient them to better methods of teaching community-life and craft. Special refresher courses should be evolved for those who did not have
any training in craft, but who have to undertake this responsibility at present.

4. Liberal grants should be given for the purchase of proper and modern tools for the craft and also for their repairs.

5. Every institution should be made to have full academic control of 10 - 15 schools in the surrounding.

6. In the theoretical syllabus of the craft the following topics may be included:
   a. Economic aspect of the craft
   b. Condition of the craft in the country
   c. New innovations in the craft

RECOMMENDATIONS FOR FURTHER RESEARCH

1. In the present investigation the institutions studied are either meant for male students or female students. There are two co-educational institutions in the state. But since there was no class of S. S. C. passed students, they could not be used for the investigation. This type of investigation is recommended to be conducted in co-educational institutions also, hereafter, to study if there is any motivating condition because of the presence of the two sexes.
2. This type of investigation needs to be conducted in the graduate basic training colleges, where the students are better qualified.

3. A programme of preparing tools of evaluation of community-life and craft work may be undertaken by a suitable agency.

4. An investigation to compare the students' progress in community-life and craft work when evaluation is a part of the programme and when it is not, may be undertaken.