Although during the post-Independence period there has been an increased attention to the problem of teacher education throughout the whole country, no appreciable progress has been made in Assam in this field either in quality or in quantity specially at the secondary level. Even at the all-India level, the position is far from satisfactory. At a time when the educationally advanced countries of the world are providing in-service training to every teacher after the compulsory initial training, we are yet to provide even initial training to 38 per cent of the secondary school teachers of the country as a whole already employed without any training whatsoever. The percentage of untrained teachers in Assam is much higher than the all-India figure. According to the Report of the Education Commission, only 18.6 per cent of the secondary school teachers were trained in 1965-66. Even at the higher primary stage, which is a part of most of the secondary schools of Assam, this percentage was only 22.4 against 93 per cent in Madras and 88 per cent in Punjab. At the lower primary stage, the percentage of trained teachers in Assam was 55.0 in 1965-66.
The following table shows the percentage of untrained teachers in Assam by age-group in 1965-66.¹

**Percentage of Untrained Teachers in Assam**

<table>
<thead>
<tr>
<th>Age-group</th>
<th>Percentage at Middle School level</th>
<th>Percentage at Secondary School level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 20 yrs.</td>
<td>9.57</td>
<td>1.52</td>
</tr>
<tr>
<td>20-24</td>
<td>26.66</td>
<td>17.98</td>
</tr>
<tr>
<td>25-29</td>
<td>27.15</td>
<td>27.65</td>
</tr>
<tr>
<td>30-34</td>
<td>16.01</td>
<td>20.07</td>
</tr>
<tr>
<td>35-39</td>
<td>11.83</td>
<td>12.08</td>
</tr>
<tr>
<td>40-44</td>
<td>7.15</td>
<td>9.21</td>
</tr>
<tr>
<td>45-49</td>
<td>3.86</td>
<td>7.03</td>
</tr>
<tr>
<td>Above 50 yrs.</td>
<td>2.90</td>
<td>4.42</td>
</tr>
</tbody>
</table>

Unlike the other States of the Indian Union, there are many under-graduate teachers serving in the secondary schools of Assam as will be evident from the following tables:²

**Percentage Distribution of Teachers in Middle Section According to their Qualification and Training in 1965**

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Trained</th>
<th>Untrained</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under Matric</td>
<td>42.8</td>
<td>10.9</td>
<td>19.8</td>
</tr>
<tr>
<td>Matriculate</td>
<td>42.8</td>
<td>48.87</td>
<td>47.2</td>
</tr>
<tr>
<td>Intermediate</td>
<td>7.0</td>
<td>24.9</td>
<td>19.92</td>
</tr>
<tr>
<td>Graduate</td>
<td>2.43</td>
<td>9.4</td>
<td>7.5</td>
</tr>
<tr>
<td>Post-Graduate</td>
<td>0.43</td>
<td>0.09</td>
<td>0.15</td>
</tr>
<tr>
<td>Others</td>
<td>4.54</td>
<td>5.72</td>
<td>5.43</td>
</tr>
</tbody>
</table>

² Ibid., p.125.
Percentage Distribution of Teachers in Secondary Sections according to their qualifications and Training in Assam 1965

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Trained</th>
<th>Untrained</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under Matric</td>
<td>5.29</td>
<td>1.52</td>
<td>2.22</td>
</tr>
<tr>
<td>Matriculate</td>
<td>14.68</td>
<td>6.52</td>
<td>8.16</td>
</tr>
<tr>
<td>Intermediate</td>
<td>4.97</td>
<td>13.44</td>
<td>73.11</td>
</tr>
<tr>
<td>Graduate</td>
<td>59.00</td>
<td>62.60</td>
<td>96.61</td>
</tr>
<tr>
<td>Post-Graduate</td>
<td>9.24</td>
<td>6.50</td>
<td>7.05</td>
</tr>
<tr>
<td>Others</td>
<td>6.80</td>
<td>9.32</td>
<td>8.82</td>
</tr>
</tbody>
</table>

Trained: 1748  Untrained: 7425  Total: 9173

Although several new B.T. Colleges have come up during the last decade, the percentage of trained teachers has not increased much due to the mushroom growth of secondary schools in the State. How to clear this backlog of untrained teachers as early as possible is a serious problem for this problem-ridden State. The following measures are suggested for the solution of this problem.

1. In each sub-division at least one training college should be established as early as possible. The number of existing high and middle schools in the State justifies the establishment of such a college as will be evident from the following table taken from the Statistical Handbook on Assam, 1947-48 to 1960-61.
<table>
<thead>
<tr>
<th>District</th>
<th>Sub-division</th>
<th>Existing Training College</th>
<th>Number of High Schools</th>
<th>Number of Middle Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goalpara</td>
<td>Dhubri</td>
<td>-</td>
<td>25</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Kokrajhar</td>
<td>3.T. College</td>
<td>13</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>Goalpara</td>
<td>-</td>
<td>29</td>
<td>94</td>
</tr>
<tr>
<td>Kamrup</td>
<td>Barpeta</td>
<td></td>
<td>43</td>
<td>111</td>
</tr>
<tr>
<td></td>
<td>Gauhati</td>
<td>Sankatanta College</td>
<td>100</td>
<td>278</td>
</tr>
<tr>
<td></td>
<td></td>
<td>G.U. Deptt.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Darrang</td>
<td>Mancaldai</td>
<td>-</td>
<td>25</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>Tezpur</td>
<td>-</td>
<td>36</td>
<td>101</td>
</tr>
<tr>
<td>Lakhimpur</td>
<td>North Lakhimpur</td>
<td>-</td>
<td>26</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>Dibrugarh</td>
<td>D.U. Deptt.</td>
<td>67</td>
<td>162</td>
</tr>
<tr>
<td>Nowgong</td>
<td>Nowgong</td>
<td>B.T. College</td>
<td>81</td>
<td>203</td>
</tr>
<tr>
<td>Sibsagar</td>
<td>Golaghat</td>
<td>-</td>
<td>36</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>Jorhat</td>
<td>P.G. College</td>
<td>44</td>
<td>110</td>
</tr>
<tr>
<td></td>
<td>Sibsagar</td>
<td>-</td>
<td>66</td>
<td>143</td>
</tr>
<tr>
<td>Cachar</td>
<td>Silchar</td>
<td>B.T. College</td>
<td>41</td>
<td>101</td>
</tr>
<tr>
<td></td>
<td>Karimganj</td>
<td>-</td>
<td>26</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Hailakandi</td>
<td>-</td>
<td>14</td>
<td>51</td>
</tr>
<tr>
<td>Garo Hills</td>
<td>Garo Hills</td>
<td>-</td>
<td>12</td>
<td>51</td>
</tr>
<tr>
<td>(Now in Meghalaya)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K &amp; J Hills</td>
<td>Shillong</td>
<td>P.G. College</td>
<td>23</td>
<td>64</td>
</tr>
<tr>
<td>(Meghalaya)</td>
<td></td>
<td>St. Mary's College</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>F.T. Deptt.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jowai</td>
<td>-</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>Mizo Hills</td>
<td>Aijal</td>
<td>-</td>
<td>12</td>
<td>70</td>
</tr>
<tr>
<td></td>
<td>Pawi Lakher</td>
<td>-</td>
<td>6</td>
<td>23</td>
</tr>
</tbody>
</table>
### NUMBER OF TEACHERS IN THE DIFFERENT DISTRICTS OF ASSAM

(Excluding Mizo Hill)

<table>
<thead>
<tr>
<th>District</th>
<th>Primary</th>
<th></th>
<th>Middle</th>
<th></th>
<th>Secondary</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Trained</td>
<td>Untrained</td>
<td>Trained</td>
<td>Untrained</td>
<td>Trained</td>
<td>Untrained</td>
</tr>
<tr>
<td>Cachar</td>
<td>2753</td>
<td>1294</td>
<td>562</td>
<td>957</td>
<td>314</td>
<td>756</td>
</tr>
<tr>
<td>Darrang</td>
<td>2331</td>
<td>1040</td>
<td>431</td>
<td>768</td>
<td>124</td>
<td>639</td>
</tr>
<tr>
<td>Goalpara</td>
<td>2566</td>
<td>1338</td>
<td>273</td>
<td>1251</td>
<td>132</td>
<td>854</td>
</tr>
<tr>
<td>Garo Hills</td>
<td>438</td>
<td>797</td>
<td>7</td>
<td>234</td>
<td>10</td>
<td>87</td>
</tr>
<tr>
<td>Kamrup</td>
<td>4080</td>
<td>2000</td>
<td>813</td>
<td>1940</td>
<td>389</td>
<td>1800</td>
</tr>
<tr>
<td>Lakhimpur</td>
<td>2526</td>
<td>1431</td>
<td>390</td>
<td>1196</td>
<td>203</td>
<td>990</td>
</tr>
<tr>
<td>United Mikir &amp; N.C.Hills</td>
<td>217</td>
<td>817</td>
<td>38</td>
<td>165</td>
<td>29</td>
<td>43</td>
</tr>
<tr>
<td>Nowgong</td>
<td>1726</td>
<td>1624</td>
<td>460</td>
<td>1173</td>
<td>108</td>
<td>557</td>
</tr>
<tr>
<td>Sibsagar</td>
<td>3335</td>
<td>1779</td>
<td>651</td>
<td>1741</td>
<td>316</td>
<td>1399</td>
</tr>
<tr>
<td>U.K. &amp; J. Hills</td>
<td>514</td>
<td>1340</td>
<td>134</td>
<td>474</td>
<td>123</td>
<td>300</td>
</tr>
</tbody>
</table>

**Source:** Second Educational Survey in Assam 1961, Department of Education, Government of Assam. Appendix VII.
However, due to economic and practical reasons it might take some time to establish a separate college for each sub-division although increased attention is now being paid to the cause of teacher education after the publication of the Report of the Education Commission. The fourth-five year plan has allocated a huge sum of money for the purpose. As such, it is hoped that in near future we will have at least one training college in each sub-division.

2. **Department of Teachers Training in the general colleges**:

Pending the creation of a separate training college in each sub-division, arrangements should be immediately made to attach a teachers training department in some of the selected general colleges of Arts and Science. It will be possible to materialise such a proposal with the minimum amount of money. In most of the affiliated colleges in Assam 'Education' is taught as an optional subject at the Pre-university and B.A. Courses. The lecturers in Education will be able to teach the compulsory subjects in 3.T. and with the services of two or three part-time trained graduates from the local schools for the teaching of method subjects the 3.T. course can be started immediately. If the classes are held in the evening, it will be possible for the teachers from the neighbouring schools to attend the training course.
3. Introduction of Teaching Practice in B.A. with Education:

Another important measure would be the introduction of Practice Teaching as a part of the subject 'Education' in the B.A. course. Graduates with 'Education' with some practical experience in teaching will be better teachers than the graduates with other combinations. Such graduates should be preferred to other graduates in the appointment of teachers for middle and high schools. The introduction of teaching practice at the graduate level as a part of the subject 'Education' has also been recommended by the Education Commission.

"In all these courses - undergraduate or postgraduate - a minimum teaching experience should be obligatory just as laboratory work is a compulsory part of the study of sciences."³

4. Correspondence courses for teachers:

The Education Commission recommends the establishment of at least one centre for correspondence education preferably in the State Institute of Education for the in-service and pre-service education of teachers.⁴ Such correspondence courses and evening part-time courses would be of great help in clearing the backlog of untrained teachers in

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4. Ibid., p.83.
the State. Such courses may be started by the two universities of the State also. The summer vacation and the Puja vacation could be utilised for personal contact between the teacher-in-training and the training college staff.

5. Financial assistance to Private Students:

Private students willing to join the teaching profession should be encouraged to study in the training colleges by giving them sufficient financial assistance to cover their entire educational expenses during the period of training. Although such a scheme is in operation now, the number and value of these stipends are inadequate to meet the growing need. All private eligible students in a training college should receive adequate financial assistance.

6. Size of the existing training colleges:

As shown in Chapter II of this thesis, the intake capacity of some of the training colleges has already exceeded the optimum number whereas in some of the training colleges this number could be easily raised. It is necessary to increase the intake capacity in each of the training colleges of Assam 'with a view to ensuring economy and efficiency'.

The minimum size of a training institution at the secondary level according to the Education Commission should be 200. "Existing institutions should be raised to this size, in a programme of about five years, by expansion and/or amalgamation. With regard to new institutions which are proposed to be established, the minimum size should not be less than 400."6 However, in determining the size of the training colleges, several factors should be taken into consideration. The needs of the locality, the availability of a sufficient number of schools for teaching practice, accommodation for the staff and the students, conveyance are some of the factors which should be specially considered in this part of the country.

7. **Abolition of tuition fees:**

All training colleges should abolish tuition fees with immediate effect. This is an important suggestion of the Education Commission also.

8. **Condensed B.T. Course:**

A condensed B.T. course for the experienced teachers and teachers with other training may also be tried with profit. As stated in Chapter IV, the Madras University offers

such courses for the experienced teachers.

9. Variety of Courses:

Assam is very poor in providing a variety of courses to the secondary school teachers. There is, therefore, a need for providing a variety of courses in special subjects like music, craft, physical education, domestic science, language teaching etc. Certificate courses for the teaching of physically handicapped, mentally handicapped and the gifted children and courses in educational administration, child development, vocational guidance, educational guidance, audio-visual education, health education, adolescent development, work experience, education in moral and spiritual values etc. should be introduced at least in the training departments of the University of Dibrugarh and the University of Gauhati.

10. Diploma in Education for non-graduates:

Unlike the other States of the Indian Union, there are still a large number of under-graduate teachers serving in the high and middle schools of the State. Since they are not eligible for the B.T. course, a short Diploma course for these teachers and teachers above 40 years of age should be immediately provided to make these teachers professionally
qualified and re-educated in the context of changes in our educational set up. Such courses should be available in all the training colleges and every attempt should be made to depute these under-graduate teachers for the diploma courses as early as possible. Some incentive should be provided by way of one or two advanced increments in the pay scale for the successful completion of the training course.

11. Training facilities in the backward areas:

There is a dearth of graduate teachers even, not to speak of trained graduates, in some of the educationally backward areas and hilly areas mostly inhabited by the tribal people. It is the duty of the State to give special attention to provide training facilities for such areas. The normal rules and regulations for the establishment of a training college should be somewhat relaxed for some years in these areas.

12. Appointment of Women Teachers:

There is a dearth of women teachers all over the State except in some big towns. Attempts should be made to admit more women students in the training colleges of Assam. Residential facilities for women students in all the training
colleges should be made available. In the mixed colleges, separate common room facilities should be available for the women students. Provision for the teaching of domestic science as method subjects should be made in the existing training colleges also.

13. **Vacation courses for Science Teachers:**

The shortage of science teachers in Assam is very acute. With the conversion of some of the high schools into the 11-year higher secondary pattern after the publication of the Mudaliar Commission's Report, the State Government opened an one-year training course for the science graduates in the Cotton College, Gauhati to prepare teachers for the teaching of science in the higher secondary and the multi-purpose schools of the State. A vacation course also was started in the Gauhati University for the science graduates to enable them to appear in the M.Sc. examination of the Gauhati University after attending classes in the University for three summer and three Puja vacations. After the publication of the Education Commission's Report, these schemes were abandoned. There is now a proposal to convert some of the well-staffed and well-equipped secondary schools into the 12-year higher secondary pattern as recommended by the Education Commission. This will come into effect from 1974. It is, therefore, necessary to
increase the number of trained science teachers with postgraduate qualifications. The Vacation course and the science Teachers' courses should be started again in all the three universities of the State.

Facilities for the study of general science and mathematics as method subjects should be made in all the existing training colleges of the State. Diploma courses for the teaching of science for the existing under-graduate science teachers should be started in some of the well-staffed and well-equipped general colleges of the State. All attempts to increase the output of science graduates should be made at an emergency level.

14. **In-service education for teachers:**

The importance of in-service education is now being realised by all. According to the Education Commission, there is a need for the organization of large scale systematic and coordinated programme of in-service education, so that every teacher would be able to receive at least two or three months of in-service training in every five years.\(^7\) Such in-service education may be arranged by the Board of Secondary Education in collaboration with the Extension Services Departments and the State Institute of Education or the University Departments of Education.

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\(^7\) Report of the University Commission, p.85.
15. **State Board of Teacher Education:**

There is an urgent need in the State to constitute a Board of Teacher Education as early as possible for the quick implementation of these schemes. The Board should consist of all those concerned with the education of teachers - the universities, the training colleges, teachers' associations, State department of education, State Board for Elementary Education, Board of Secondary Education, State Council for Women's Education and the State Council for Technical Education.

16. **Emergency Training Scheme:**

The Emergency Training Scheme of 1944 was very successful in meeting the shortage of trained teachers in England caused by the war. The Government of Assam also should launch such a scheme immediately to clear the backlog of untrained teachers. The Emergency Training Scheme in England was put into operation in 55 specially created colleges in 1945 to provide intensive one-year training course for men and women and it provided training for 13,500 men and women in 1947.³ It is only through such a scheme implemented on a war footing that the problem of untrained teachers in Assam could be solved.

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17. Control over the new schools:

The present mushroom growth of secondary schools in any and every place without properly qualified teachers, building and equipment should be immediately stopped. The Department of Education of the Government of Assam and the State Board for Secondary Education should make it a point not to recognise a new school if all teachers of the school are not trained graduates. Such a step will arrest the growth of untrained teachers within a reasonable time.

These measures are suggested for the quantitative improvement of teacher education in Assam at the secondary level. This is the opportune moment for a radical change in teacher education as due importance is now being given to the cause of teacher education both at the State level and at the National level.

The other problems of teacher education in Assam at the secondary level relate to the improvement of its quality. The most serious of these problems is the colossal wastage in the field of teacher education as will be evident from the following results of the B.T. Examination of the two universities for the last three years.
It is evident from the above table that only half of the candidates come out successful in the B.T. Examination. An analysis of the causes for this colossal wastage reveals that several factors are responsible for this. The quality of entrants is not up to the mark. There is no control over the selection of deputed teachers. The deputed teachers are selected from the schools by the Directorate of Education through its Inspectorate. In some of the training colleges, as is evident from the data collected from the training colleges, there is no selection whatsoever. All those who apply for admission are admitted. This is because, the newly started training colleges had to depend upon the fees collected from the students for their survival. As a result, only few

students with good academic record are found in a training college. A cursory glance over the applications for admission shows that few good students want to join a training college. If there is any, he or she must be unemployed.

The ineffectiveness of the training programme has been shown in the follow-up study of the trained teachers. The results of the follow-up study reveals that the present programme of teacher training is only partially effective due to two distinct factors - the nature of the training itself and the conditions under which the trained teachers are required to work in the schools after training. Unless a training of a teacher is made more practical and useful to a teacher, maximum results from the teacher training programme cannot be expected.

From the data given in Chapter II of this thesis, it is clear that except in the Post-Graduate Training College at Jorhat and the St. Mary's College at Shillong, the minimum facilities to the students and the staff are yet to be provided. The colleges have no buildings of their own, library is poor, equipment inadequate, under-staffed and suffers from all the shortcomings of a venture high school of Assam.

The rules and regulations of the B.T. examination also contribute to the colossal wastage in teacher education.

10. The writer has an access to the applications of the private candidates for admission in his capacity as a member of the Selection Committee.
in the State. Whereas in all other university examinations of the Dibrugarh University and the Gauhati University, certain reforms are being effected, in the B.T. Examination, there has been no attempt so far to reform the examination. Under the existing rules, examinees are required to pass in each paper separately securing a minimum marks of 40 per cent. They are even required to pass in each half of a paper separately in the method subjects. Being a professional course, there is some justification in insisting on a pass mark in each subject to ensure that each subject has been properly learnt, but there is no point in insisting that the candidates must pass each half of a method paper separately. Some of the Indian Universities have already made certain changes in this regard. For example, Rule 62 of the B.Ed. examination of the Bombay University states as follows:

'To pass the examination, a candidate must obtain thirty per cent of the total aggregate marks in each paper (the marks assigned to the year's work and the written examination shall be taken together for the purpose) and forty per cent of the aggregate marks in all the papers (the year's work and the written examination shall be taken together for the purpose) in Part I and a grading not below D in Part II.'

11. Rules for the B.Ed. examination of the University of Bombay, p. 23.
The rules for the B.Ed. examination of the Utkal University state as follows:

In order to pass, a candidate should obtain:

(a) 40% of marks in each paper in internal assessment.
(b) 36% marks in each theory paper in external examination.
(c) 50% marks in each practical paper in examinations, and
(d) 40% in the aggregate. 12

The Gauhati Conference of Teacher Educators organized by the Teacher Education Department of the National Council of Educational Research and Training suggested these changes on these lines. 13

In all university examinations, there is a system of compartmental examination but not in B.T. examination. If a candidate for the B.T. examination fails in a particular paper in the theoretical examination, he must appear in the whole theoretical examination next year. Generally, students fail only in theoretical papers. It is interesting to note here that although the M.A. in Education examination is the next higher degree to B.T., examinees are not required to

pass in each paper separately. In the M.A. in Education examination only the aggregate is taken into consideration in declaring the examination results.

There is no system of internal assessment in the theoretical papers although there is provision for internal assessment in connection with practice teaching and other practical work. The University of Bombay and the University of Utkal have made provision for internal assessment in theoretical papers also.

The examination for the degree of B.Ed. shall consist of -

Part I - Written examination - 5 papers - 80 marks each and Assessment of the year's work in each paper by the co-ordinating Committee - 20 marks each.

Part II - Assessment of Practical Work by the College by grades.

The Central Institute of Education, Delhi makes similar provision for such internal assessment. Rule 6 of the B.Ed. examination of the Delhi University states as follows in this regard:

14. Degree of Bachelor of Education, Bombay University, pp.1 & 2.
The distribution of marks will be as under:

Part I : Theory

Paper I - 100 marks.
Paper II - 100 marks.
Paper III - 100 marks divided as follows:

(a) Modern Indian Education: Its development and recent history, 50 marks.
(b) Modern Indian Education: Its organization and practice, 50 marks.

Paper IV - 100 marks for two school subjects (50 for each).
Paper V - 100 marks.

Note: 25% marks in each of papers I, II, III, and IV and 30% marks in Paper IV will be awarded on an internal assessment. 15

The University of Bombay had also taken the bold step of abolishing the practical examination in the B.Ed. examination. There is also no point in holding an examination when every candidate is given a pass mark irrespective

15. Extract from the Ordinance & Syllabus from the B.Ed. examination of the Delhi University, p.3.
of his or her performance, which is invariably the case now.

The course itself is too heavy to be completed within one academic year which consists of eight months only in practice. In view of the short duration of the course the students are compelled to resort to short-cut methods such as memorisation without understanding, reading cheap market notes etc. They find little time for discussion. An essential element in the education of the teacher is a reasonable amount of leisure which is conspicuous by its absence in our training colleges due to the present unduly heavy syllabus. Many of the things learnt or supposed to be learnt in a training college are irrelevant to the teacher's day to work.

The method of teaching in the training colleges is also one of the factors contributing to the heavy wastage in teacher education. Lecture and the dictation of notes are the two methods generally used in a training college. Discussions, seminars, tutorials, written exercises and the like are almost rare in the training colleges. In one of the colleges as mentioned in Chapter II of this thesis, four teachers including the Principal had to look after 82 trainees teaching them five compulsory papers of 100 marks each.
and three method papers of 50 marks each besides the organization and supervision of teaching practice in the local schools scattered all over the town. With this arrangement tangible results cannot be expected.

It has been repeatedly pointed out throughout this thesis that the practical side of training is too much neglected. A study of teaching practice reported earlier shows the dismal picture of this side of training. It may not be possible in near future for any training college in Assam to have a practice teaching school for demonstration and practice although such a school will definitely improve the training of the teacher. Even under the existing conditions there is scope for improvement.

The writer, therefore, suggests the following changes for qualitative improvement of the training programme to make it more useful and practical.

1. Revision of the Syllabus: It is unlikely that in near future the duration of the B.T. course would be increased to two years although the Education Commission is strongly in favour of such a proposal. It is, therefore, essential to revise the syllabus on the lines suggested in the last chapter to give equal emphasis both on theoretical studies and practical work. The writer thinks that there should be four
theory papers and four practical papers. Those portions of the syllabus which neither help the trainees in their personal development nor in their professional growth should be dropped. "Whatever knowledge is imparted to the trainees should have a direct bearing on the day to day school problems."\textsuperscript{16} Care should be taken to see that the syllabus is not too heavy considering the duration of the course. "It should be the endeavour of every teacher in a teachers' college to link up his theoretical work with the new social and economic forces that are operative in the national life. Unless this is done, the training will lose much of its significance and the trainee will find it difficult to develop a complete and coherent picture of life."\textsuperscript{17}

2. Admission by Selection: There should be an admission test for all those who want to join a training college. Under the existing circumstances, the training colleges have no control over the selection of deputed teachers from secondary schools. If we really want to improve the quality of teacher education and for that matter the quality of education as a whole, the quality of the entrants to the training colleges must be improved first. There should be proper selection for

\textsuperscript{16} Committee on Revision of the B.Ed. Syllabus, "Ministry of Education, Government of India, 1956.\

\textsuperscript{17} Ibid., p.2.
all whether they are private students or teachers deputed by the Government. A training college is not bound to accept any and every student deputed by the Government. If a deputed teacher is not found suitable for the B.T. course, he may be asked to take some other course suitable for him. Even after admission, if a candidate is not found suitable for the teaching profession, he may be asked to leave the training college.

There should be a central selection board to select candidates for all the training colleges of the State. The names of all untrained teachers of the secondary schools should be sent to this Board with all their particulars regarding their educational qualifications and experience and after an interview they may be selected for admission into different courses. The same procedure may be applied in case of the private students also. The present practice of appointing a teacher first and then deputing him for training should be discontinued.

3. Methods of Teaching and Evaluation: As stated by the Education Commission, methods of teaching and evaluation in training institutions are extremely important and the attitude of the student-teacher will be influenced more by the methods used with them, than by what they are formally taught about the methods they should use in schools. As things happen now,
the teaching method in a training college is just the opposite of what the trainees are expected to do after their training.

It is, therefore, essential to change the teaching methods in our training colleges. Attempts should be made to develop the student-teacher's maturity through contacts, experience, study and discussion. This requires student participation and independent study. As their early education cannot ordinarily be expected to have developed habits of self-study and independent thinking, the training institutions have to make good this deficiency to the extent possible and give opportunities to think, read, study and discuss. Individual library work, preparation of reviews and reports, case studies, project work, discussions and seminars should form an integral part of the work of training institutions.  

The students in an Indian Training College are mature enough to think for themselves. What they want is not dictation of notes but guidance. If their minds can be disturbed by the training college lecturer, more than half the battle would be over. Under the existing circumstances, it will be difficult to effect drastic changes in the methods of teaching due to shortage of staff, accommodation, library facilities and equipments. The changes will come gradually.

It is relevant here to refer to the recommendations of the Education Commission on this issue. According to the Commission, 'the examination system also needs considerable reforms. At present, the system of external examination adopted for training institutions is very similar to that used in the schools and suffers from all the well-known defects. Unless this examination is reformed and the teachers are initiated into the new techniques of evaluation as a part of their training programme, the reform of examination in schools will not be successful. A systematic effort has to be made, therefore, on a high priority basis, to improve the nature of the examinations in the training institutions. Internal assessment, which evaluates all the work of a student under training, should also be introduced and emphasised as a regular feature. ... Early steps should, therefore, be taken to expand the use of internal assessment and to give it a more significant place in the final evaluation. In addition, teacher educators should maintain cumulative records of student-teachers in consultation with them. In this way, trainees will learn by doing how the cumulative records of their pupils should be maintained.'

The writer, therefore, suggests the following changes in the rules and regulations of the B.T. examination. The

pass marks for each paper should be fixed at 36 per cent and the present aggregate of 40 per cent should continue. The system of compartmental examination should be introduced to enable a failed student to appear in that subject only in which he failed instead of appearing in the whole examination. There should be a system of cumulative record for each trainee and a system of internal assessment which should be taken into consideration in the final evaluation. At least 25% marks in each theory paper should be reserved for internal assessment. Each trainee should be attached to a lecturer of a training college who should serve as his personal tutor and the personal tutor should have a voice in these internal assessments. The whole system of selection, teaching and evaluation should be such that once a candidate is allowed to complete the training course, he or she should also pass the examination. In a professional course, such an attitude is of vital importance to the schools, trainees and the training colleges.

4. Organisation and Supervision of Teaching Practice: As things stand now, the local schools must be used for demonstration and practice. Even under the existing circumstances, there is ample scope for improvement. The trainees must be compelled to take this side of training more seriously. The rules and regulations for teaching practice must be strictly
The number of trainees sent to a school for practice should not be large. Trainees should be attached to the practice teaching schools as whole-time teachers and the head of the institution should be empowered to exercise some sort of control over the trainees. There should be regular supervision from the training college staff and a member of the staff should be exclusively in charge of organizing teaching practice. Those who are required to move from one school to other for supervisory duties, should be paid adequate travelling expenses or necessary conveyance should be arranged from the training college side.

Teachers-in-training should be encouraged to observe classes of reputed teachers in the neighbourhood, trained or untrained. Demonstration and Criticism classes should be frequently organised for the benefit of the trainees. Under the existing circumstances, the Block Practice method will suit us most. A cordial and intimate relationship between a training college and the practice teaching schools must be maintained. The teachers of the practice teaching schools should be invited to all social functions of the training college. The training college lecturer must be able to impress upon the trainees and the teachers of the practice teaching schools that he is one of them and all of them are members of a noble profession.
Before the trainees start their practice teaching, they should be advised to be thoroughly acquainted with the school - the curriculum, the teachers, the teaching aids, the text-books and so on. For the first few days, the trainee should observe the class teaching of experienced teachers and should try to be acquainted with the problems and resources of the school. The trainee must serve as a regular teacher of the school and he must take active part in all the extra-curricular activities of the practising school.

If the headmaster of the school could be paid a part-time allowance from the training college for organization, supervision and demonstration of teaching practice during the practice teaching period, he would take more interest in the work. A training college must not admit a number of students greater than can be given proper school facilities. If a school is not willing to allow a reasonable number of trainees to do their teaching practice, the Government may come to the help of the training colleges. Many schools, however, welcome the trainees, because the schools suffer from excessive routine and in the words of the University Commission, 'the infusion of a little temporary new blood from time to time in the form of students practising is good for all parties concerned, not merely the students but teachers and the children. This is a common place in
America and Great Britain, if universities in India cannot prevail upon sufficient schools to find out for themselves, Government must come to the help of universities and make it a condition of aid or even recognition, to suitable schools that they shall play proper part in the practical training of the recruits whose services they subsequently intend to use. It is good for students and even good for their college supervisors to fall in with the current practice of a school and make the best of it.  

5. Selection of Method Subjects: There is no rule in Assam that a teacher of a secondary school would teach only those subjects which he studied in his degree course. As such many teachers teach a subject in a school with the knowledge of the subject they acquired in the secondary school. There is also no such rule in the training colleges that trainees should select only those subjects as their method subjects which they taught in the schools. If the schools insist on the former rule and the training colleges on the latter, training would be much more effective.

6. Role of the Universities: It is a fact that the universities have not done much not only in Assam but all over the country to improve the training programme either in quality or in quantity. The training colleges do not receive any guidance from the universities as the colleges of education do from the Institute of Education or the School of Education in England. The Education Commission rightly emphasises the importance of such Institutes to guide the training colleges. But as things happen now, there is no likelihood of such an Institution in near future. Institutions like the Central Institute of Education would improve the training programme to a great extent.

There is little research in the universities on the day to day problems of secondary schools and as such it is natural for the training colleges to remain isolated from the main academic stream of the university. It is, therefore, of paramount importance on the part of the Teachers' Training Departments of the universities to guide the training colleges in their research projects on the day to day problems of the school regarding teaching methods, curriculum, evaluation, child development and the like. Such research projects will improve the quality of secondary education and will bring the schools closer to the training colleges and the training colleges closer to the universities.
7. Need for follow-up studies: There is also a need for research on teacher education itself. At present a large number of students is admitted in a training college and the usual training is provided. But how to make the training effective? If the teachers do not or cannot apply the training college methods and techniques in their schools, that training is of no value. It is the duty of the training colleges, therefore, to determine from time to time the effectiveness of the training programme and to suggest remedial measures. From this point of view, the follow-up study reported in Chapter XIII is something new. During the writer's visit to several Colleges of Education in England he wanted to know whether the Colleges of Education made any follow-up study of the trained teachers to judge the effectiveness of the training programme. The writer was told that no such study was made in any of the Colleges of Education he visited. Their explanation was that Her Majesty's Inspectors were satisfied with the training programme. In our country, when Inspection is so rare and when the Inspectors themselves are sometimes not trained teachers, there is a need of such studies.

8. Medium of Instruction: The teachers being accustomed to teaching through the regional language for a considerable period, find it difficult to follow lectures in English and
to express in that language. The University of Dibrugarh and 
the University of Gauhati have decided to introduce the 
regional language from 1972 as the medium of instruction at 
the pre-university level and a good number of text-books are 
now being published by both the Universities in the regional 
language. In Maharashtra, the medium of instruction is the 
regional language. It is time that the two universities in 
Assam should introduce the regional language in the training 
colleges. In the absence of a good number of text-books in 
the regional language, there might be some difficulties at 
the initial stage but these difficulties are not insurmount-
able. Teaching through the regional language would enable 
the trainees to develop proper understanding of the educa-
tional principles and problems.

9. Amenities to trainees: Certain amenities must be 
provided in each training college to the trainees. In this 
respect, the training colleges in Assam are very poor. Except 
in the Post-Graduate Training College at Jorhat and in the 
St. Mary's College at Shillong, even the minimum amenities 
are not available to the students. Although the University 
of Gauhati has passed an Ordinance for the affiliation of 
the training colleges (reproduced in Appendix-6), it appears 
that the Ordinance has not been properly enforced. There
are two training colleges under the University of Dibrugarh - the P.G. Training College at Jorhat and the Department of Education of the Dibrugarh University. As such, the Dibrugarh University has not laid down the conditions for affiliation of training colleges. None of the training colleges under the Gauhati University satisfies the conditions laid down in the Ordinance for the affiliation of a training college. The colleges, however, are still functioning. If we really want to improve the education of the teachers, the training colleges must be improved. Properly qualified adequate staff, a good building to provide the minimum facilities to the students and the staff, a properly furnished library with a courteous and qualified staff, a craft room, a hostel to accommodate most of the students of the college, necessary audio-visual aids, laboratory for demonstration and a cafeteria are some of the minimum requirements for a training college. All the training colleges in Assam are situated in towns. In selected rural areas where a number of schools are situated within a walking distance, training colleges may be located which will not only change the outlook of the trainees but also create better relationship between the training colleges and the schools. Such a programme will enable the training college staff to train the student-teachers in actual situations which they would face after the completion
of their training. It will also be easy to find a big plot of land at a cheap price to provide residential facilities to the staff members and the students.

10. Need of Residential Colleges: Since the time at the disposal of the trainees is so limited, that the student-teachers should devote their whole time in the study of the various aspects of education, school life, community life, school administration etc. In a residential college, students should be encouraged to manage their own mess and to make responsible for the general cleanliness of the institution. This will develop in them habits of healthy and active living and a sense of the dignity of labour.

11. Qualification of the staff of a training college: Under the rules of the Gauhati University, a training college lecturer should be an M.A. in a school subject and B.Ed. or M.Ed. with some teaching experience. Similar qualifications are prescribed by the different commissions and committees. The Radhakrishnan Commission recommends that the staff of a training college should have school teaching experience. They need not have many years of school experience, and there is room on the staff of a training department for a few specialists who have not been school teachers. But the bulk of the staff including emphatically the lecturers in
Education and in Methods must be able to speak from first-hand experience of school teaching if they are to command the respect of their students, and to have any chance of convincing them that they are entering a noble career.  

The Mudaliar Commission expresses similar views. 'In case of graduate training institutions, the minimum qualifications should be (i) an Honours or Master's degree, or a first class B.A. or B.Sc. degree in the particular subject, (ii) a professional qualification - a Master of Education degree with three years' teaching experience or an L.T. or S.T. degree with five years' service as an Inspector or headmaster.'

The Kothari Commission also expresses similar views on the qualifications and experience of a training college lecturer. 'In our opinion, the staff of these institutions should have a double Master's degree, in an academic subject and in education, and a fair proportion (say 10 per cent) should have also a doctorate. They should have also studied teacher education as a special subject at the M.Ed. or through a special education course. Salary scales should be same as for lecturers, readers and professors in arts and science colleges; but two advance increments should be given in recognition of the professional training received.'

In the opinion of the writer, the qualifications for the training college staff should be somewhat flexible to accommodate teachers of repute and teachers with special qualification in a training college. 'Insistence on professional qualification in education often debar{s teachers} with specialization in other disciplines from working on the staff of training institutions, although they would have helped to raise standard. This requirement should be relaxed.'

A training college needs a variety of people, people with teaching experience, people with administrative experience, people with organizing experience and people with supervisory experience.

Taking into consideration the present and the proposed syllabus, the needs of the training colleges and the availability of persons in the State with the ability to teach both through the English language and the regional language, the training college staff should consist of the following:

Lecturers for Education:

A. Academic qualifications: An M.A. in Education (two-year course after B.T. or B.A. with Education).

B. Teaching experience: They should have some teaching or research experience.

Lecturers in Method Subjects

A. An M.A. or M.Sc. on the subject concerned.
B. A degree or a diploma in teaching.
C. Some experience in teaching.

These qualifications should not debar a person from serving in a training college if the person is otherwise qualified.

12. Centre for Teachers: In each college, there should be a Teachers' centre. The function of this centre should be to guide the neighbouring schools. This should also serve as meeting place for the teachers of the locality for the discussion of the educational problems of that area. The School Complex suggested by the Education Commission should have close relationship with this centre. The Teachers' Centre should also organize seminars, short-term courses, extension lectures by eminent persons etc. This centre should contain a lecture room, a common room for the teachers, an information room with educational periodicals and books for further study of the teachers. Facilities for light refreshment also should be made available in the centre. A member of the staff should serve as an Adviser to Teachers.

13. Professional Organization of Teachers: There should be a professional organization of the training college staff
to discuss the common problems of the training colleges and the problems of teacher education in the State. The professional organization should coordinate the activities of the different training colleges of the State. The Universities and the Government should consult this organization in all matters relating to teacher education in the State.

14. **Academic Board**: In each college there should be an Academic Board, besides the Departmental Management Committees, to discuss the academic problems of the training college and to coordinate the activities of the different departments.

15. **Staff-Student Consultative Committee**: Student participation in educational administration has now been accepted as a sound principle all over the world. The training college students are all mature students and the constitution of a staff-student consultative committee will smoothen the day to day administration of the college.

It must be pointed out here that however excellent a training programme might be, it would be futile to expect much from the training programme if the working conditions of the teachers are not improved simultaneously. As revealed by the follow-up study of trained teachers, the conditions of
work are far from satisfactory. If a trained teacher is required to teach seven class periods a day, it would not be fair to expect any effective teaching from him however excellent the training programme might be. It is, therefore, necessary to have an adequate staff in each school so that no teacher is required to teach for more than four or five class periods a day.

The follow-up study reveals that the trained teachers are required to teach a variety of subjects and sometimes those subjects in which they did not receive any higher education or training. The number of subjects should be limited to two allied subjects to enable the teacher to specialize and to keep himself up to date in his knowledge of the subject. All teachers should be encouraged to have a private library of their own. The existing facilities of the school library should be considerably improved with a trained full-time librarian and a good collection of books, journals, furniture, equipment and other necessary materials. A small committee of teachers interested in reading should select the books for the school library.

Lack of equipment and teaching aids is one of the reasons for which the trained teacher cannot utilise his training to the fullest extent. There should be an attempt on the part of each school to procure a reasonable number of essential teaching aids for each subject. Schools may co-operate with
each other in jointly procuring costly aids. If the School Complex idea of the Education Commission materialises, it will be easy for the schools situated in a particular locality to share these costly aids.

The headmaster can play a very important role in the improvement of teaching in his school. He should occasionally visit the class rooms and supervise the teaching of his staff to ascertain whether the trained teachers teach according to the methods and techniques they are supposed to follow. He should try to find out the difficulties of each teacher and to help him as far as practicable. His attitude should be such that the teachers welcome his visits to the classroom. It is not necessary for him to insist that the trained teachers must prepare the lesson plans as they did during their teaching practice. That will not be possible under the existing circumstances. But the headmaster can insist on a bare outline of the teacher's work for each class. Insistence on such a rule will improve the preparation by the teachers. A supervisory note-book should be maintained by each teacher and the headmaster should give his supervisory remarks on the note-books. All improvable weaknesses of a teacher should be pointed out and followed up by the headmaster. The present practice of private tuition by most of the teachers should be discontinued. This lowers the prestige of the teacher and this is against the best interest of the school.
Teachers teaching the same subjects should constitute a departmental committee to discuss the problems of teaching of that subject and experts from outside should be invited to such meetings occasionally. The trained teachers should maintain some relationship with the training colleges from which they received their training.

There is a need for improving the economic status of the secondary school teachers. The teachers serving in the Government schools and in the aided schools under the deficit system of grant enjoy the prescribed pay scales for the secondary school teachers but the teachers serving in the other schools not covered by the deficit system do not enjoy these pay scales. There is also no security of service for these teachers. The recent policy of the Secondary Education Board of Assam to derecognize a school on the basis of examination results has further added to the economic hardship of these teachers. Although the Secondary Education Commission had recommended several benefits to the secondary school teachers, these are not yet available to the teachers of Assam. The retirement benefits such as the triple-benefit scheme and other benefits such as free medical facilities, free education of children, travel concessions, uniform pay scales, provision for study leave etc. should be made available to all teachers as early as possible. The present tendency to start a school
anywhere and everywhere without a properly qualified staff, building, equipment and financial resources should be curbed, if necessary, by legislation. Otherwise, it will not be possible to improve the quality of secondary education in the State. The size of the school also should be reasonably big to ensure economy and efficiency.

Mid-day meals in our schools is a far cry in our country but something must be done to provide some sort of refreshments to the teachers and the students most of whom stay in the school for six hours a day without any food whatsoever. A separate grant from the State for each school to provide some refreshments at a nominal price to the students and the teachers should be made available as early as possible. Considering the general health of our school-going children, this should be treated as an emergency measure. The Government at the Union level and at the State level and the Organizations for the Welfare of Children should take concrete steps to materialise this proposal.

In short, 'the inadequate remuneration, the slight chance of promotion, the indifferent social status, the frequently deplorable conditions and the constant spiritual frustrations which are the teacher's lot' must be improved along with the training programme for the teacher if we want to

derive the maximum benefit from our training programme.

All these measures would be of no value, of course, if we fail to see that 'men and women fitted by temperament, character, intelligence and attitudes are allowed to become teachers.' Unless we improve substantially the quality of the teaching force, 'we may look, but look in vain, for any reform in education, however much we may improve the organization, plant and amenities of the public system of education.' The change in the function and importance of the school is just beginning in our country. It will perish in the bud if we fail to see that the best in character and the ablest in intellect are allowed to serve in our schools.

Education is the very basis of the State and it is on the education of our children that the future of this country depends. The children are the natural assets of a nation and it is this 'natural asset' which ultimately determines the value of all other assets. And the proper utilisation of this 'natural asset' depends on the teacher. We must, therefore, do everything in our power to improve the quality of our teaching force by providing the best possible education and the conditions of work upon which the making or marring of each rising generation ultimately depends.

27. Ibid., p.29.