CHAPTER VII.

SUMMARY AND CONCLUSIONS.

The earliest recorded attempt to grapple with the problem of the training and the supply of teachers in India is that of Dr. Andrew Bell, Lord Elphinstone's Minute of the 13th Dec. 1823, Sir T. Munro's Minute of the 10th March, 1826, the Report of the More Committee, Bombay, and the Report of the Bombay Native Education Society for 1827. Adam's Reports and the rules appended to the 1842 Report of the Bombay Board of Education show that a certain amount of attention was paid to the problem of teacher training in India prior to 1854.

The beginning of the systematic training of teachers in India may be said to date from the Wood's Despatch of 1854, which led to the establishment of training institutions for teachers on the British plan. The figures given in the table on page 136 show the fluctuations in the number of training institutions, trainees on rolls, and expenditure from 1866 onwards. (The progress province-wise and according to management is shown in the table given in Appendix C.)

The policy of the Government with regard to the problem of teacher training will be clear from the following:

The Despatch of 1859 confirmed the policy of 1854.

The Report of the Indian Education Commission recommended (i) not merely that normal schools should be established at a few centres, but they should be widely distributed throughout the country; (ii) that the supply of normal schools - Govt. or aided - should be so localised as to provide for the local requirements of all primary schools within the division under each inspector; (iii) that the first charges on the provincial funds assigned for primary education should be the cost of its direction and inspection and the provision of an adequate supply of normal schools; (iv) that an examination in the principles
<table>
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<th>Year</th>
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<th>Training Schools</th>
<th>Pupils</th>
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<td>-</td>
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<td>-</td>
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<td>311589/-</td>
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<td>1538</td>
<td>87</td>
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<tr>
<td>1922-23</td>
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going training for work in secondary schools and that success in this examination should be a condition of permanent employment as a teacher in any secondary school.

In the Govt. of India Circular on Discipline and Moral training, dated the 31st Dec. 1887, the provision of efficient training schools was the first suggestion made. Local Governments were told that it should be a first charge and that, if necessary, even retrenchment in other matters should be made to provide for training.

The Govt. Resolution on Mr. Nash's Review of Education, dated the 7th Sept. 1894, reiterated the 1882 Commission's conclusions and generally reviewed the situation without suggesting any new policy.

The resolution of the 28th Oct. 1899, on Mr. Cotton's Review pointed out that the facts regarding training schools as set forth in paragraph 140 of the Review did not indicate that this important subject received the attention which it deserved, and commended to Local Governments the recommendations of the Indian Education Commission regarding normal schools for both primary and secondary school teachers.

The Government Resolution on Educational Policy, dated the 11th March, 1904, initiated a new era in the training of teachers - secondary teachers in particular - by laying down the general principles upon which the Government desired to see the training institutions developed, and by recommending the creation of a supply of trained teachers sufficient to meet the demands of the secondary schools throughout the country along with the improvement of the quality of training given.

The Government Resolution of 1913 marked a still further advance by stating that only trained teachers should be employed and that training institutions of all grades should be multiplied and improved so that trained teachers may be available for public & private institutions.
The Sargent Report (1940-41) prescribed the time for picking out suitable candidates for training, the minimum educational qualifications for entering upon a training course, the periods of training for various grades, the proportion of time to be devoted to the theory and practice of teaching, the nature of the courses to be provided and the fees to be charged in the training institutions. The Report concluded that the existing training institutions were barely sufficient to meet wastage among existing teachers and to train those who were so far untrained. It recommended that every teacher employed in any kind of school maintained or aided out of public funds or recognised by Government must be trained. In the proposed expansion scheme, it was intended to train 2,217,733 teachers in the course of 35 years at a total cost of Rs 1599486250/-.

The facilities for post-graduate teacher-training provided at present by the different Indian universities are shown in the following table:

<table>
<thead>
<tr>
<th>DEGREE OR DIPLOMA</th>
<th>AUTHORITY GRANTING</th>
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<tbody>
<tr>
<td>L.T. &quot;</td>
<td>Universities of Travancore &amp; Lucknow and Deptt. of Public Instruction, Allahabad.</td>
</tr>
<tr>
<td>Dip-in-Edu.</td>
<td>Universities of Osmania, Patna, Utkal and Lucknow (for women only).</td>
</tr>
<tr>
<td>M.Ed. Degree.</td>
<td>Universities of Aligarh, Allahabad, Andhra, Bombay, Madras, Nagpur, Osmania &amp; Patna. (Benares from 48-49)</td>
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graduate teacher training in India are not only not national in their origin and growth but also show great divergence and lack of uniformity. One of the most obvious divergences is in the matter of the nomenclature of diplomas and degrees awarded by the different universities. Unlike the degrees in Arts, Law and Medicine, there is a great variety of more or less parallel degrees in Teaching. Cogent reasons for this difference in nomenclature are difficult to discover. L.T., however, seems to be the least suitable title and the Dip-in-Ed. most appropriate, if the period of training is retained at one year, and B.Ed. would be preferable to B.T., (the term Education is a more inclusive and more dignified one than Teaching), if it is extended to two academic years.

Considerations connected with cost of training, the urgent need of the supply of trained personnel, production of class-room teachers instead of educational thinkers, and status and remuneration offered after training, had most probably led to limiting the period of training to one academic year. But the changed conception of life and of education and the recently won freedom with its newly imposed obligations and responsibilities demand that the period of training should be extended to at least two years. Moreover, the profession of a teacher in a modern society is not less important than that of a medical practitioner or a lawyer, the professional preparation of each of whom covers from three to five years. The understanding of the principles and techniques governing the correct stimulation and moulding of the human mind is not only much more difficult but also much more vital to the future of the nation and human society than the sciences and arts which deal with human bodies and dead matter.

So far as admissions are concerned almost all universities insist upon a degree as the minimum require-
graduates of other universities being admitted under certain conditions. Importance is also attached, by some universities to previous teaching experience, whereas others do not attach much importance to it. They maintain, on the contrary, that experienced teachers are often found to have acquired wrong methods and attitudes and to have become fossilised. At a few universities, e.g., Aligarh, a competitive entrance test followed by an interview is also held.

The social nature of the teacher's work and its direct influence upon society makes scientific and careful selection imperative. Hence a clear and correct picture of the academic progress of prospective teachers should be built up, as also of their social and moral qualities, of their attitudes to life and its practical realities, of their hobbies and of qualities of leadership etc. School masters should be specially trained for maintaining fairly elaborate individual records of all prospective teachers. These records should be consulted at the time of selection. Tests of intelligence, aptitude, personality traits etc., should be evolved and administered scientifically for assessing the suitability of candidates for the profession and for weeding out those with low intelligence quotient, emotional instability, poor voice etc. Owing to the great unreliability of the unstandardized interview and many extra-academic considerations, the present practice should be given up forthwith. The best criterion would, of course, be actual teaching in school for a limited period before the final selection is made. Certainly the opportunity which a preliminary period of testing would afford of saving the schools from becoming the dumping ground of the incompetent, seem to outweigh any disadvantages and difficulties which it may present.
general knowledge and liberal education, with the result that they do not draw much real advantage from the course of the post-graduate training. According to the McNair Committee, even in England the teaching profession, as compared with industry and commerce and other more remunerative occupations, has attracted only a small number of the best men and women. It should occasion no surprise then that in India teaching has not been favoured by really talented persons. Arrangements should be made to pick out suitable candidates for training towards the end of the High School course and they should be required to follow a more comprehensive programme with sufficient vocational bias at the undergraduate level. They should be made to live a full life themselves so that they may contribute to the young the fruits of a varied personal experience as well as of professional studies. We should either introduce Education as an optional subject in the degree course, as in America, or institute a special degree for teachers, by welding university and professional courses into a homogeneous whole, as in England. In any case education and sociology should be compulsory for prospective teachers. An introduction to the professional work should also be effected at the pre-training college stage. Students should be encouraged to take an active part in social and educational work outside the walls of their college and thus lay the foundation of an interest in public affairs and of the practice of being a good citizen. They should have opportunities not only of delivering lectures on scientific and other subjects of every day interests, illustrated by maps, charts, drawing on the black-board etc., but also of visiting good schools and trying their hand at teaching actual teaching, during the last two years of their academic period, and during the period which elapses between the time of the conclusion of their examination and the announcement of the results. Thus
supplementary subjects will enable the training colleges to devote the short time at their disposal to carrying further the process of integration of various aspects of training in the light of modern advances made abroad in this direction.

There are three distinct features of the courses of study, viz:—(1) Theoretical, (2) Practical and (3) Acquisition of skills and training in extra-curricular subjects.

The theoretical course invariably consists of the following core subjects:—(a) Principles and Psychology of Education, (b) History of Education, (c) Methods of Teaching School Subjects with or without General Methodology, & (d) School Organisation and hygiene. The relative importance attached to the above subjects varies from university to university. For instance, in some universities, e.g., Aligarh, each of the subjects entitled Principles, Psychology General Methods, etc., has the status of an independent subject, whereas in other universities Principles and General Methodology are either entirely omitted or combined into one examination subject with Psychology and Methods of Teaching School Subjects respectively. Not only do the contents of above subjects differ from university to university, but the different components of each paper receive varying degrees of emphasis. The more ambitiously planned courses include Mental and Educational Measurements, and Comparative Education or Study of Educational Systems.

Obviously the formal and theoretical nature of the courses of study prescribed by different universities does not make teachers more competent in dealing with life situations arising out of the great variety of actual problems in the life of school, and the community, and out of the subject, or in helping their pupils to develop wholesome personalities. As modern science has reversed the procedure of approach to the problems of life through what is commonly called the *arm chair' method, so we should no longer endeavour to work out a curriculum for our training...
courses in some college room or office far removed from the practical realities of life and from the trainees in their natural setting. We should actually study Indian needs and conditions and try out certain curricular materials and experiences in order to determine to what extent they promote the development of future teachers in desirable ways.

Into the course should be introduced every factor which makes the underlying principles and the actual conduct and direction of learning what it may be, can be, or must be, under the conditions obtaining now, and in the immediate future. There should also be a course in practical problems to be conducted by means of tutorial groups. Training colleges should inculcate in their students the experimental attitude to their work in school rather than insist merely on the acquisition of an examinable amount of theoretical knowledge. Provision should be made for greater opportunities for students' initiative and participation and to arrange for more in the way of direct experience through tutorial plans, field activities etc. The teachers-in-training should be provided with an actual experience of working under conditions which imply freedom, self-activity or cooperative work, so that they can realise the full significance of all these and can promote them among their pupils. They should also be trained continually to keep before the children the cultural and human side of every subject, so that a cosmopolitan outlook may be built up.

The practical part of the course consists of (i) practice teaching under supervision, (ii) observation of demonstration lessons, (iii) attendance at, and discussion of criticism lessons, (iv) recording of their observations in 'Observation Book' regarding school timetables, plans of school building, departmental and school syllabuses and general organisation of school work in practising schools. The programme is comprehensive on paper, but in actual practice is far removed from the realities of life.
tends to be merely mechanical. The prescribed number of
lessons required of every teacher-in-training become a
stereo-typed and a monotonous affair, and are treated as an
end and not as a means of experimenting with different
techniques. The reasons for this ineffectiveness are many
and varied. In order that training in theory may be closely
co-ordinated with practice, about one third of the training
period should be devoted to practice teaching under whole-
time supervision, not only in model schools under the direct
control of training colleges, but in other schools as well.
The emphasis should throughout be on practical and objective
aspects. The teachers-in-training should become a part of
the practising institution, and should have complete charge
of the class, so that this part of the training may be
achieved under normal classroom conditions. In order that
trainees may acquire adequate experience not only of teach­
ing lessons of different types and to different classes, but
also of organising other activities—curricular and extra-
curricular. The present haphazard way of giving any class
for teaching practice should be stopped and a system should
be evolved for determining the type of the class for which
the candidate is best suited by temperament etc.

One third of the period should be devoted to
observation, demonstration and criticism lessons. Demonstra­
tion lessons are generally given at the beginning of the
course by lecturers who have not been doing any teaching in
schools themselves. Well-planned demonstration lessons
should be given by training college staff who should
occasionally teach in schools and by experienced and trained
school masters. Trainees should be taught definitely what
to observe and how to record their observations. Criticism
lessons should follow demonstrations and their number should
not be limited to two. Criticism-lesson-projects should be
The provision made by different universities for training in skill and extra-curricular subjects also shows great divergence from university to university. The subjects included by most universities are, among others, educational handwork including black-board writing and sketching, and physical education. Because of the narrow range of training provided and because trainees are not examined in these subjects, little enthusiasm is displayed for them. These subjects should not be merely decorative additions to the curriculum, but an integral part of it at all stages. Trainees should be examined in these subjects also, and the instruction in these subjects should be conducted on liberal and scientific lines.

A course in the usage and psychology of the mother tongue, phonetics, principles of bilingualism, and in the organisation of extra-curricular activities and camp life is highly desirable under this head.

Training institutions should also inculcate a way of life which makes its mark on the trainees. But a way of life that is not lived through will fail to do so. Therefore, a democratic atmosphere should prevail in our training colleges. Trainees should be allowed an increasing degree of freedom in the management of their own personal and social affairs, so that they may acquire that degree of maturity and that sense of responsibility and leadership which progressive teachers ought to possess. Trainees should also be required to organise camp life and hold educational exhibitions.

Educational tours to progressive institutions all over the country should be specially arranged. Debating, dramatic and other societies should also form part of the college organisation, and it should be obligatory on all teachers-in-training to become their active members. Extramural and extension lectures on educational and social topics should be arranged from time to time. Encouragement should
In addition to the compulsory papers, teachers-in-training can also offer an additional paper in special subjects; provision for such subjects is made by only Agra, Aligarh, Allahabad, Benares, Calcutta and Lucknow universities. The absence of facilities for specialisation at other universities is highly regrettable. Training colleges should be centres of activity in a variety of subjects and provision for specialisation should not only be made in traditional subjects by all training colleges and university departments of education, but specialised courses in guidance, public relations, nursery schools, etc., should also be introduced as electives. So far as specialization is concerned, there must be vigorous and many sided intelligent and scientific training, so that the teacher may be able to give a professional orientation to the subject-matter in his day-to-day work.

Trained teachers are supposed to be qualified both for teaching and inspecting in spite of their having had no experience, practice or training in inspection work. They should, therefore, have some training in administration and inspection work, either as a part of their regular course, or preferably, as a special subject.

The final examination comprises (a) written papers in the prescribed subjects, and (b) practical examination. Practical examination as conducted at present is largely and on the whole a farce, for the external examiner, after observing for a few minutes the conduct of a lesson, (chosen and prepared weeks in advance, and often with outside help), can not fairly assess the teaching efficiency of a teacher. It virtually boils down to confirming the college estimate. Obviously final rating can only be arrived at through skilled judgment, based on many observations of the candidate in a variety of situations. The external examiner, should, therefore, have facilities to observe, through surprise visits, the
regard to taking class work into account in declaring results in practice also shows variations. Most of the universities do give credit, as it should be, for the year's work in some manner or other, but no less than five universities do not seem to give any weight to it in finally drawing up results and deciding about classes.

Apart from being an extremely unreliable and inadequate measure of the students' abilities, the essay-type examination in prescribed subjects has a way of dominating their entire minds to the exclusion of other essential requirements of a successful teacher. The system as a whole requires drastic overhauling in order that it may be a more effective and reliable measure of general education and professional ability. It should include the new-type tests, and periodical tests - written, oral and practical - should also be held, so that the power of reproducing prepared notes alone may not be tested, as is done today, but also the ability to judge and apply their knowledge to practical situations. The presentation of individual work in the form of essay or small dissertation, as part of the written examination, or in lieu of one or two papers, would also greatly remove the serious attacks on the present system of essay-type examination.

The standard of examination also varies with each university, although it would appear extremely desirable that approximately the same standard of passing and classification should obtain everywhere. It is not difficult for the different examining bodies to agree upon certain common percentages of marks for passing and classification in teaching, as they do in the case of degrees in general education. They should insist upon 36% as the minimum pass marks in each subject, and for the First and Second divisions, the figures should centre round 60 and 40 per cent respectively.

Centralization to a great extent is essential for
Training institutions of various grades should be organised on a convenient area basis, and integrated into a national training system, so that a common scheme of training, flexible enough to meet the needs of different type of schools, should be evolved. For this purpose the Central Advisory Board of Education should be armed with more than mere advisory powers, or preferably, a permanent Central Training Council, representative of all educational and social interest should be established.

The training of teachers is important, but it is equally important that teachers should not fossilise and lapse into pedagogical illiteracy. One of the criticisms levelled against trained teachers is that, soon after receiving training, they resort to purely arbitrary methods and fall back upon more routine traditions of school teaching. There are a number of factors that contribute to this state of affairs. The most important of them are the following:

1. The salary schedules, the future prospects and the position of teachers in society, not being on a par with those of the doctor, the lawyer and the engineer, do not attract the best talent of the country to the profession, insecurity of tenure being a further deterrent.

2. In the absence of a proper machinery for vocational guidance, people drift into teaching for a multiplicity of reasons and usually as a last resort. Further there is no sound and effective method of selection nor a carefully designed method of elimination, to ensure only the right type of persons qualifying for the profession.

3. The professional training of 6 or 9 months, given in the existing conditions in a training college, does not provide varied experience of the right kind, nor does it enable the trainees to form the right ideals and attitudes.

4. Teachers have to battle against very unfavourable conditions, arising from a scientific dictatorial
5. The absence of an apprehensive system, adequate follow-up and constructive and sympathetic supervision of the training college staff, co-ordinated with the inspectorate, affect the work and efficiency of teachers no less than the domination of education by non-educational interests and lack of provision for participation in the formulation of educational policy.

6. Non-provision of regular refresher and other short and long term courses and sabbatical leave also contribute towards the same.

The suggested remedies can be summed up as follows:—

Prospective teachers should be required to follow a more comprehensive programme of liberal education which may broaden their vision, deepen their insight and extend the range of their interests. Great pains should be taken, at the undergraduate stage, in selecting candidates, suited by temperament and ideals to teaching work. They should then be initiated gradually into professional techniques through activity methods and familiarised with the theory of education, the course covering a period of at least two academic years. Training colleges should see that each trainee, before he leaves the college, draws up a plan, in consultation with his tutors, of his future study, experimentation and professional work. He should undergo apprenticeship in the initial stage of his professional life. During this stage he should discuss all plans with the headmaster, who should himself have received adequate and intensive training as headmaster, and evolve the most effective method of supplementing it. Scientific placement, sympathetic attitude of the head and colleagues, adequate follow-up by T.C. staff, and active help by the inspectorate should go a long way in helping him retain his enthusiasm and aspirations, and encouraging him to try the principles and techniques learnt at his training college.
attractive emoluments coupled with amenities similar to those which teachers enjoy in foreign countries, but also by guaranteeing better prospects, and by granting them security of tenure, and a respectable position in society. They should also have a considerable voice in the running of the school and in determining the conditions of their work. Confirmations and promotions should be based on evidence of continued study and improvement and on competitive tests. They should be required to attend refresher and other courses specially arranged for this purpose as a regular feature. Facilities should also be provided for attending educational conferences and for taking an active part in political and social problems of the day.

Each school should arrange bi-monthly or quarterly demonstration and criticism lessons conducted by some members of the staff in rotation. These lessons should be attended by the whole staff and discussed soon after they are over in the light of modern tendencies and developments. This should be supplemented by yearly criticism lessons and other technical deliberations and discussions on an interschool and inter-provincial basis.

The importance of research in education can not be over-estimated. The attitude of mind generated by scientific research is a sure defence against stagnation. But the present cultural and professional preparation of the average teacher does not give him training in research. This is the outcome mainly of the educational policy of the foreign rulers, who did not encourage research in general and educational research in particular. This indifference in the past has had a very bad effect on the quality of education. Objectives and methods, suited to western countries which were introduced in this country without having been adapted to local conditions and ideals, stifled original thinking and independent work. In the present changed circumstances we should give adequate recogni-
So far only nine of our universities have managed to institute for trained graduates a one-year course culminating in a Master’s Degree in Education; Lucknow prefers to designate a similar degree the degree of Bachelor of Educational Science. The degree is obtained purely by research at only three universities (Aligarh, Andhra and Bombay); some e.g., Madras and Nagpur require a small dissertation besides the passing of an examination, and the rest give the degree on the result of passing a written examination alone; thesis in lieu of one or two papers is optional at two of these viz: Patna and Allahabad. The lead given by these universities should be followed not only by all other universities, but voluntary organisations should also come forward. Research should be encouraged through grants given by individual contributors and by foundations.

A Central Research Council similar to those found in educationally advanced countries, should be established, so that pooling of resources may be possible, and a well-planned research service instituted. The magnitude of the research work that has to be done immediately in India calls for some degree of centralization. Without such centralization haphazard experimentation without proper facilities and guidance, would prove largely sterile. Such a Council should have at its disposal a well equipped laboratory and library and a staff of expert researchers.

A Faculty of Education should be established in every Indian university, which should have provision not only for the Master’s degree but also for the Doctor’s. The latter should be purely a research degree, while the requirements for the M.Ed. Degree should be in two distinct parts; viz:—

(I) Four written papers as follows: (a) Philosophy and Sociology of Education, (b) Advanced Psychology, including Educational Measurements, (c) Comparative Study of Educational Systems, and (d) Current educational problems to be specified from time to time.

(II) Thesis and Viva.
then two years. Scientific selection of suitable candidates should be made on the basis of cumulative records for the entire period of education, supplemented by tests of Intelligence, Disposition, etc. As the final test of capacity and personality is action, a few weeks’ programme should be chalked out to afford opportunity for the Selection Board to observe candidates in a variety of situations.

There is insistent demand for reconstruction in all spheres of life in the country. In the midst of this demand for national reconstruction, education should become the medium of social and economic reform. It should really become 'social philosophy' in action. But all education ultimately depends upon the teacher, who is the architect of the future more than any member of the society. The future of our country, nay its very existence, therefore, depends on the emergence of a steady stream of teachers properly equipped to face the problems and difficulties of educating the growing mind in a changing world and in a changing India. They should be fit emotionally, academically and technically. The earlier the authorities get to grips with this important problem of teacher training, the better will it be for social progress and reform.

THE END.