CHAPTER IV.

The Organisation of the system of Post-graduate Teacher-training.

"The French magnify scholarship and intellectual profiency; the Germans insist on a thorough acquaintance with the aims and practices of class-teaching; the Italians stress the philosophic outlook of the teacher; the Russians make much of educational theory, psychology and sociology (with great technicalisation); the Americans are increasingly interested in the professionalisation (and democratisation) (1) of training". The English try to maintain a balanced relationship between the theoretical, professional and practical aims of teacher-training. India is half a century behind Europe, and its system or lack of system has all the outmoded features of the English system of fifty years ago besides its own special weaknesses. It has suffered from indefiniteness and vagueness of objectives and has emphasised the value of formal instruction at the expense of the education of the whole man. Whatever be the reasons, the ideal before the training institutions has so far been that of craftsmanship-producing class-room teachers and not educational thinkers and educators in the real sense of the word.

The recently acquired political freedom has imposed its own obligations and given rise to fresh problems. In a free India the primary objective of the educational system would be to produce men and women who have reached the fullest development of their personalities, who are fired with sincere patriotism and who are capable of playing their part as responsible, useful and intelligent citizens. "The individualism and diversity of type found in English education, the centralisation and bureaucratic organisation of French

and Italian education, the sectionalism and the reverence for knowledge and science of the Germans, the intense communist nationalism of the Russian and the age-long emphasis on democracy and political equality and local liberty of the people of United States" have deeply influenced the organisation, administration, curriculum, methods of instruction, and teacher training institutions of each nation. Why should India be an exception? The type of teacher, required for free India will be different from that which worked the system imposed by the British. The cultural-cum-professional standards of the new teacher would have to be raised to a height commensurate with the demands of the new age. This is only possible when an entirely new orientation is given to the whole process of teacher-training.

The existing organization of the post-graduate teacher-training in India shows great divergence and lack of uniformity in different universities. The first difference that one notices is in the nomenclature of the diplomas and degrees awarded by the different universities. It is difficult to discover cogent reasons for existing differences of nomenclature, but at any rate, the L.T. seems to be least suitable, as in India, unlike Japan, teachers are not licensed to pursue their calling. The most appropriate first post-graduate training qualification seems to be the Diploma in Education. The soundness of awarding a degree after a one-year course is open to question. Both in general education and in professional studies, a degree is, as a rule, awarded after at least two year's work, and there seems to be no reason why in teaching a degree should be made cheap by being awarded after only one academic year's work. If the consensus of opinion is in the favour of a degree, a better arrangement would be for students to enter a training department or institution after passing the intermediate examination,
as is the case of medical and engineering courses, and to study for the B.Ed and not for the B.T. Degree which should be awarded after three year’s training i.e. on the successful completion of a general-cum-professional course in the first two years followed by a third year of intensive practical and professional work.

**ADMISSION AND SELECTION:-**

In addition to the degree, candidates are generally required to furnish at the time of their admission to a training College or department:

1. Certificates of good conduct and academic career from the Principal and Professors of the College last attended,
2. Migration certificate required of graduates of other universities,
3. In case of candidates with previous teaching experience, a certificate from the Inspector of Schools or the Headmaster under whom the candidate worked, showing the length of his service and the quality of the work done by him as a teacher.

A typical form of application is as follows:

1. Name and address of candidate.
2. Father’s name, occupation and address.
3. Date of birth.
4. Religion and mother tongue.
5. Place of residence.
6. Examinations passed with years, divisions and subjects.
7. Experience as a teacher, if any.
8. Explanation of gaps in the career, if any.
9. Other qualifications – literary, athletic, administrative etc.
10. Any additional information - special interests, special claims for admission etc.
In selecting candidates (i) preference is given to graduates of local universities, but others are also admitted under certain conditions, (ii) previous teaching experience is taken into consideration at some universities; (iii) a competitive entrance test is held as at Aligarh, and candidates are interviewed with a view to assessing their aptitude for teaching on the basis of personal qualities.

The arguments advanced in favour of considering previous teaching experience are that such trainees respond more satisfactorily, appreciate practical suggestions better, are better able to evaluate theories and suggestions, and are generally more at home with class-room situations. Moreover they know from experience what particular difficulties and problems their training would be preparing them to meet and what things should receive special emphasis in their work. They have had opportunities of discovering their fitness or unfitness for teaching. Others maintain that such experience may prove a negative thing. Students with the wrong kind of experience are apt to have lost mental flexibility, to have become confirmed in wrong attitudes, to have become addicted to faulty teaching and withal to have fallen victims to self-complacency born of their consciousness of having gained so many years of experience.

To my mind, previous experience of teaching in a school should have a marked effect in developing their personalities and in stimulating their moral and intellectual development.


The plea of beginning with a clean slate is wrong for this reason also that when a person starts teaching, he tends to use the methods which were employed by his own teachers. Further, if careful and systematic records are kept of the teaching done by prospective trainees before they join a college, it will be easy to weed out misfits and allow for individual idio-syncreties in the course of training.

The far reaching social implications of teachers' work make careful and scientific selection imperative. With regard to the natural qualities desirable in a teacher, it would be absurd to find a teacher endowed with them all.

The problem of selecting the right type of persons for training as teachers has been receiving increasing attention in countries which are educationally advanced. Numerous experimental studies have been made in this direction in England and America. The following tests are frequently used for this purpose:

George Washington University Teaching Aptitude Test; The Cox-Green's Prognosis Test of Teaching Ability; the Ohio State Intelligence Test; Wrenn's Study Habit Inventory; Sim's Socio-Economic Status Inventory; Bell Inventory etc.

Similar tests of intelligence, aptitude and personality traits can be evolved (with special reference to Indian conditions), and administered scientifically for weeding out those with low I.Q., emotional instability, poor voice, etc. The students might possibly share in the process, e.g., they can be helped to understand what personal qualities and professional attitudes are essential in good teachers; they can be helped to estimate the likelihood that they could

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(7) Education in Scotland, Proposals for Reconstruction by the Association of Directors of Education in Scotland, Feb. 1943, p. 14. "Too little is done to prevent unsuitable persons from entering the Training Colleges, or to elimin...
become strong teachers, finding joy and satisfaction in the profession and so on. 'Teachers are born, never made'; 'You cannot teach any one to teach' and such other sayings emphasise all the more the importance of wise selection, because improvements can be brought about, but the final result is dependent on the raw material with which we start.

An individual's desire alone to become a teacher is not enough, nor can his scholarship by itself provide a reliable prognosis of his teaching efficiency after a course of professional training. Certain personal qualities are also essential. Candidates should, therefore, be interviewed with the object of assessing the suitability for the teaching profession of their temperament, personality and intellectual capacity. Experience in social work, participation in community efforts, skill in music, art, games, or some craft should be fully taken into account. The best criterion would, of course, be actual teaching in a school for a limited period before the final selection is made. They should, therefore, be "afforded a minimum period, (say a month), in a school during which their aptitude for the profession might be judged." However careful the selection, some unsuitable candidates are bound to get admitted to training colleges. "Opportunity should, therefore, be provided for the withdrawal, during the course, of students who wish to do so, or who in the opinion of the college staff, do not seem likely to complete the course satisfactorily and to make effective teachers". The Teachers College, Saidapet, [Vide Calendar for 1941-42, page 23] had laid down that 'every student shall be considered on probation for fifty working days, and if it shall appear to the Principal that any student is not likely to prove an efficient teacher, such student shall be required to leave the Institution'.

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(8) Ministry of Education, Lond: Teaching as a Career, 1945, p. 12. "Candidates should also be given the opportunity of supporting their claims in a wide variety of ways".

(9) Ministry of Education, Lond: Teaching as a Career, 1945, p. 12. "Candidates should be given the opportunity of supporting their claims in a wide variety of ways".

(10) Ministry of Education, Lond: Teaching as a Career, 1945, p. 12. "Candidates should be given the opportunity of supporting their claims in a wide variety of ways".

(11) Ministry of Education, Lond: Teaching as a Career, 1945, p. 12. "Candidates should be given the opportunity of supporting their claims in a wide variety of ways".
Closely related to the problem of selection is the question of the pre-professional education of prospective teachers. Good general education is the pre-requisite for all kinds of professional training, but it is all the more essential for teachers who are the accredited agents of society for moulding the younger generation. The experience of those who have been associated with teacher-training shows that most of the graduates joining training colleges possess a very poor background of liberal education. What Tolstoi said of Russian Universities years ago, viz, that the chief concern of the students is to take down notes and receive as much instruction as may help them to get ready for examination, is true of Indian Universities today. It is a fact that teachers-in-training do not derive much real advantage from post-graduate training courses. Their main concern is to qualify for the professional degree or diploma which constitutes the essential condition of entry into the profession. The causes of the inefficiency of our teachers are many and various, e.g., lack of professional keenness and idealism, poor background of general and specialised knowledge, besides the weaknesses of the existing system of teacher-training itself which have been already discussed in detail.

Intending teachers should be required to follow a more comprehensive programme of studies at the under-graduate level. They should be equipped not only with a broad range of cultural and scientific knowledge, upon which they will draw from time to time in the course of their professional experience, but should also study both from books and from life situations such subjects as sociology, social philosophy, ethics and psychology-normal, abnormal group and individual.
This education should introduce them to "a full life which they will be encouraged to maintain and indeed develop, during their professional careers". For this purpose (a) selection for the teaching profession should be made after the High School or the Intermediate stage on the basis of school record, (comprising not only a record of progress in various directions, but also teachers' estimates of personality traits, and vocational tests administered by properly equipped and staffed vocational guidance bureaux); (b) group of optional subjects related to the needs of the profession (an education group, resembling medical, engineering or agriculture group) should be provided for under-graduate studies, and (c) adequate provision should be made for activity programmes embracing a rich variety of curricular and extra-curricular activities.

The introduction of special "orientation courses" with which certain American universities have been experimenting of other courses at the under-graduate level has been advocated by certain Indian educationists e.g." (1) Literature-an outline of world literature,(2) Study and evaluation of children's literature, etc., (3) An introduction to contemporary civilizations, and forms of Government (sociology and social studies-an integrated course of History, Geography, civics, economics, and history of civilizations), (4) General Science, (5) Philosophy and ethics, (6) Art, and handwork (including the study and practice of simple machines),

physical Education (including personal and social hygiene),

contd. with merely imparting items of information to his pupils than with using knowledge as a means of broadening the pupils outlook and extending their interests".


(14) Prof. Habibul Rahman: Presidential Address delivered at the Teacher Training Section of the All-India Education Conference held in 1941 at Srinagar.


(16) 'Modern Greats' - at Oxford is a valuable experiment Degree courses in Modern
(7) Extras—Phonetics and oral expression, penmanship, and black-board writing etc. There is no reason why special provision should not be made by the Indian universities and High School and Intermediate Education Boards to satisfy the future needs of school teachers by introducing similar courses suited to the Indian conditions and ideals, for 'it is in a wise balance of subjects (and in the development of the power of reflective thought and critical judgement and a fuller training in the use of leisure) that the High School and College courses can best meet the needs of training colleges". As a first step, the Universities and the Boards of High School and Intermediate Education will be well advised to introduce Education and Sociology as optional subjects for the Intermediate and B.A. courses: they should be compulsory for prospective teachers. Faculties of Education should be established in all Indian universities. Some Indian Universities and Boards of Education have introduced Education as an optional subject for the Intermediate and B.A. examinations, e.g., Aligarh, Allahabad, and Patna universities and the Rajputana and the U.P. Boards. Certainly the cultural value of Education and Sociology is as great as that of any of the traditional optional subjects.

Initiation into their professional work can also be made at this stage. They should be required to observe and attend a number of lessons delivered by competent teachers, to discuss educational and sociological problems with individual teachers and in conferences, to participate in teaching and leadership in school and community activities, wherever

(20) Board of Education, London: Circular 1652 dated 15th May 1944. "The students should spend enough continuous time in a school, and receive enough help from the Head Teacher and staff to have the working of a good school clearly impressed on their minds without the distraction of preparing to give lessons themselves", page 5.
possible. A definite and organised effort should be made to acquaint them with the training and qualifications a teacher must have, the attractions and advantages of the profession and the rewards it offers. In addition to this they should be helped to conduct educational experiments like literary campaigns, to organise educational exhibitions and to engage in social service of various kinds. Thus professionalization of subject matter at pre-professional level coupled with practice in supplementary subjects will relieve the training colleges of much of the work they have to crowd ineffectively into one short session at present.

**DURATION OF TRAINING:** The duration of the course of post-graduate training is nominally nine months, but the effective period of training is less than eight months on account of holidays. During this short period, training colleges are expected "to transform raw, inexperienced graduates into interested and responsible craftsman and completely to change the mental and emotional habits of old and time-worn teachers". What they do actually achieve is to initiate the trainees into the rudiments of the profession, to equip them with 'tricks of the trade' and to create in them a sense of belonging to the teaching profession, the indifferent thereby becoming moderate, and the moderate good.

The considerations that led to the limiting of the period of training to one academic year were probably as follows:

1. The profession had to be supplied with a trained personnel as speedily as possible.
2. The maturer graduate trainees (21-35 years) were expected to acquire the essential background of professional knowledge and techniques within one academic year by applying themselves vigorously to an intensive
3. The object of training was to produce 'teachers' i.e. (22) successful technicians and craftsmen and not educators (Bachelors of Teaching, or Masters of Teaching, not Bachelors or Masters of Education) and for the production of such craftsmen one year was considered to be sufficient.

4. The trainees were drawn from a class which could not afford the expenses of a two-year course of training and local Governments were also unwilling to pay stipends wherever there were paid, for more than one session.

5. The status and the remuneration offered to trained teachers were not sufficiently attractive to encourage them to pursue a two-year course.

The following arguments may be advanced for extending the course of training to two years:

(1) After a year's training the trainee is forewarned and forearmed against the worst pitfalls of inexperience and ignorance, but more than this is necessary. Acquisition of techniques and skills alone is not enough. He must be trained in what might be termed the sociology of education no less (23) than in its philosophy, science and techniques. Education of the future citizen of a free India should not consist merely in the transmission of knowledge and information, it should aim at his all-sided development. Such development involves the provision of an educational programme that should stimulate and develop body, intellect, morals and aesthetic nature.

(22) Supplement to the Gazette of India, March 12, 1904, para 39: "... the main object should be to render them capable teachers and no attempt should be made to prepare them for any higher external examination".

The profession of a teacher in a modern society is not less important than that of a medical practitioner or an engineer, the professional training of each of whom covers from three to five years. The human mind which teachers have to stimulate and mould is more difficult to understand and its reactions are not so easily predictable as those of dead matter or of human body only; consequently there is a very strong case for having teacher's training courses of sufficiently long duration.

Cultivation of a sense of professional devotion and dignity, creation of the right attitude of mind and of the consciousness of the responsibility for leadership are tasks which can not possibly be accomplished in nine months.

The changed conception of education has shifted the emphasis to individual work and to the development of powers of constructive thought and initiative. Our future teachers have to be trained in the art of clear and correct reasoning, and in the proficient use of techniques of research, because as with a business man, a lawyer, a physician, so with a teacher, every new situation is a problem demanding careful reflection and scientific approach.

The programme of work drawn up for a one-year course of training is so over-crowded that much of the work done must remain superficial and scrappy.

Within the short period of nine months, it is impossible for training colleges to provide adequate facilities for experimenting with progressive techniques like activity methods, playway, Dalton Plan, etc., and

The claims of aesthetic education, of handicrafts and of participation in schemes of social welfare and extra-curricular activities organised games, debating societies, dramatics etc, which are effective means of providing health experiences of every phase of life, also call for a longer duration of professional preparation.
EXAMINATIONS: - The final examination comprises (A) Written papers and (B) Practical examination as shown in the following table:

<table>
<thead>
<tr>
<th>UNIVERSITY</th>
<th>WRITTEN PAPERS</th>
<th>PRACTICAL EXAM</th>
<th>REMARKS</th>
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<tbody>
<tr>
<td>1. Agra</td>
<td>4 papers in the prescribed subjects, each of three hours duration and carrying 100 marks</td>
<td>(i) 2 lessons &amp; 60% or more</td>
<td>I Div. 48%</td>
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<td>(ii) class record.</td>
<td>or more</td>
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<td>II Div. 38%</td>
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<td>III. Div.</td>
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<td>2. Aligarh</td>
<td>6 papers in the prescribed subjects, each of three hours duration and carrying 50 marks</td>
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<td>do</td>
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<td>3. Allahabad</td>
<td>4 papers in the prescribed subjects. Marks &amp; duration determined by the Dept. from time to time</td>
<td>do</td>
<td>Determined by the Deptt. from time to time</td>
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<td>4. Andhra</td>
<td>5 papers, each of three hours duration.</td>
<td>Nil in 1942. Minpass. 35%</td>
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<td></td>
<td>&amp; Practice of Edu. Pt. I. 2 lessons.</td>
<td>in each and</td>
<td></td>
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<td></td>
<td>2. Theory &amp; Practice of Edu. Pt. II.</td>
<td>40% in 4 &amp; 5</td>
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<td></td>
<td>3. Hist. of Edu. &amp; Comp. Study of Educational Systems. 4. Methods of Teaching English. 5. Methods of Teaching one of the School subjects.</td>
<td>do</td>
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<td></td>
<td></td>
<td>60% I. Div.</td>
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<td></td>
<td></td>
<td>50% II. Div.</td>
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<tr>
<td>5. Benaras</td>
<td>4 papers in the prescribed subjects.</td>
<td>(i) 2 lessons 60% I. Div. (100 marks.) 45% II. Div.</td>
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<td></td>
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<td>(ii) Year's work 35% III. Div in Teaching (100 marks).</td>
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<tr>
<td>6. Bombay*</td>
<td>5 papers each of three hours duration and carrying 100 marks.</td>
<td>(1) 2 lessons 65% in aggregate (200 marks)</td>
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<tr>
<td></td>
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<td>I. Div. 60%</td>
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<td>III. Div.</td>
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* For 1948-49.

Paper I. Theory of Edu. (Sec. I, Edual Psy, Sec II. Exptal, Psy and Statistical methods.
Paper II. Theory of Edu (Sec I. Prin. of Edu. Sec. II. Gen. Method)
Paper III. Practice of Edu (special Methods)
Paper IV. Edual Administration
including Psy. (2 papers). History of Education. (1 paper) (i) Lesson Notes Tutorial in each of General Methods, History of the compulsory
School Org. and Hygiene (1 paper). Subjects.
Contents & Methods of teaching any 3 school subjects (3 half papers). Essay and composition (1 paper). Each full paper carries 100 marks and is of three hours duration. Each half paper carries 50 marks and is of 2 hrs. duration.

8. Lucknow: 4 papers in the prescribed subjects, each of three hours duration and carrying 100 marks.


10. Mysore: 6 papers in the prescribed subjects. Each of 3 hrs. (100 marks), 48% II.Div. (i) 2 lessons, 60% I.Div. (ii) Record of teaching work in each subject. (100 Marks).


12. Osmania: 5 papers in prescribed subjects. Each of 3 hrs. (100 marks), (i) 2 lessons 60% I.Div. duration and carries (ii) Record of Teaching work (100 Marks).
13. Patna. 4 papers in prescribed subjects. Time 3 hrs. each. Marks 100 each. 3 lessons only. Time 3 hrs. each. Marks 100 each. Min. pass 30% in each paper (400 marks) in Theory & Practice.

14. Travancore. 5 papers in prescribed subjects. No Practical Exam. Only Principal's declaration. Min. pass 40% in (1942) Latest. 35% in each. Information not available.

Thus, we see that with the exception of a few universities where no practical examination is held, or if held at all, the year's work is not taken into consideration, all other universities require each candidate to give two final lessons before the Board of Examiners and take into account, as it (25) should be, his record of day-to-day work during the session. Some assign definite marks to the year's work, while others do not.

The practice of allowing the trainees to prepare their final lessons in advance should be discouraged. Lessons should, as a matter of fact, be selected by the examiners and four hours allowed for their preparation. In addition to the two lessons, the final examination in practice should include (as does the examination for des sciences naturelles, in France) (a) the selection, arrangement or preparation of materials to illustrate a lesson selected by the examiners and (b) the preparation and selection of specimens suitable for instructional purposes.

Record of work done during the session should include

(i) the record of practice teaching done during the session,

(ii) written work submitted for tutorials,

(iii) criticism

(25) London County Council Committee, Report on the Training of Teachers. Dec. 15, 1942. p. 895. In England developments during the inter-war period have been in the direction of increasing the internal element in the examination and of increasing the weight attached to records of work done during the course, when making final assessment of student's achievements.

(26) I. L. Kandel. Studies in Comparative Education, 1933,
lessons, (iv) observation of lessons and critical examination of time-tables, school buildings etc., (v) record of extracurricular activities and hand-work, and (vi) their conduct throughout the year, including regularity and punctuality, interest and personal reactions to professional work in general.

Because the final examination tends to introduce 'an element of drama and unreality', some authorities are opposed to the holding of a final practical test, and they advocate that the process of testing should be continuous. This is a very sound view. Periodical tests—written, oral and practical should be given and the external accessors, who are appointed to ensure a certain uniformity of standard amongst the different training institutions, should have an opportunity of being associated with the process at all stages and not merely at the end of the course. The student should also feel that there has been a real testing of his year's work. Obviously final rating can only be arrived at through skilled judgement based on many observations. Examinations should also be held in educational hand-work, physical education and phonetics and the awards incorporated into the final result of the practical examination.

Examinations, as measuring devices, are indispensable.

The examination system as a whole requires drastic over-


(28) Board of Education, London. Report of the Committee on Universities and Training Colleges, 1928, p.21. "The same procedure would be suitable as for the practice of Teaching, except that failure in the subject will not entail failure in the whole examination".

(29) The Ministry of Education, London, in its brochure entitled Teaching as a Career, 1945,— a detailed description of qualifications, training and prospects of employment for men and women released from H.M. Forces and other National Services — laid down that there will be no formal external examination, but the work of the students will be assessed on the basis of internal tests for which the staff of the college will
hauling in order that it may be a more effective and reliable measure of general education and professional ability. It should be remodelled, so that it might test not only the prospective teacher's power of reproducing prepared notes, as it does today, but real grasp of educational principles and the ability to judge and apply his knowledge to pupils of different age-ranges and to adapt it to different local conditions. In addition to written and practical examination, oral tests similar to the oral part of the 'agregation examination' in France, are also desirable. The presentation of individual work in the form of an essay or a short dissertation as part of the written examination or in lieu of one or two papers, as is done by some of the British Universities, e.g. Birmingham, Leeds, Wales and Liverpool, would also remove weaknesses which have provoked serious attacks on the present system of essay-type examinations. It would provide training in the use of books and other sources of information, and in the organization of the data collected. It would also develop the powers of independent thought, discrimination and judgment, and encourage individual approach.

Although absolute uniformity is impossible of attainment, unless uniformity of evaluation on strictly scientific lines is achieved, yet it would appear extremely desirable that there should be at least uniformity of percentage of marks prescribed by different existing examining bodies for the First, Second and the Third Classes. The Educational Institute of Scotland recommended the abolition of the present practice of awarding a teaching mark at the end of the training course, and suggested that any assessment made at this stage should be in general terms, e.g., promising or very promising. (Vide Education in Scotland, Proposals for Reconstruction, 1943, page 21).
In India the percentages of marks generally fixed for 1st, 2nd and 3rd divisions are 60, 48, and 36, but there are variations from university to university.

General criticism and suggestions:

The holder of a lower certificate or diploma in teaching is not allowed to qualify for a higher diploma or degree even without attending the full course prescribed for it, if he improves his academic qualifications. This is very unfair. There is need of reorganisation along lines that would allow those teachers who have gained experience and improved their educational qualifications to sit for higher examinations without attending regular full-time course.

The main criticism which is levelled against our educational system, namely that it is not related to life, applies with equal force to our training college courses. Training colleges should, therefore, assume regional leadership in matters educational. They should study Indian needs and requirements, verify their conclusions by experimentation, and examine critically all schemes put forward by the Department. Through group action, they can force the Department, if it still persists in its antiquated ideas, to bow to their verdict.

A charge very frequently levelled against training colleges is that their alumni do not practise what they preach. Without actual experience of working under conditions which imply freedom, self-activity, or co-operative work, either at school, University, or training college, how can prospective teachers realise the full significance of these, and how can they be expected to promote them among their pupils? The divorce between theory and practice should be reduced to a minimum and study should be supplemented with experience of the right kind and of a varied nature. Training colleges should have student societies representing many different interests and managed to a large extent by students themselves. Great emphasis should also be placed on the importance of self-government, which seeks to
fit the trainees to undertake responsibility for the conduct not only of their corporate activities but also of their own individual study and way of life.

Teachers cannot understand the problems which confront inspectors and administrators unless they themselves are confronted with them and called upon to solve them. Hence they should have some training in inspection and administration work, either as a part of their regular course or as a special subject. Usually trained graduates are supposed to be qualified both for teaching in High Schools and for inspecting the Hindustani Middle and Primary Schools, inspite of their not having had any experience of such schools nor training or practice in inspecting them. Some training particularly in assessing the work of teachers and classes quickly and economically, in the scrutiny of budget, the upkeep of registers and the routine of organisation, is essential. Training in report writing and investigation, say of laboratory or library requirements, and the principles, the policy and the programme of the Department should also be given. Moreover experience of actual teaching in the type of school which he will be required to inspect later, will give him some idea of how much can be reasonably expected of another in the same situation and what help he requires.

Provision should be made (i) for greater breadth and more effective unity, attention being shifted from the teaching of innumerable details to the grasp of fundamental principles and of subject-wholes, (ii) for more opportunities for student initiative and participation and for more abundant direct experience through tutorial plans, field activities etc. Stress should be laid upon the significance of what is studied in its relation to both highly personal and professional and also broadly social. Social study should...
his mental back-ground, and physical welfare, and to the
more effective use of his social experience as an educational (30)
medium. It is necessary, therefore, to link and integrate
closely training colleges with the educational and social
world which they exist to serve.

Teachers-in-training must be given full opportunities
for studying and practising educational methods and techni-
ques, but it is equally important that they should be
"provided with every possible facility for reading and think-
ing about education in the wider sense, having regard to
its individual, social and ethical implications, and to its
setting in the general pattern of life". The most desirable
modifications, therefore: (i) in organisation, the institu-
tion of free study hours and the working out of tasks and
(ii) in teaching, the minimizing of the importance of lecture
system and the emphasising of discussions and tutorials. Thus
the potentialities slumbering in the pupils would be aroused,
activated and stimulated to function, which is the main
purpose of training.

Training institutions of various grades should be
integrated into a national training system, so that a common
scheme of training flexible enough to meet the needs of
different types of schools and of individual students may
(32)
be evolved. A permanent Central Training Council, representa-
tive of all educational and social interests -- the Govern-
ment, the Boards of Education, the Universities, the Training
Colleges, the Teachers' Organisations, social workers etc.

(30) The Education and Training of Teachers: Memorandum to
(31) Advisory Committee appointed by the President of the
and Staffing etc. Circular 1652, May, 1944, page 2.
(32) The Education and Training of Teachers. A Memorandum
submitted to the Mc Nair Committee by the Worker's
should be established. The task of the Council should be to collect all possible plans and to work up the material thus gathered into a well-arranged whole, with the object of showing (i) what objections there are to the training system that now obtains in India, and in what respects this system fails, (ii) what reforms should be introduced immediately. It should have at its disposal a well-equipped and well-staffed laboratory to conduct experiments in various aspects of Indian Education.

Last, but not the least, "not knowledge, not skill, so much as a missionary spirit is what the training colleges should seek to communicate"—a liberalised attitude towards their work which may help to find in it the joy of fruitful social service and successful self-realisation'.

"There must be always a personal ascetic training, a self-discipline undertaken in view of a high purpose".


