CHAPTER III.
Critical Assessment of the Post-Graduate Teacher-Training Courses in India.

The courses of training prescribed by different Indian universities are partly theoretical and partly practical. The theoretical part of the course involves the study of educational literature, attendance at lectures and participation in discussions. The practical part of the course comprises observation, criticism and actual delivery of the prescribed number of lessons. Trainees are required further to acquire certain skills, e.g., sketching and modelling, to undergo physical training and to participate in extra-curricular activities like scouting, debates, excursions etc.

(I) The theoretical part of the course covers the following subjects:— (a) Principles of Education, (b) Psychology of Education, (c) History of Education, (d) General Methodology, (e) Methods of Teaching School Subjects, and (f) School Organisation and Hygiene. (Details concerning the subjects prescribed by different Indian Universities have already been given in Chapter II, pages 42-47).

The relative importance attached to each of the above subjects varies from University to University. In some universities each of the above subjects has the status of an independent subject, in others, two or more of these are combined into one examination subject, the combination being different in different universities. Further the scope of the same subject varies from university to university, and the same subject is sometimes known by different names in different universities. For instance:

(I) The meaning attached to the paper entitled 'PRINCIPLES OF EDUCATION' varies in different universities. Not only does the content of the Principles of Education differ from University to university, but the different components of this paper receive varying degrees of emphasis in different
universities. Again the components of this paper differ so widely that its meaning becomes exceedingly vague, in some universities this paper being a combination of principles, psychology, etc., and in others being confined only to Principles or to Psychology.

The universities of Madras and Travancore have the same syllabus, word for word, in the Principles of Education. This syllabus is a curious mixture of the history of educational theory and practice, principles of education, educational organisation, psychology and methods. The inclusion of unnecessary and irrelevant extraneous material into this paper has crowded out that most essential part of the Principles of Education syllabus, which shall examine critically the ultimate and proximate aims and the nature and functions of the various agencies of education, formal and informal. Further, under the head of 'aims of education', one finds only livelihood, learning, social efficiency, character and leisure, and no attempt is made at the consideration of the vitally important problem of the aim of education suited to India at the present stage of its political history, as contrasted with the aim of education on which the British sponsored system of Indian education was erected.

The syllabus in Principles of Education prescribed by the Osmania University, for the one year B.Ed. course which has now taken the place of old B.T. or Dip-in-Edu., is much too sketchy. It also omits completely the important topic of the agencies of education, limits the consideration of the aims of education to only four, viz: livelihood, social efficiency, character and leisure, and includes items which should find a place under Methods, School Organisation, and History of Education.

Although the Mysore University syllabus in this paper suffers from the same drawback of being a mixture of psychology,
much more fully with the Principles of Education than in the case of sister universities in South India. Not only is the list of aims more comprehensive than at Travancore, Madras and Osmania, but the agencies of education, both formal and informal are not omitted. It is, however, regrettable that of the total number of ten items, which comprise the syllabus in this subject, only the first three are germane to this subject.

Central India presents a much better example of the B.T. syllabus in the Principles of Education. Unfortunately Principles and Practice of Education form a composite paper here, which is far more difficult and twice as bulky as any of the remaining four papers. The University of Nagpur has been guilty of a serious wrong done to both Principles of Education and Practice of Education, each of which is so, important and so difficult that it requires a paper to itself. After having made this criticism, however, one must acknowledge the comprehensiveness, and the careful organisation of the material introduced under Principles.

The Calcutta University has prepared a syllabus of which only the first two items fall, strictly speaking, under Principles, viz: concept of education and educational aims, other items belong to other subjects. The section dealing with aims should have been fuller and more explicit and a discussion of the formal and informal agencies of education should have formed a vital part of this paper.

The Patna University syllabus in this subject consists almost wholly of psychology, the only reference to Principles of Education being confined to one brief item viz: 'Fundamental aims and concepts'.

The Bombay University syllabus for 1947-48 gives, under 'principles of Education' only heads like (a) philosophical, (b) Psychological, (c) Ethical and (d) Social. From these it follows the Nagpur Syllabus.
is very difficult to gauge the content and extent of the course. A copy of the detailed syllabus could not be obtained inspite of best efforts. The syllabus for 1948-49, however, includes under theory of Education, paper II, two sections viz: Sec I: Principles of Education and Sec II: General Methodology. The major topics dealt with in principles of Education are (i) the meaning and philosophy of education, (ii) aims of education, (iii) the educational outlook, (iv) different aspects of education, (v) data of education, and (vi) the teacher. Agencies of education discussed under 'Educational Outlook' are only the school, the society and the individual. The items 'Aims of Education' and 'Different aspects of Education', both deal with aims. The former covers 'social and individual aims, the education of the whole man, formation of character, education and culture and education and adjustment, and the latter 'education for leisure, education for vocation education for citizenship and education for emotional adjustment. The last item 'the teacher' is not germane to this subject.

We shall now proceed to compare the syllabuses in this paper prescribed by various examining bodies in U.P. The Department of Public Instruction, U.P., Allahabad, has prescribed a syllabus for the L.T. 'degree' which consists of two parts - (A) History of Education and (B) Psychology. The latter portion restricts the scope of the Principles of Education to only 'the meaning, aims of education with reference to the individual and the community'. There is no reference whatever to the nature and functions of the agencies of education. The rest of the paper consists of Psychology of Education. Problems dealing with Methods of Teaching, School Organisation and Hygiene have, however, been excluded.
The Banaras University concentrates the entire content of the course in Principles into the first item of the syllabus alone, viz: "Meaning of education, aims and agencies". Then follows a detailed course in Educational Psychology.

The Agra University prescribes a composite paper, which it calls Principles and Psychology of Education. The paper is divided into two sections (A) and (B), section (A) being confined to Principles of Education and Section (B) to the Psychology of Education. Under section (A), we have a critical examination of various aims of education, ending with the consideration of the aim of education, (ending with the consideration of the aim of education) in India, as it should be, in the light of the special features of the Indian situation. The second part of the syllabus in Principles deals with the formal and informal agencies of education.

The syllabus prescribed by the Lucknow University in Principles of Teaching for the post-graduate Teachers' Diploma in Teaching covers only Educational Psychology, one face-saving item which has been very recently introduced is entitled 'major present needs of education', which can cover the discussion mainly of the aims of education, and only incidentally of the agencies of education. There is also a brief reference in another place in the syllabus to the meaning and aims of education and the function of the school.

The Aligarh University syllabus comprises a detailed treatment of the place and function of education in human life, critical discussion of a large variety of aims, e.g., learning, culture, morality, adjustment, vocational preparation, individuality and citizenship, ending with the discussions. It covers the agencies of both formal and informal education, e.g., the home, the community, the state, religion and the school.
Education must have the status of an independent paper, and problems of method, organisation, psychology should form the subject-matter of other papers. "Without principles, aims and ideals, his teaching will be lacking in purpose and in powers", says Jones. "He needs principles to guide him in meeting changing conditions, aims to direct his efforts towards wisely chosen ends and ideals to enable him to persevere in spite of difficulties". A teacher should, therefore, have a clear cut idea of the nature, ideals and function of education as also the aims and agencies of education. In the case of Psychology of Education, there is far less confusion due to the introduction of irrelevant items than in the paper on Principles of Education. The differences that do occur result from the varying richness of content or from varying degrees of emphasis upon the applications of psychology to education.

Beginning with the South Indian universities, one discovers, as had been noticed in the case of Principles of Education, that in Educational Psychology also the Madras and Travancore syllabuses are identical. After discussing the scope and methods of educational psychology, the student is required to study certain basic facts concerning the psycho-physical organism, the nervous and glandular systems and their functioning, stimulus and response, heredity and

(2) Cf. The Training of Teachers: Memorandum drawn by the Joint Standing Committee of the Training College Association and Council of Principals, London, 1937. page 21. "A primary aim of the course in principles of Education is to arouse in the students right attitude to education, to help them to an understanding of the relation between education and civilized living, to some understanding of the philosophy of education."
(3) In his article 'The Training of Secondary School Teachers' (The Year Book of Education, London, 1937, part IX, Chapter III, pp. 455-89), K. G. Saiyidain suggests a broad view in principles as the different ideologies and philosophies of life, the influence of social, political, economic and cultural institutions on community and the ideals that inspire Indian social life and institutions. Also Cf. Board of Education London: Teachers Youth
environment, aspects of mental life etc. The remaining part of the paper is divided into four parts dealing respectively with the psychology of knowledge and learning, psychology of character, individual differences and some practical applications comprising such items as intelligence, mental tests, care of problem children, art of study, and psychology of learning fundamental subjects. The course dealing with the psychology of cognition, character and individual differences is fairly comprehensive, only one finds itself wishing that perhaps more attention should have been paid to the applications of psychology to actual classroom problems and situations.

The shortcoming referred to above has been removed by the excellent course in educational psychology drawn up by the Mysore University. In this course adequate attention has been paid throughout to educational problems e.g., methods of psychological investigation as applied to educational problems, types, causes and symptoms of in-attention and of fatigue, formation of right habits of thinking, common errors of thinking, problems of freedom, authority and discipline and educational applications of psycho-analysis. One admirable feature of this paper of the Mysore University is the emphasis it lays on the mental and educational measurements. This portion of the syllabus deals very satisfactorily indeed with the whole question of measurement. It deals adequately with various types of measurement and related statistics and with the construction of attainment tests of various kinds and suitable at different stages of education for different subjects. (See Appendix A).

The Osmania University syllabus is in outline and does not give one much guidance concerning its exact scope. It includes the psychology of basic skills and such problems as discipline, achievement tests and methods of dealing with
escape the feeling that educational applications should have
been adequately worked out.

Coming to the Nagpur University one is not very much
impressed by the syllabus in the theory of educational
psychology which presents a string of the usual academic
topics without any clear indications of educational applica-
tions. An essential part of the course in Educational Psychol-
ogy prescribed by the Nagpur University is, however, experi-
mental. (See Appendix A.) This constitutes a laudable
attempt to rescue educational psychology from the rank of
purely academic subjects, and compels the students, by
performing experiments, to understand and appreciate its
practical value. The lead given by the Nagpur University in
this direction deserves to be followed by other Indian
Universities.

The Calcutta University syllabus includes almost all
the essential items but the arrangement of topics in the
syllabus does not seem to follow any definite plan. Items
dealing with the psychology of cognition and of character
are all mixed up. For instance the treatment of instincts,
emotions, temperament and character is interposed between
the nature, measurement and distribution of intelligence
and such cognitive functions as perception, memory and
imagination. The syllabus of this examining body does, however
bring certain educational problems in the front line, e.g.,
educational bearing of the psychology of the unconscious,
the psychology of the adolescent, discipline, and the
psychology of teaching methods and school subjects.

The Patna University syllabus, as has been remarked
before, has all been put under Principles of Education. The
order of topics here also does not present any logical
sequence. It does, however, cover the essential topics and
allots a special paragraph to the psychology of adolescenc
and its bearings. Experimental work does not
In Bombay the paper is divided into two sections - (i) Educational Psychology and (ii) Experimental psychology and statistical methods. See I is similar to Aligarh syllabus, except that it substitutes three items, e.g. 'Mental hygiene', 'Doctrine of formal discipline and transfer of training and the psychology of group', in place of the Aligarh's 'Psychology of attention and interest', 'Measurement of intelligence' and 'Nature and nurture'. See II adequately deals with the whole question of educational psychology and statistical methods, both theoretical and practical. (See Appendix A). (Page 154).

The syllabuses in Psychology prescribed by the Universities of Lucknow, Agra, Aligarh and Benares and by the Department of Public Instruction, U.P. Allahabad, are much the same in all essentials. They more or less adequately cover the scope of the theoretical course in educational psychology, and emphasise the applications to education of the psychology of cognition, of the psychology of character, and of the psychology of the unconscious. With the exception of Allahabad which prescribes a full paper on experimental Educational psychology, they do not prescribe experimental work as a part of the course, nor do they stress adequately the psychology of different elementary and secondary school subjects. They would be well advised to introduce some experimental work as Allahabad has done (See Appendix A) as an essential part of the course and also the psychology of learning the various school subjects.

For obvious reasons, the formal and theoretical nature of the course in Educational Psychology prescribed by most of the Indian universities does not make teachers either competent to deal with psychological problems confronting them, or to develop in them the ability to help their pupils achieve wholesome personalities. They should, therefore, be
study of their pupils in and outside the classroom and
discover the value of the methods used by them by observing
results. They should be enabled to acquire an intelligent
understanding of the laws of mental hygiene rather than
merely an examinable amount of academic knowledge. The
development of trainees, as human beings in particular, will
be aided if the teaching of psychology is on such lines as
to help the students in recognising and correcting defective
methods of thought and in stimulating an outlook which may
be, in the best sense, critical.

III. HISTORY OF EDUCATION: In this subject, again,
the scope and content of this paper vary from one university
to another. The Madras and Travancore universities make no
provision for this subject, as also the Mysore University,
but the latter prescribes in its stead a very elaborate
course of 'Comparative Study of Educational Systems',
(See Appendix A) (pages 157-8).

The Department of Public Instruction, Allahabad,
makes it a part of a composite paper comprising (A) History
of Education, and (B) Psychology. There are only three
heads under which the whole course is discussed viz:(i) The
aims and ideals of Greek Education, its influence on early
Christian Education, (ii) Monastic and Scholastic Education,
Educational influences of the renaissance and the Reformation,
and (iii) various tendencies in education.

(4) Cf. Board of Education, London: (Reprinted, 1946), Teachers
and Youth Leaders—Mr. Nair Report on the Supply, Recruitment
and Training of Teachers and Youth Leaders.....
Neither physiology nor psychology should be pursued
as though the students were reading it as a subject in
a degree course. P. 67.

(5) The Training of Teachers. Memorandum drawn by the Joint
Standing Committee of the Training College Association

(6) In the Birmingham Diploma Examination, no separate paper
is set in the History of Education and so far as possible
the course is treated in connection with the other parts
of the syllabus. At Manchester, the subject is no longer
compulsory. Attention is directed to the sociological
and institutional aspects of the subject where it is
The Bombay University provides an option between the History of Education in India from the earliest times to the present day and Education in England since 1800. Some universities include in the paper the contributions made by eastern and western educators, others exclude eastern educators or western educators or both. Some include modern educational methods and experiments in India, others exclude them. The following table shows these differences in detail:

<table>
<thead>
<tr>
<th>UNIVERSITY</th>
<th>TOPICS PRESCRIBED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.Agra:</td>
<td>From the beginning of the 19th century to the present day. Rousseau, Pestalozzi, Froebel, Herbert, Spencer and Dewey.</td>
</tr>
<tr>
<td>2.Aligarh:</td>
<td>From ancient Hindu period to the present day. Rousseau, Pestalozzi, Herbert, Froebel, and Dewey. Also Ghazali &amp; Ibn-e-Khaldun.</td>
</tr>
<tr>
<td>3.Allahabad:</td>
<td>The aims and ideals of Greek Education. Scholastic Education, its nature, value and influence. Educational influence of the renaissance and the reformation. The various tendencies in education; Realism, formal discipline, naturalism, psychological tendency; Scientific tendency, sociological tendency. The modern eclectic tendency, and Pragmatism in Education.</td>
</tr>
<tr>
<td>5.Bombay:</td>
<td>From the earliest times to the present day. Or Education in England since 1800. No.</td>
</tr>
<tr>
<td>6.Calcutta:</td>
<td>From the earliest times to the present day. Also Education Great Britain since 1830. Rousseau, Pestalozzi, Herbart, Froebel, Montessori &amp; Dewey.</td>
</tr>
</tbody>
</table>
Until about 20 years ago, the syllabus of the paper on the History of Education comprised only the study of the life and work of about half a dozen European educators, e.g. Comenius, Locke, Rousseau, Pestalozzi, Froebel, and Herbart (Vide the Allahabad University, L.T. syllabus of two decades ago). Comenius and Locke were dropped and were replaced by Spencer and Dewey in some examining bodies and by Montessori and Dewey in others. Gradually the history of Indian Education was also introduced in this paper, but its importance was not fully recognised. It is only recently that increasing attention has been paid to this vital branch of education as is indicated by recent changes in syllabuses.

In the opinion of the writer no useful purpose is served by introducing European educators into this paper. The Mc Nair Report suggests that students should be introduced to some of the great classical writers on education "so that students may realise that they will be the trustees of a great tradition and that the work of their chosen profession has exercised some of the greatest minds over a period of 2000 years". Board of Education, London (Reprint 1946). Teachers and Youth Leaders, page 68.
contributions made by these educators can be discussed in the course of the teaching of other papers, e.g., principles, Methods and School Organisation.

The course in the History of Education should be confined only to the History of Indian Education. What is wanted is a study in outline of the developments of Education in India until the end of the 19th century and a thorough study of the history and structure of the system of Education in India in the 20th century, with special emphasis on present day educational trends, movements and experiments. The relation of educational development to social, cultural, economic and political movements should be clearly brought out.

**GENERAL METHODS:** Varying degrees of importance has been attached to General Methodology by different Indian universities and other examining bodies. Some have an independent paper in General Methods alone (Travancore, Madras and Aligarh), others treat it as a part of some other paper (Mysore, Osmania, Agra, Allahabad, Benares, Bombay and Calcutta), still others omit it altogether (Nagpur and Patna).

We shall compare first the syllabuses in the General Methodology prescribed by those universities that treat it as a full dress paper, viz: Travancore, Madras and Aligarh. Since Madras and Travancore have exactly the same syllabus, comparison will be made between this and the Aligarh syllabus.

Under the head 'Types of Lessons', Aligarh gives three main types, viz: lessons aiming at the communication of information, lessons designed to develop skills of various kinds and appreciation lessons. After the treatment of the distinguishing characteristics of the three types, the plans suited to each type are discussed. Madras and Travancore not only reverse the order but do not recognise this distinction into three distinct types and include (recognise this distinction into three distinct types and include) under this head
are included by both the Aligarh and the Madras and Travancore universities, the only difference being that audio-visual aids are given prominence by Aligarh and completely ignored by Madras and Travancore. Aligarh has a separate head, 'Methods of Teaching', under which such methods as inductive, deductive, analytic, synthetic, problem solving, supervised study, heuristic, lecture-demonstration and laboratory method are included. As has been remarked above all these methods are included under 'Types of Lessons' by Madras and Travancore. 'Tests and Examinations' form one head at Aligarh and the treatment of this topic is of a general nature, 'Classification and Promotion Techniques' being dealt with in the Organisation paper. At Travancore and Madras, on the other hand, 'Tests and Examinations' are considered in conjunction with 'Classification and Promotion'. 'Class Management, Discipline and Moral Education' also form part of the General Methods paper at Travancore and Madras. But at the Aligarh University these topics are discussed partly as a part of the Psychology course and partly in connection with Sch.Org.

We shall now make a comparative study of the syllabuses in this paper prescribed by other universities. Beginning with 'Lesson Plans', we find that the syllabuses prescribed by every university includes this item. 'Types of lessons' also form a part of the syllabus at Bombay, Benares, Mysore, Lucknow and Osmania. In some Universities, however, e.g., Lucknow, Osmania and Mysore, types of individual lessons are not enumerated. At Agra, Allahabad and Calcutta the item is conspicuous by its absence. In Bombay, we have under this head an enumeration of methods e.g., inductive, deductive, discussion etc., rather than a clear-cut division into types. At Benares we have a mixture of types and methods, e.g., information, training, drill and review. Under the head of 'Teaching devices and aids', practically every university
aids. There are minor differences with regard to aids, some including, others excluding, visual aids. 'Modern developments' find a place in practically all syllabuses. 'Tests and Examinations' is also a popular topic, receiving a general treatment in some universities and considered in close conjunction with 'Promotions' in others. 'Class Management' is a part of this paper in Benares, Bombay, Calcutta and Lucknow. In other examining bodies it is a part of the School Organisation syllabus. Correlation is omitted only by Mysore and Osmania. Problem of 'curriculum construction' forms part of this paper at Benares, Bombay, Agra and Allahabad. At Calcutta, Lucknow, Mysore and Osmania, this topic forms part of the Principles of Education paper, and at Aligarh of the School Organisation paper.

Methods of Teaching School Subjects:—Every university prescribes 'Methods of Teaching School Subjects' either as a separate paper or in conjunction with some other paper—(Agra, Allahabad, Benares, Lucknow and Osmania). Different universities differ in their requirements with regard to the number of subjects of which the methods of teaching are to be mastered. Some e.g., Aligarh, Benares and Calcutta, require the mastery of the methods of teaching at least three school subjects, others e.g., Bombay, Madras and Nagpur limit the number to two, and Travancore to only one. Still others e.g., Agra, Allahabad, Lucknow, Osmania and Patna, do not prescribe any number at all. The scope of the paper is indicated with varying degrees of fulness by different examining bodies, ranging from very general indications. "Methods of teaching the various subjects of the curriculum of Secondary Schools in India", "provision and use of apparatus", in the case of Allahabad, Agra and Lucknow, to much fuller treatment by Aligarh, Benares, Osmania and Nagpur, which include such topics as Aims and Values of teaching...
appliances appropriate to the teaching of the subject, and
Preparation of notes of lessons. The relative importance of
the subject at different periods of school life and variation
in its syllabus at different stages finds a place in Benares
and Nagpur syllabuses. Methods of testing and recording
achievements, organisation of extra-curricular activities and
provision for field and practical work form part of the
syllabus only at Nagpur. Bombay, Madras, Mysore and Travancore
do not follow any definite line of discussion, but every
subject is dealt with separately. Bombay, however, concludes
the discussion of the methodology of each school subject with
the requirement of 'study of the prescribed courses in each
subject in secondary schools of the Bombay Province'. Madras,
Mysore and Travancore universities provide very detailed
courses in the methods of teaching individual school subjects
comparable with the courses prescribed for specialists by
other universities.

There are slight variations in the provision made by
different universities for the teaching of the Methods of
School subjects. The subjects generally included are English,
Mathematics, Science, History, Geography and Modern Indian
Languages. Individual universities provide, among others,
courses in the following subjects: (1) Aligarh - Religion.
(2) Allahabad - Handwork including drawing. (3) Andhra - Primary
Education. (4) Benares - Sanskrit and Handwork. (5) Bombay-
Modern European and Classical Languages. (6) Calcutta - Modern
European Languages, Classical Languages, Music, Arts and
Crafts, and Primary and Infant School subjects, and (7) Madras-
Primary Education, Domestic Science and Music.

School Organisation and Hygiene: With the exception of
Andhra which makes no provision for School Organisation and
Hygiene and Patna which prescribes only the Hygiene of the
School Child, every university has prescribed School Organi-
sation and Hygiene in their syllabuses for the post-graduate

degrees or diplomas in Education. The Calcutta university has made this course a part of a composite paper comprising General Methods, School Organisation and School Hygiene, other universities treat it as an independent paper. The scope and general organisation of the topics of this paper differ from university to university. Bombay, Nagpur, Allahabad and Aligarh include 'Educational Administration', others exclude it. Only Agra, Aligarh, Allahabad and Madras make the study of the 'Principles of Inspection' and Educational Supervision a part of the course. Most of the items are common, e.g., those relating to school site, plans, equipment, staff, time tables, discipline and self-government, classification and promotions and registration. Extra-curricular activities receive varying degrees of emphasis, being treated with greater fulness at Aligarh, Benares, Bombay and in less detail at other places. 'Parental Co-operation' is completely overlooked by Calcutta. As remarked earlier, 'Correlation' by Benares and Lucknow, and problem of 'Curriculum' by Bombay, Calcutta, Nagpur and Lucknow are included in this paper. Allahabad, Benares, Lucknow and Nagpur make 'Class Management' a part of this paper. Allahabad also included 'Modern findings about the innate capabilities of pupils and their bearings on class and school organisation'. Hostel life and its superintendence is stressed by all with the exception of Benares, Bombay and Calcutta. Osmania has the same syllabus, word for word, as the Madras university and Mysore practically similar to that prescribed by Bombay less 'educational administration'. Agra, Aligarh, Allahabad, Bombay and Madras have to be congratulated for excellent arrangement topic-wise of the subject matter in this paper.

The second part of the paper deals with Hygiene. This also differs in scope from one examining body to another. Bombay, Calcutta, Madras and Mysore omit the elementary treatment of physiology which introduces the course in most
of the universities. Defects of eye-sight and hearing do not find a place in the syllabuses at Bombay, Calcutta, Mysore and Nagpur. First aid is ignored completely by Calcutta and Mysore and Dietetics and Mal-nutrition by Lucknow and Mysore. The content of the course in Health Education has varying degrees of richness. Personal cleanliness and hygiene of the school has received equal importance by practically all universities. Problem of postures is not stressed by only Calcutta, Madras, Mysore and Osmania Universities. Physical Education is made a part of this paper by Allahabad, Benares, Bombay, Lucknow, Madras, Mysore, Nagpur, and Osmania. Sex hygiene is included by Madras, Osmania and Patna. Problem of Fatigue is also emphasised by Madras, Nagpur, Osmania and Patna. Medical Inspection is discussed by all. Emphasis has rightly been laid on the practical and application aspect of the subject by only Aligarh, Bombay and Patna Universities.

B. THE PRACTICAL PART of the course consists of:

(a) teaching done by the trainees in practising schools under the supervision of training college lecturers and practising school teachers and headmasters, after preparing notes of lessons and the necessary illustrative material;
(b) Observation of demonstration lessons given by supervisors, of lessons delivered by good teachers in different schools and by fellow students, and criticism of these lessons;
(c) attendance at, and discussion of 'Criticism Lessons' delivered by each trainee; (d) recording of their observations in 'Observation Books' under the following heads:
(1) Criticism and assessment of all the lessons observed,
(2) Analysis of the school time-table with detailed criticism,
(iii) A plan of the school building and a discussion of its adequacy from the point of view of sanitation and the total activities of the school, (iv) Copying out the departmental and school syllabuses in their selected subjects,
the practising schools — games, monthly and medical reports, parental co-operation, outdoor activities, social life etc.

Although the above programme is comprehensive on paper, in actual practice, it is found to be ineffective and artificial. For one thing the minimum number of lessons required to be given by each student is very low. It varies from university to university and not according to the needs of the particular student. The following table shows the number of minimum lessons each student is required to deliver:

<table>
<thead>
<tr>
<th>University</th>
<th>Req'd No. of Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agra.</td>
<td>40</td>
</tr>
<tr>
<td>Aligarh.</td>
<td>60</td>
</tr>
<tr>
<td>Allahabad.</td>
<td>70</td>
</tr>
<tr>
<td>Benares.</td>
<td>60</td>
</tr>
<tr>
<td>Bombay.</td>
<td>30</td>
</tr>
<tr>
<td>Calcutta.</td>
<td>30</td>
</tr>
<tr>
<td>Madras.</td>
<td>5 lessons in each of his two opt. subjects should be approved as satisfactory.</td>
</tr>
<tr>
<td>Nagpur.</td>
<td>No minimum prescribed.</td>
</tr>
<tr>
<td>Osmania.</td>
<td>30</td>
</tr>
<tr>
<td>Saugor.</td>
<td>No minimum prescribed.</td>
</tr>
<tr>
<td>Travancore.</td>
<td>30</td>
</tr>
</tbody>
</table>

In most of the American and British universities, each student is required to give at least 120 lessons, or, alternatively, about one-third of the total time is devoted to practice teaching. The Joint Standing Committee of the Training College Association and Council of Principals, London, suggested in their Memorandum of 1937, page 25, that the


(9) W.M. Ryburn; Training of Teachers; the Punjab Educational Journal, Vol. XXXVII, 1943. Also see H.R. James; Training Institutions for Secondary Teachers in U.K. (Director General of Education in India, Occasional Reports No. 5, pp. 19, 20, 48).... He recommends for India four lessons a week for thirty weeks of the year.
The general minimum for training in practice teaching should be twelve weeks. The same suggestion is found in the brochure entitled 'Teaching as a Career' issued by the Ministry of Education, London, 1945, page 14, and in the Report of the Advisory Committee appointed by the President of the Board of Education, London, Circular 1622, May 1944, page 4. The standards adopted by the American Association of Teachers' Colleges include among others one which lays down that "the minimum amount of student teaching required of every graduate teachers' college shall be ninety hours of supervised teaching".

In India there are tendencies both ways - to emphasize practical work at the expense of theory and to stress the importance of theory as a background to practice. Theoretical and practical sides of the training have their own values separately and jointly. Let us strike the wise mean and balance the work in such a way that each is fruitfully complemented by the other. The Committee appointed by the Central Advisory Board of Education to consider the question of the Training, Recruitment and Conditions of Service of Teachers, whose report was adopted by the Board in January 1943, suggested that "the whole of their one-year course should be equally divided between Theory and Method of Teaching and Practical Teaching in front of a class".

It is a matter of common experience that trainees rush through these lessons 'as a matter of course', breathlessly and in a slipshod fashion, deriving little real advantage. The principal reasons for this can be summarized as follows:

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corporate life, games etc., and the practicing school will
serve as a model and as a research laboratory both for staff
and students-in-training. "Colleges and School being under
one authority, whatever dispositions are thought necessary
for students in training can readily be made available both
as to teaching and the hearing of teaching". The Principal
of the training college is ideally fitted to be the inspector
of the school. To promote community of interest and outlook
the Headmaster of the school might be associated with the
training college staff by being invited to deliver occasional
lectures and to participate in selected meetings of the
training college staff. Thus the interests and responsibilities
of the training college and the model school would be
brought into harmony, and the danger of sacrificing quality
to quantity which results from the hurry to finish courses
and the keenness to achieve good examination results would be
minimised. The Headmaster, in addition to supervision, might,
in his lectures, acquaint trainees with the practical means
adopted by him to improve the various aspects of school life.

Four practising schools should be provided for a
training college with sixty students on rolls, so that, on
the one hand, students may have adequate practice and facilities for sharing in the school life, "under normal conditions,
not under conditions rendered artificial by an influx of
students", and on the other hand, the normal routine of no particular school may suffer unduly because of practice by 'pupil teachers'. Provision should also be made for visits
to other schools of different types, and to social and technical institutions for purposes of observation, criticism and assessment.

(13) Office of the Director General of Education in India;
Occasional Reports No. 5. Training of Secondary Teachers
in United Kingdom, by H.R. James, page 17.
(14) J. Nelson Fraser (A Report on the Bombay Training
College for Secondary Teachers, May 28, 1908) suggested to
(1) The anomalous position of the trainee in the practising schools, resulting in self-consciousness and loose hold on the pupils; (2) Lack of effective integration between the work in theory and in practice so that an all-round preparation for the work with an insight into the principles is given; (3) Lack of effective and whole-time supervision by training college teachers and practising school teachers, and the added confusion caused by the difference in the points of view and methods of approach of the various supervisors suggested by them to the trainees in their criticisms of their lessons; (4) Absence of properly staffed and well-equipped demonstration schools attached to training colleges where the theories preached in the lecture room may be observed in practice to enable the trainees to appreciate their value as actual directive forces in school instruction; (5) Lack of suitable books, apparatus, and other illustrative material available in training colleges and of time for discussion before and after each lesson; and (6) Lack of opportunities for experimenting with original plans and methods and for organising games and social and other activities of the class.

Suggested remedies:—There are definitely greater advantages in having a model school specially attached to a training college and under the direct control of the principal and the training college staff. This system will be more advantageous than the usually prevalent system under which one or more schools, otherwise independent, are used for practice. The suggested arrangement will ensure a very high standard of efficiency in all respects organisation, discipline

\[\text{(12) Since 1907, the Regulations of the Board of Education, London, have directed that, as a rule, demonstration schools should be provided. Board of Education, London, Regulations for the Training of Teachers 1922, para 22(d). But the Sargent Report lays down that "... teaching practice can best be done in ordinary schools, since the atmosphere of model schools attached to Training Institutions is usually artificial." Board of Education,}\]
There are two purposes which a well arranged and clearly thought out teaching practice should serve: "to provide the concrete evidence, illustrations and examples to supplement and give point to the theoretical part of the student's training "and 2" to provide a situation in which the student can experience what it is to be a teacher". There should, therefore, be two distinct types of teaching practice.viz;

1. Practical training in schools including discontinuous periods of teaching and observation in the schools, and 2. Continuous teaching practice requiring each trainee to spend a considerable time continuously in a school and to become, as far as possible, a member of the staff of the practicing school. The first type of practice should be characterised by "variety, ease of access to schools and flexibility of organisation", and the latter by "settled conditions and continuity".

Teaching practice should begin with a preparatory stage of about two weeks, during which opportunities should be provided for free and informal talks and discussions. During this period trainees should be acquainted with the right type of pictures, photographs and films. They should also be introduced to stimulating books and facilities should be provided for organised observation of demonstration lessons given by the training college staff, and by trained and experienced school masters. They should also be adequately helped to understand the working of a good school.


The plan and details of every lesson, at earlier stages at least, should previously be discussed with the supervisor. Each lesson should be supervised for a whole period as far as possible, and its merits and demerits should be discussed after it is over.

This means generous staffing of training colleges. At present the usual number of trainees per lecturer in a training college is about ten and as a result of the heavy burden of work the efficiency suffers. It has been rightly suggested in some quarters that the correct number of teachers-in-training per lecturer in a training college should be six. The report of the Central Advisory Board of Education on Postwar Educational Development in India, (Fourth Edition Jan, 1944) Chapt. VII, para 8, page 51, has suggested a staff of twelve lecturers for a training college or a university department of education training 200 teachers. The number of trainees per lecturer comes to 16.6. Mr. Sargent's figure seems hardly acceptable. "The staff of training colleges should not be overburdened so that they may find the leisure for reflection, private reading and investigation, which is, or should be, the prerogative of those engaged in work of higher education," says the McNair Report, page 73. For the sake of economy use may be made by training institutions of temporary members of staff (trained and experienced school teachers), particularly as regards practical teaching.

The teachers-in-training should function as an integral part of the practising institution, and have complete charge of the class, under the obtrusive supervision of the class teacher. This will enable him to acquire experience not only of teaching the class but also of organisation of other activities, and learning other duties as well, e.g., games.

(19) See also Ministry of Education, London: The Training of Teachers Grant Regulations, 1947 No. 2187, p. 3.
extra-curricular activities, maintenance of attendance registers, preparation of reports, etc. If he is told at the start that his class will be tested two or three times during the course of practice teaching, he might be enabled to become less self-conscious and to adopt a more objective and business-like attitude towards his day-to-day work in the classroom.

During practice teaching, while a trainee should have every opportunity and facility for putting into practice the methods expounded and advocated in books, he should also be fully acquainted with an average school in its natural surroundings and forewarned that in practical life he may be required to work with inadequate equipment and under conditions unfavourable to satisfactory and efficient work. Practice should, therefore, be arranged in such a way that it is not far removed, as it is today, from the realities of life and that it give experience to each student of at least two types of schools - Government and aided, and wherever possible, schools in both urban and rural areas.

Each trainee should be required to have some experience of teaching primary classes also, so that if he is appointed headmaster or inspector, he may effectively guide and supervise the work of teachers teaching the same subject in such classes. Sometimes it may be necessary for him to teach these classes himself for one or two periods a day, and this he can only do when he has had experience of such work at the training college.

Some sort of system should be evolved and adequate opportunity provided for determining the type of classes to which the candidate is best suited. The present haphazard way of asking a teacher to teach any class irrespective of his personal likes or aptitudes and other relevant considerations
"In one of its aspects our profession is a craft", says (21) Dr. G.B. Jaffery, Director of University of London Institute of Education, "and the ancient way of learning a craft was to work side by side with a master-craftsman. I believe that School practice would be more effective if this element could be preserved and strengthened".

**CRITICISM LESSONS:** Criticism lessons (a better name would be 'Open Lessons', as at Manchester) followed by discussions (after the practice in German Seminars) form an important feature of the practical part of the training, provided they are more natural and less formal in character. There are generally two such lessons given by each student to a class (class and topic being previously chosen by himself and lesson notes prepared)- in presence of fellow students and members of the staff. To ensure thoroughness and uniformity (but within a great latitude for freedom) trainees record the results of their observation under certain heads - matter, planning, method, aids used and response and reactions of pupils etc. Generally the work of observation and criticism, accepted as an imposition and owing to lack of training, tends to be casual and perfunctory. This can be prevented by evoking genuine enthusiasm and interest. They should be before hand told definitely what to observe, how to observe and what to note.

At the time of discussion, which should be expository rather than critical, the student who delivered the lesson should first be required to give his own estimate of his success, and then defend his scheme of work and the principles involved in its arrangement and execution. The supervisor should wind up the discussion, as is the case at present, bringing out special points of interest and supplementing students' criticisms with his own suggestions and remarks.

(21) Dr. G.B. Jaffery, 'The Service of a Great Profession'.
A criticism lesson is a good servant but a bad master. Judiciously handled it is both useful and stimulating as it affords opportunities for observing and learning, encourages discussion and reflection, and reveals the possibilities of adopting widely divergent techniques in handling the same topic. But it is difficult to understand why the number of such lessons should be limited to two, and why they should be delivered only at a particular time of the session. Their number might be appreciably increased with advantage and they might be spread evenly over the session. In England the proportion of time given to demonstration and criticism lessons, although varies widely, yet is definitely much greater than in India. There some colleges devote one half day a week to it, others two, and others again an amount of time that varies at different stages of training.

III. TRAINING IN SKILLS & EXTRA-CURRICULAR SUBJECTS:

Besides covering examination subjects, students are also required to undergo training in the following supplementary branches:

**Agra:** (i) Blackboard writing and sketching. (ii) Modelling in paper, cardboard, clay etc. (iii) Woodwork. (iv) Gardening, and (v) Physical Training.

**Aligarh:** (i) Blackboard writing. (ii) Drawing and Educational Handwork. (iii) Physical Training, Drill and Games.


**Andhra:** (i) Physical Training. (ii) Drawing. (iii) Woodwork.

**Nagas:** (i) Pedagogical Drawing. (ii) Art and Craft Work.

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Bombay: (i) Practical Experience of Educational Psychology and Experimental Education. (ii) Blackboard Drawing. (iii) Physical Training.


Lucknow: (i) Music.

Madras: (i) Physical Education. (ii) Art or Music or Craft.


Patna: (i) Drawing.

Travancore: (i) Arts and Crafts.

Thus we see that with the exception of few Universities almost all the Universities include the more important skills with which trainees will be concerned in practical life as teachers, viz: Blackboard writing and sketching. Preparation of illustrative material also receives, as it should be, equal importance, under one name or other, in some of the Universities. Students are also required to undergo instruction in Physical Education by practically all universities, Lucknow, Patna and Travancore being the only universities which, having their own reasons, attach little or no importance to the subjects. Bombay deserves congratulation for laying great stress on practical experience of educational psychology and experimental education. The substantive value of this aspect of training is of a high order. Only a sound introduction into this field can give a beginner in teaching, "the basis he should have for estimating the importance of conclusions derived from tests and scores, for interpreting the importance of individual pupils on tests in his subject or related subjects, for understanding the relation of errors..."
in terms of co-efficients, curves, and for constructing useful tests for his own use. The example set by the Bombay University should be followed by all other universities.

Great stress should be laid on educational handwork including blackboard writing and sketching. Trainees should be given practice not only in preparing illustration material but also in its use at different stages of education. Narrative and story-telling, illustration with chalk, pastel crayons and coloured paper etc., and penmanship and lettering should also form an important part of the course.

They should be required to cover a course in the usage and psychology of the mother tongue and in the principles of bilingual teaching. A course in elocution, voice production, correct pronunciation, lucidity of exposition and effectiveness of presentation and training in a handicraft or art or music is also highly desirable.

Adequate practice in story-telling, in setting and marking examination papers, in oral and new-type tests, in organising extra-curricular activities and holding educational exhibitions, Parent Days, etc., should be given. Training in the creative values of leisure, in social service, in methods of child observation and study and in conducting educational experiments would vitalize training work to a great extent. Teacher-training institutions have a responsibility of immediate urgency for developing competence in their students for a healthy programme of public relations.

It is a matter of common experience that physical training periods are not welcome, and little enthusiasm for them is displayed by the teacher-in-training. This is because of the narrow range of the training provided. It is necessary

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to broaden the scope of physical training which should really comprise a comprehensive programme of health education. The whole instruction in physical education should be conducted on scientific lines and trainees should be examined in this subject also.

Provision should be made not only for drilling small classes of their fellow students or of school children, but of formulating systems and designing exercises, on physiological and psychological principles, suited to children at different stages of development. Teachers-in-training should also receive training in camp life and in organising group-games and agility exercises. Their own corporate life should also, at the same time, receive full attention.

**SPECIALISATION:** In addition to the compulsory papers a candidate is generally allowed to offer an additional paper in special subjects provided for. Provision for such subjects made by different universities is shown below:

- **AGRA:** English, History, Geography, Mathematics, Anatomy, Physiology and Hygiene, Urdu and Hindi, and Physics and Chemistry.
- **ALIGARH:** English, History, Geography, Mathematics, Science, Urdu, Religious Education and Experimental Education.
- **ALLAHABAD:** History, Geography, Mathematics, Physics and Chemistry, General Science, and Physical Training.
- **CALCUTTA:** Mental and Educational Measurements, Social and Abnormal Psychology applied to education, Mental Hygiene and Child Guidance, Methods and Organisation in Nursery Schools, Kindergarten & Montessori Schools, Comparative Education with reference to selected countries in Europe and America, and Education of Handicapped Children with reference to some selected types.

(24) G. M. Nair Report. Chap. VII. p. 48. "Every teacher should appreciate as a result of his training in Phys ed, that he is intimately concerned with the posture, Physical health and development of his pupils even though he may have no direct responsibility for their games etc."
LUCKNOW: English, History, Geography, Mathematics, Chemistry and Physics and Music. Also Biology and Nature Study.

ANDHRA, BOMBAY, MADRAS, MYSORE, NAGPUR, OSMANTA, PATNA AND TRAVANCORE universities make no provision for specialisation. The universities of Madras, Mysore and Travancore, however, provide very detailed courses in the Methods of Teaching School subjects, comparable with the courses prescribed for specialization in other universities.

The trainees offering special subjects are required to possess a thorough knowledge of the methods of teaching the subject as well as of the subject matter and to do the prescribed work, written and practical, in connection with it. The record of written and practical work along with the candidates answer papers is submitted for examination to the examiner in the special paper. The trainee's failure in this paper, however, does not affect the result of his degree examination. If he passes, an endorsement is made to this effect on his degree.

The absence of facilities for specialization at many of the Indian universities is highly regrettable. Also, where such facilities exist, many of the High School subjects are conspicuous by their absence. Now that the range of electives which High School students can offer has been greatly widened and is likely to be still further widened in the near future, teacher-training institutions should also include them in their lists of special subjects, because these subjects deserve as much to be taught by specialist teachers as the more traditional subjects like English, Mathematics, etc...

Apart from facilities for specialization in regular school subjects, specialised courses, as at Calcutta, in guidance, public relations, teachers' organisations, use of library,
subjects should also be introduced into the programme of studies as electives. Trainees should be encouraged to take up one or more of these subjects for specialization in addition to the one special subject which they usually offer at present.

The following are the main topics which should invariably be included in this paper:

(A) THEORETICAL:
   (i) History of teaching the subject—its place in the school curriculum.
   (ii) Aims and values of teaching the subject in school.
   (iii) Methods of teaching the subject and class-room techniques.
   (iv) Determination of the curriculum for various stages.
   (v) Methods of testing.
   (vi) Correlation with other subjects.
   (vii) Aids to the teaching of the subject.
   (viii) Qualification of the specialist teacher.

(B) PRACTICAL:
   (i) Essays on above topics.
   (ii) Preparation of models & illustrative material.
   (iii) Visits to places of interest.

(C) TEACHING:
   (i) Demonstration and criticism lessons.
   (ii) A prescribed number of lessons in the subject.