

PART FIVE

TRAINING AND RESEARCH PRACTICES

CHAPTER XIII

BASIC TEACHER EDUCATION

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CHAPTER XIII

BASIC TEACHER EDUCATION

The reputation of a school and its influence on the life of the community invariably depend on the kind of teachers working in it. The basic training schools, therefore, are the fountain-heads of Basic education. What happens to boys and girls in school depends in a large measure on the personal growth and development of the teachers with whom they have to work.*

Report of the Special Committee.

MAGNITUDE OF THE PROBLEM

The history of Basic Teacher Education was briefly discussed in the second chapter under the progress of Basic education in Andhra (including Rayalaseema) Telangana and Andhra Pradesh and some data regarding its quantitative aspects were also presented in tables six, twelve, thirteen and fifteen. In this chapter it is proposed to outline briefly the current trends in Basic Teacher Education in the state.

The magnitude of the problems of Basic Teacher Education had to be judged from the supply and demand of the teachers for making the compulsory education scheme successful, as 89 out of 123 Elementary Teacher Training Institutions were of Basic type and in the long run the remaining Training Schools and also the existing Elementary schools were expected to be converted into Basic pattern. Both the special Committee and the Ministry of Education stated that an additional number of 28,000 teachers were required to cope up with the additional enrolment of sixteen lakh children in classes I to VI.¹ Out of 1,03,265 teachers at

* Report of the Special Committee on Basic Education, Andhra Pradesh, Hyderabad: Education Department, Andhra Pradesh, 1961. P.35.

¹ Ibid P.36. and the Hindu 16th June 1961,

present employed in various types of elementary schools 20,941 were untrained, and 82,324 teachers were trained on the traditional pattern. The percentage of trained teachers in Andhra - Rayalaseema area was 97 whereas the corresponding figure for Telangana was only 33. So, there was an urgent need to clear the back-log of untrained teachers in the Telangana region.

Basic Teacher Education had to face the problem of supplying the required teachers to fill the vacancies caused by retirement of teachers and to supply additional teachers required to cope up with the additional enrolment, and to re-train the teachers trained in the traditional pattern.

QUANTITATIVE DATA OF BASIC TRAINING SCHOOLS

The following table gives the district-wise distribution of the Basic Training Schools in the state.

TABLE 116*

RECOGNISED BASIC TRAINING SCHOOLS AS ON 31st MARCH 1962.

Sl. No.	Name of the District	For Men			For Women			Grand Total
		Govt.	Aided	Total	Govt.	Aided	Total	
1	2	3	4	5	6	7	8	9
1.	Srikakulam	1	..	1	..	..	..	1
2.	Visakhapatnam	3	..	3	1	..	1	4
3.	Vizianagaram	2	1	3	..	..	..	3
4.	Kakinada	..	..	..	..	..	..	..
5.	Rajahmundry	1	1	2	1	..	1	3
6.	Eluru	3	..	3	1	..	1	4
7.	Tanuku	1	..	1	..	..	..	1

1	2	3	4	5	6	7	8	9
8.	Krishna East	1	..	1	1	..	1	2
9.	Krishna west	1	..	1	..	1	1	2
10.	Guntur	2	..	2	..	..	..	2
11.	Narasaraopet	..	1	1	..	..	..	1
12.	Bapatla	3	1	4	1	..	1	5
13.	Kurnpol	1	1	2	..	..	..	2
14.	Adoni	1	..	1	..	..	..	1
15.	Anantapur	2	..	2	1	..	1	3
16.	Guddapah	2	1	3	1	..	1	4
17.	Nellore	2	..	2	..	..	..	2
18.	Kanigiri	..	..	..	..	..	..	..
19.	Chittoor	2	..	2	1	..	1	3
20.	Hyderabad City	2	..	2	3	..	3	5
21.	Hyderabad Dist.	4	..	4	..	1	1	5
22.	Medak	4	..	4	..	..	..	4
23.	Nizamabad	3	1	4	1	..	1	5
24.	Mahaboobnagar	4	..	4	1	..	1	5
25.	Nalgonda	4	..	4	..	..	..	4
26.	Warangal	4	1	5	..	1	1	6
27.	Khammam	5	..	5	..	..	..	5
28.	Karimnagar	3	..	3	2	..	2	5
29.	Adilabad	2	..	2	..	..	..	2
Total		63	8	71	15	3	18	89

*Source: Directorate of Public Instruction, Hyderabad.

Out of the eighty nine Basic Training Schools seventy were situated in the urban areas whereas only nineteen were in rural areas. The revised syllabus of the Hindustani Talimi Sangh, which was the model for the syllabus adopted in Andhra Pradesh, through its legacy of Madras and Hyderabad states, and the Seventh All India Basic Education Conference recommended the starting of the Training Institutions in rural areas, so that the pupil-teachers would become village-minded through rural programmes, observation of village life - weekly shandy, festivals, temples, activities changing with seasons and exploring social service means. The need to start Basic Training Schools in the rural areas followed from the fact that a great majority of the Basic schools were situated in the rural areas and so the teacher must be acquainted with the rural life and its techniques. Since Basic education was not exclusively meant for the rural areas some provision for the teaching of urban crafts also could be provided. There might be difficulty in obtaining sufficient number of schools for practice teaching theⁱⁿ rural areas. But again the Seventh All India Basic Education Conference suggested that the pupil-teachers should be sent to the village schools for observation, teaching and participation in rural life for long periods of time followed by discussions in the training institutions and this recommendation was very valuable for the situation in Andhra Pradesh as a majority of the Training Schools were established in urban areas.²

Out of the eighty nine schools twelve were managed by registered trusts, six by registered societies and four by private bodies. These twenty two institutions showed the index of private enterprise in Basic Teacher Education, while

²Report of the Seventh All India Basic Education Conference, Sevagram: Hindustani Talimi Sangh, 1952, P.85. and Subba Rao, C.S. Basic Education Education Practice, Secunderabad: Ajanta Publications, 1958, Pp.109-110.

the remaining sixty seven institutions operated in the public sector. Out of the twenty two schools in the private sector, seven schools had managing bodies and five of them had advisory committees, while the remaining ten schools were run on the initiative of the Headmaster and the staff members. Out of the total of eighty nine schools seventy five schools obtained the permanent recognition of the Department of Education, while the remaining were temporarily recognised. Fifty six Training Schools were provided with radio sets and out of them thirty four got themselves registered as listening schools with the All India Radio. Six schools were also having film projectors. Fifty two institutions were housed in their own buildings, thirty two in rented and five in rent free buildings. Most of these institutions got them permanent own buildings during the third five year plan, according to the Minister for Planning and Information.³ Eighty six institutions were in pucca buildings, while only three were in thatched sheds. Most of the buildings had less than five rooms (35), while quite a good number (30) had six to ten rooms and the remaining institutions contained eleven to fifteen rooms. The school places ranged from 100 to 200 and there were three to four sections in each of the Training Institutions. Sixty six institutions had about two acres of play ground while the remaining schools had two to five acres.

Most of the schools had about one acre of land for pursuing gardening and agriculture crafts. In only fifty seven institutions the sanitary facilities were reported to be satisfactory. Thirty one institutions were co-educational and out of them only twenty seven institutions could provide separate sanitary facilities for women students. In only eleven institutions arrangements for medical inspection and attendance was made available, while the other institutions

³The Hindu, 23rd May 1961.

depend on the general medical arrangements made for the public. In only forty four institutions good libraries were fitted and the total number of volumes available in institutions intended for men were 57,265, while in those intended for women 7,871, the number of issues being 39,010 and 4,366 in 1961-62. In only forty two institutions good hostels were organised (34 men and 8 women) and there were 3,947 men and 976 women in those hostels respectively. Out of these Scheduled caste, scheduled tribes and backward classes students were 38910 and 2184 respectively. It was a pity that the remaining institutions could not be provided with suitable hostel accommodation, as the corporate community life was considered to be very essential training in Basic Teacher Education. The number of student-teachers on rolls was - Andhra men 9,864, Andhra women 1,322, Telangana men 5,570 and Telangana women 1,252. Thus the total capacity of these Basic Training Schools appears to be at about 18,000. The age range of the student-teachers was generally between 15 to 35 years, while the maximum number of men were between 20 to 23 and women between 17 and 20 years of age. From these figures it could be concluded that women took the decision to enter the teaching profession earlier than men, who perhaps tried other departments first and entered this profession as a last resort.

Selection of Student-Teachers:-

The untrained teachers already working in the schools were selected according to seniority by the concerned District Educational Officers and sent up for training for one year in the case of secondary school certificate holders and two years in the case of 8th class pass candidates.

The remaining seats in the Training Schools were filled with candidates selected by committees consisting of the District Educational Officer, Heads of the Training Schools concerned and the local Secondary school. Applications would be invited every year from candidates to join the two year training course. The minimum general educational qualification

required for admission was a pass in the Secondary School examination of any type, with eligibility to join University courses. Applications of candidates completing the Secondary School course compartmentally were only considered in case eligible candidates were not forthcoming. The applicants should be between 16 and 25 years of age. The upper age limit was relaxed to the extent of five years in the case of scheduled and backward classes. The condition of living in the hostel was laid compulsory for trainees before selection. Eighty per cent of the student-teachers were given a stipend of Rs.35/- p.m. Ten per cent of the seats in every institutions were reserved for scheduled and backward classes. The selected candidates were required to execute agreement and security bonds to the effect that they would serve in the Education Department for a period of five years after training, failing which they were to refund the stipends.

CHARACTERISTIC FEATURES OF THE BASIC TEACHER EDUCATION COURSE IN ANDHRA PRADESH

The syllabus for Basic Teacher Education in Andhra Pradesh was for the most part a revised edition of the scheme and syllabus published in 1954 by the composite state of Madras. That syllabus, as stated therein was largely drawn on the lines of the 'Revised Syllabus for the Training of Teachers' of the Hindustani Talimi Sangh, Sevagram. Slight modifications were made from the experience gained in the working of Basic Training Schools in the state.

As regards the scheme of evaluation, it was thought fit to proceed cautiously in giving weightage to internal or class examinations in the matter of declaring success in the Basic Training School Certificate Examination. Practical activities, however, were given their due importance as hitherto.

The Department of Education observed that there was no finality in the matter of such a scheme and syllabus. As more experience was gained and more problems arose when Basic education grew, the scheme should face the responsibility of further revision from time to time.

Aims and Scope of the Curriculum:-

The aims of teacher-training were drawn from the Revised Syllabus for the Training of Teachers of the Hindustani Talimi Sangh as follows;

1. To give the student-teachers practical experience of the life of a community based on co-operative work for the common good,
2. To help them to understand and accept the social objectives of 'Nai Talim' and the implications of a new social order based on truth and non-violence,
3. To encourage the development of all the faculties physical, intellectual, aesthetic and spiritual, of each student-teacher towards the achievement of a well-integrated balanced personality,
4. To equip the student-teacher professionally for his work i.e. to enable him to understand and meet the physical, intellectual and emotional needs of children.⁴

These aims were intended to be achieved by organizing community life in the training school on the basis of a free and self-governing unit of co-operative and productive work. Therefore, all activities in the kitchen, in the farm, in the work-shop, in the practising school and in cultural and recreative programmes must be considered as integral parts of that training. Thus every Basic training school should essentially be residential. That it should be so was obvious on its own merits because of the availability to the community of much more time to carry out various activities than would otherwise be possible. Under the guidance of the staff, the community was expected to arrange its economic, social and cultural life democratically. Every one must join in community work. Such participation helped to develop self-reliance and co-operativeness. It had been found that those who studied community problems and the resources available for their solution developed an exciting motive for learning.

⁴Scheme and Syllabus for Basic Training Schools,
Kurnool: Superintendent, Andhra Government Press,
1956. Pp.1-2.

In understanding the scope of the training scheme, it was important to remember that there were two grades of training - the Junior and Senior - at present and that though the scheme of practical activities might be the same for both the grades the syllabuses on theoretical subjects specially those relating to Educational Psychology and child study were suited to the different grades. Government stopped fresh admissions to the Junior Grade from 1956-57, but soon the Junior course was revived due to paucity of trained teachers to man the increasing number of Basic schools. The syllabuses for the Senior Grade contained the study of methods of teaching English while those of the Junior grade did not. As per the G.O.^Ms.No.2725, Education dated 9-8-1961 the study of Methods of Teaching English was introduced in the Secondary Grade Basic Training of the Telangana region also, where this subject was not studied so far. Since the orders were received in the middle of the year, English language methodology instructors were not posted in the training institutions, the Teachers Organisations and the Teachers representatives in the Legislative Council pressed the Government to implement the above quoted order from the succeeding academic year. The Government through its Memorandum No.965-B2/3-1 dated 18th March 1963 exempted the Oriental Title holders who were undergoing Secondary Grade Basic Training Course of one year in Telangana from appearing for the subject 'Methods of Teaching English' in the T.S.L.C. Examination to be held in March 1963 only.

Since productive and co-operative work was the centre found which training would go on, such work would as far as possible be organized for meeting the essential needs of the community such as food, clothing, shelter etc. Agriculture, cloth-production and such other crafts and activities would thus occupied a very important place in the whole educational programme. Since it would not be possible to make provision for all the crafts which met the primary needs of the community in each one of the Basic Training Schools, it was proposed to

make one or two of them for which facilities existed as the main crafts and to provide for one or more subsidiary crafts according to need and the facilities available. Activities involving manual work were to be organized and conducted on such scientific lines as to discover the educational possibilities in each one of them. The kitchen, the farm and the workshop were treated as laboratories for drawing out knowledge through various processes of work. The "why" and the "how" of each process would yield at every step more and more knowledge. Manual work under such circumstances would naturally inculcate the dignity of labour so essential in character formation. But even more than that, when manual work became the medium of education, then work itself was transformed into learning. Every training school was expected to demonstrate the full possibilities of learning through work.

Proper records of raw materials used, money and labour spent in the production of each article and in the performance of each service were to be carefully maintained. Minimising wastage at all points and the efficient utilisation of man-power available to increase production became necessary. It might thus be possible in an increasing measure to cover the cost of craft equipment and to meet the current expenditure of training school partly if not fully.

The syllabus provided for the organisation of cultural and recreational activities, as happiness, joy and learning accrued from them. These activities helped the linking of Training School community with wider community in the midst of which it was set. The saddest feature in the life of the people in the villages was the total lack of the joy that came from cultural activities and every trainee was expected to know how to fill this gap.

A Basic Training School thus conceived and functioning as a free, fairly self-sufficient, democratic, productive learning and happy institution could well become the spear-head of a silent social revolution with far-reaching consequences

to society. The curriculum envisaged that from such a training school would emerge a new type of teacher who might become the pioneer of a new social order and a new culture.

Duration and Courses of Study:-

The course of training was predominantly a professional one and covered a period of two academic years for the fresh candidates recruited from the open market, and one year for the teachers in-service. The first year classes began sometime in July soon after the admissions were over and go on till the end of the April next. The Second year classes began from 1st June and worked till the last day of the Basic Training School Certificate Examination. The following nine types of teacher training institutions were obtained in the state:

1. Secondary Grade(Basic) Training for Matric passed freshers for two years in Telangana,
2. Secondary Grade (Basic) Training for Matric passed teachers for one year in Telangana,
3. Elementary Grade (Basic) Training for VIII standard passed freshers for two years in Telangana,
4. Elementary Grade (Basic) Training for VIII standard passed teachers for one year in Telangana,
5. Senior Grade(Basic) Training for freshers S.S.L.C. passed for two years in Andhra,
6. Junior Grade (Basic) Training for freshers VIII standard two years in Andhra,
7. Secondary Grade (non-Basic) freshers S.S.L.C. passed two years in Andhra,
8. Elementary Grade (Non-Basic) freshers VIII Standard for two years in Andhra,
9. Secondary Grade (non-Basic) freshers S.S.L.C.⁵ with fifty per cent marks one year in Andhra.

(Andhra includes Rayalaseema also wherever the latter region was not mentioned).

⁵Report of the Special Committee for Basic Education, Andhra Pradesh, Hyderabad: Education Department, Andhra Pradesh, 1961. P.39.

From the above categorisation it was seen that although the Government accepted the principle of appointing only Matriculates to the posts of teachers in the Elementary schools as a policy,⁶ it was not followed in practice. According to the proceedings Rc.No.205 BILL-4/63, dated 17-6-1964, the admission of teacher and fresher candidates into the Secondary Grade Training who passed the Higher Secondary Certificate examination compartmentally, was permitted. Thus, somehow the Department of Education was pressurised to dilute the admission requirements of the candidates for Teachers training.

The courses of study comprised of the following:-

1. Work in practising school,
2. Health and Hygiene (including kitchen activities and Physical Education)
3. Community training and cultural activities including the study of Hindi,
4. Any one of the following as a main craft:
 - a). Gardening and Agriculture,
 - b). Spinning and weaving,
 - c). Wood work including card-board modelling and elements of mental work,
 - d). Any other approved craft such as Leather work, Tailoring or Pottery.
5. Any one of the following/as subsidiary crafts:

a). Bee-keeping,	b). Fibre and grass work,
c). Mat-weaving,	d). Tape-weaving,
e). Soap-making,	f). Basketry,
g). Coir-making,	h). Paper-making,
i). Leather-work,	j). Tailoring,

⁶ Question Time in the Andhra Legislative Council, Medhavi, III-V and VI, May and June, 1963. P.32.

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|----------------------|-------------------|
| k). Oil-pressing, | l). Pottery, |
| m). Poultry-farming, | n). Pisciculture, |
| o). gur-making. | |

Special - Group B

1. Educational Psychology and Child Study,
2. Principles of Basic Education and School Administration,
3. Methods of teaching - General and Special,
4. Methods of teaching English (for Senior Grade only)⁷

The special courses of study under Group B were to be taught in close correlation with the general courses of study under group A. Teaching was expected to take the form of discussions on the problems arising out of actual work, supplemented by oral instruction and directed studies. Lecturing methods involving the passive attention only of the trainees and dictation of notes were forbidden by the syllabus. Topics were to be encouraged to record the findings. The treatment of the 'Methods of teaching' was to be closely related to the educational programme in Basic schools.

No books were prescribed for detailed or non-detailed study of languages, as the student-teachers were expected to utilise the library extensively and the questions in the final examination were based on the library studies.

A Public Examination was held in each of the special courses of study under group B at the end of the course. The progress and attainments of the trainees in the general courses of study in Group A was assessed periodically by the teaching staff and proper records maintained. It would be the duty of the Inspecting Officers to see that these activities were well organised and that the performance of individual pupils was assessed properly.

⁷Scheme and Syllabus. Op.Cit. P.5.

The syllabus provided for a daily routine consisting of eight hours for rest and sleep, eight hours as personal time for food, bath, etc. including one full hour of self-study and eight hours of supervised study and work. The supervised study and work included six hours of school session and two hours outside the school session for productive activities, community services and the like.

THE PRACTICAL PHASE OF THE COURSE

The practical aspect of the course consisted of

1. Professional training in practising schools
2. Attainment of skills in atleast one or more productive crafts and
3. Training in self-reliance and in the democratic way of life. A Basic Training School was therefore expected to
 - a). develop a net-work of well-organised practising schools,
 - b). maintain high standards of skill in the school workshop and
 - c). develop a sound tradition in community life.

The practical course was to be organised as a series of educational projects and not to be covered in a routine mechanical fashion. The internal examination conducted by the staff council included within its scope the correlated subject-matter. The practical course, its organisation, execution and assessment formed the basis for the teaching of subjects under Group B in which attainments of the trainees were assessed in a Public Examination.

Work in the Practising School:-

The work in the practising school was the basis for the professional training of the prospective teachers. Some Basic schools in the compact area were selected for practice work, and they were expected to be well organised and equipped. The

teaching staff was to give the necessary guidance to the trainees in teaching children, in organising the school and in maintaining the school records. The trainees see good examples of the correlation between work and knowledge demonstrated in these schools. Reading material suitable for different grades based on the crafts was expected to be prepared in the Basic Training Schools and used in the practising schools. Similarly vocabulary lists for different grades based on different crafts were to be got ready.

It was prescribed in the syllabus that practice teaching should be assigned for whole days at a time and not on the basis of periods, since instruction in Basic schools was based on activities and not merely on study of subjects. It was recommended that on such days routine time-table of the particular section need not be followed because the pupil-teachers would be distributed to different practising schools. About six weeks period in an academic year was devoted for this work, one week for observation, one week for apprenticeship and four weeks for practice teaching.

Visits to efficient basic schools other than those selected for practice teaching should also be arranged as a part of the programme of school visits to observe the organisation and working of the schools and to give a paper on their observations after every visit.

Health and Hygiene(including Kitchen work and Physical Education):-

The syllabus prescribed the objectives of Health education as follows:

A trainee should develop:

1. an appreciation of a clean, healthy and vigorous life,
2. a capacity to observe, recognise and interpret the physical, mental and emotional manifestations of illness in children,
3. a taste and capacity to carry out the health and hygiene programme of the school with special attention to prevention of diseases,

4. capacity to prepare clean and healthy food and acquisition of skills in the different processes of cooking and in serving,
5. skill in the treatment of minor ailments,
6. contacts with institutions and agencies rendering health and medical services in the locality,
7. capacity to organize health and hygiene programmes,
8. ability to interpret intelligently the theory of the work involved; and
9. capacity to maintain the necessary records and assess the health habits, health attitudes and health knowledge of children.⁸

Preparation of food included work in the kitchen and all the work connected with it. Necessary skills in the different processes from the gathering of food materials to the serving of food and scientific understanding of the processes were to be gained by every prospective teacher. Study of dietetics was to be closely correlated with this activity of organizing the kitchen as a laboratory. Trainees were expected to acquire the ability to organize a school kitchen for providing nutritious balanced food and to educate children through this activity.

Community Training and Cultural Activities:-

The curriculum envisaged the Basic Training School as the educational centre for a number of surrounding villages. It was expected to set the pattern of life and teaching for the schools in these villages. Organisation of the Training school was therefore to be as a residential school village where an educational community was trying to lead a co-operative and democratic way of life and was attempting spheres. It is, therefore, expected to reflect the highest traditional culture of the locality.

Life in the school was to be regulated by the elected executives (elected by the school assembly) under the guidance of the Training School staff. All activities necessary for the well-being of the community in the kitchen, in the farm,

⁸Ibid. P.7

in the work-rooms, in the village or elsewhere were to be treated as integral parts of the educational programmes.

Work under this section was organised under the following heads:-

- (a). Training in democratic living, conducting meetings etc.
- (b). Social Service,
- (c). Celebration of festivals, school excursions,
- (d). Music, dance, dramatics, and
- (e). Drawing, painting, decorations,

Craft Work:-

Every Basic school was expected to have normally two acres of land with a well or other facilities for supplying water necessary for gardening. Hence the work in the training school in gardening was to be organised with this end in view that gardening was an essential activity in Basic schools. Every teacher under training was expected to acquire skill in elementary gardening and be able to plan his work to the maximum advantage taking into consideration the facilities available. They were also expected to observe and get a few weeks of experience in Agro-industries like bee-keeping, poultry farming, pisciculture, paddy-husking, flour grinding, gur-making and oil-pressing etc.

The trainees who chose spinning as the main craft also specialise in weaving, while those specialising other crafts might learn spinning thoroughly and get an acquaintance of weaving. At the end of two years training each trainee specialising in spinning and weaving was expected to produce atleast ten square yards of cloth. With this end in view the craft work should be organised from the growing of cotton to the weaving of cloth. Dyeing, printing, sewing and tailoring are connected branches of the cotton craft, with which the trainees were expected to be acquainted.

Basic Teacher Education Syllabus in Telangana:-

The courses of study in the Basic Teachers Training

institutions in Telangana also broadly conform to the above areas. The following is the scheme normally for a course covering two academic years with two hundred average working days per year:

- I. Training in Community Life Activities,
- II. Training in Craft work,
- III. Study of:
 - a). Community life activities,
 - b). Educational Psychology,
 - c). Principles of Education,
 - d). History of Education,
 - e). Methodology,
 - f). School Organisation and Assessment.
- IV. Practical work in teaching
 - a). Demonstration lessons given by the members of the staff,
 - b). Demonstration by trained teachers of traditional and Basic schools,
 - c). Ordinary lessons,
 - d). Criticism lessons,
 - e). Teaching practice,
 - f). Preparation of teaching aids, notes of lessons maintenance of records etc.

The pupil-teachers were required to teach for atleast fifty hours during the practice teaching period and out of them thirty lessons were expected to be guided and supervised by the staff of the training institution.

SCOPE OF BASIC TEACHER EDUCATION

The courses so far discussed above related to the training of under graduate teachers. From the history of Basic Teacher Education discussed in Chapter II it was clear

that the trained graduates were being given re-training at the Post Graduate Basic Training College, Pentapadu and Bhiknoor in Andhra and Telangana areas respectively. This retraining to traditionally trained graduates was kept in abeyance, according to the testimony of Educational Officers and the report presented to the Conference of Principals of Post Graduate Basic Training Colleges held at Gandhigram in March 1965. The present nine training colleges in the state train graduate teachers for secondary schools. There must be some institutions which give exclusive training to graduates to become teachers and Principals in the Basic Training Schools or Post-Basic schools or to become administrative or research officers in the field of Basic Education. Such institutions may^{be} managed by the Government or the Universities and the Universities must grant them affiliation. The Report of the Assessment Committee says:

One difficulty here appears to be the attitude of the Universities which have not so far shown real interest in Basic Education. In some Training Colleges, Basic Education is included as one of the many subjects of study. But colleges fully geared to the training of graduates in the concepts and methods of Basic education as such have not come into being and duly recognised by the Universities.⁹

For some time the Universities of Andhra, Osmania and Shri Venkateswara in the state prescribed Basic education as one of the compulsory retirements and later it was supported by community and craft training at the Post Graduate Basic Training College, Pentapadu as far as Andhra and Sri Venkateswara Universities were concerned. Now these universities only offer Basic education as one of the optional papers. So, there is need to open some Graduate Training Institutions for Basic teachers recognised by the Universities for purposes of complete training and short re-training in Basic education for trained graduates.

⁹Report of the Assessment Committee on Basic Education,
New Delhi: Ministry of Education, Government of
India, 1956. P.15.

The Basic Training Institutions at all levels should acquaint the pupil-teachers with all stages of Nai Talim (New Education) right from Pre-Basic to the University and Research in a general way, as at present there was no provision for training of teachers specifically for all these different stages. The scope of Basic training could be extended to incorporate the philosophies of Scouting, Citizenship, Red Cross, Community Development, Co-operation, Health Education, Family Planning, National integration etc. The role of Professional Organisations and professional code of teachers also could find a place in the curriculum of Teacher education.¹⁰

For doing justice to all such items incorporated in the curriculum the period of training should be atleast for two years according to the Seventh All India Basic Education Conference.¹¹ Dr.Zakir Hussain Committee suggested one year training as a short emergency course for specially selected teachers from good schools, but in the long run the normal period of training should be for three years, to organise the proper use of library etc.¹² The Seventh All India Basic Education Conference also recommended that co-education should be encouraged, the lower age limit for admission of candidates should be eighteen and the strength of the class should not exceed thirty.¹³

But in Andhra Pradesh the courses ranged from three months (re-training) to two years (Middle and fresh Matriculates),

¹⁰Proceedings of the Second Conference of the Warangal District Teachers Union, Medhavi II-IV, April 1962. P.22.

¹¹Report of the Seventh All India Basic Education Conference, Sevagram: Hindustani Talimi Sangh, 1951. P.85.

¹²Educational Reconstruction: Sevagram: Hindustani Talimi Sangh, 1950. Pp.110-111.

¹³Report of the Seventh All India Basic Education Conference, Op.Cit.110

besides observation courses for top supervisory staff for brief periods of not less than fifteen days.

The special features of Basic Training apart from the general characteristics of the traditional teacher education consisted of Crafts, Correlation and Community Life and emphasis on both experience.

Adequacy of the Basic Teacher Education Courses:-

The following table gives the opinion of the Headmasters of Basic schools and Training schools on the adequacy of Basic training for the teachers to run the Basic schools successfully:

TABLE 117
ADEQUACY OF BASIC TEACHER EDUCATION

Region	Responses of Basic schools (%)	
	Affirmative	Negative
Andhra	60.15	31.57
Rayalaseema	42.59	48.18
Telangana	41.86	43.48
Total	52.60	39.56
Training Schools	53.75	25.00

The range of Basic schools and Training which are satisfied with the Basic Teacher Education courses ^{is} between 40 to 60, while those expressing negative opinion is 25 to 49. A good number of training schools (18.75%) attributed the drawback in implementing the methods by teaching in schools to their dis-interestedness as the pupil-teachers felt that they were not encouraged to implement what they were taught in the training schools. Twenty five per cent of the training schools

admitted that the main principles of Basic education were not taught in the proper manner. Some of them (12.50%) said that the teacher educators were not properly trained in Basic education and so normal training methods were only in vogue in Basic Training Schools also. A few Training schools (6.25%) stated that Basic education was not liked by the people and pupil-teachers alike and this had its impact on Teacher Education.

The Basic Schools also stated that the main principles of Basic education, especially correlated teaching in all subjects, were not taught in a proper manner (58.14%). Many Basic Training Schools were not provided with sufficient funds, land, accommodation for various activities and hostels, equipment like teaching aids and text books, etc. (40.74%). In a way Government itself was not encouraging Basic education by dovetailing the same with higher education and so it had its ultimate effect on the Training Institutions, (11.10%). The period of training is not sufficient for the matriculate pupil-teachers and they were usually not regular and attentive due to rush of ideas (8.25%). There was not appreciable difference between the curricula of the normal training and Basic training, and the teacher-educators were not trained for the job. So, they used the normal training techniques.

The Basic Teacher Education aspects were full of defects in planning and execution and so a number of principles failed in practice as corresponding results could not be obtained for the labour put in. Hence there was a feeling that old methods were better than the new ones (7.40%). Basic curriculum was not suitable to the age groups for which it was intended as the craft work was over-emphasised to the neglect of teaching the traditional school subjects. More over only spinning and weaving were more emphasised to the utter neglect of other suitable crafts. Even if this position was accepted the pupil-teachers were not given sufficient training in organising practical work to benefit Basic school child, as they were

kept busy with the study of theory which ultimately paid in the final public examination (6.97%). The student teachers were not interested in the Basic Teacher Education programmes as they knew that they would not be encouraged to implement all those ideas when they went back to their schools. In fact many activities were introduced in the Basic Training Schools through the student-teachers could not gain mastery of even a single activity, (5.55%).

The above was a discussion on how some of the Basic and Basic Training Schools felt about the inadequacy of Basic Teacher Education Courses to deliver the goods for the progress of Basic education in the state. For deep probe into the qualitative assessment of the Basic Teacher Education curriculum it was necessary to examine the views of the Basic Training Institutions about the curriculum of Basic Teacher Education.

VIEWS OF BASIC TRAINING SCHOOLS ON THE CURRICULUM OF BASIC TEACHER EDUCATION

Objectives And Targets:-

Only twenty five per cent of the Basic Training Schools believed that the objectives of Basic education and the new social order envisaged by it could be achieved through the current curriculum of Basic schools and Training Schools. Sixty two to sixty nine per cent of the Training schools stated that they were in possession of the copies of the subject and craft syllabi and no one of these institutions appear to be consulting any other syllabi.

Apart from the usual curricular activities most of the Training institutions conducted the morning and evening prayers, drama and music programmes as part of their co-curricular activities.

Only 56.25 per cent of the Basic Training Schools informed that they were fixing definite targets for the curricular and co-curricular activities. The Teacher

educators gave assignments in Psychology, Principles of Basic Education, Arithmetic, Drawing, History and Geography, Hindi, Grammar, and Spinning. The assignments in each subject required about two to three hours work at home or in the library, while the craft work required more time to fulfil the targets of production set by the Training institutions. The assignments developed the skills in preparing the teaching aids and improved the teaching efficiency of the pupil-teachers. A few training institution(6.25%) stated that the assignments system developed in the pupil-teachers taste in studies, desire to complete the work, self reliance for self improvement, patience, ability, energy, skills responsibility, obedience to orders, precision, and accuracy, independent and right thinking, quick reading and writing, spinning skills and orderly and neat work.

Even though the above discussed skills and the various methods of teaching taught in the training institutions were supposed to be theoretically desirable for adoption in the Basic schools there was a wide spread feeling that if those techniques were adopted, the course prescribed could not be completed. But 37.50 per cent of the Basic Training Schools in the state denied this statement, while only 6.25% of them were in its support.

A majority of 68.75 per cent of the Basic Training Schools believed that the status of Basic education would not rise if English was made the medium of instruction in the Basic schools or if English was taught from the first grade. But 12.50 per cent of them were of the opposite view.

A big majority of 93.75% of the Training institutions complained that the experiences of the teacher and the Teacher Educator were not taken into consideration by giving them the due representation on the syllabi committees for evolving effective curricula. The items of the syllabi should be levelled to suit the students (81.25%). The curriculum should suggested how the various stages and processes of different crafts and activities could be used as centres of

correlation and the same should be published in the regional languages. This was possible after conducting careful experimental studies, (75%). The same percentage of Basic Training Schools also suggested that the work of evolving a good curriculum should be entrusted to committees of experts.

Text Books:-

Fifty per cent of the institutions reported that they were using text books for the different areas of Teacher education while only 18.75 per cent of them said that they were also using guide books meant for teacher-educators. A good number of the Basic Training Schools (87.50%) suggested that the guide books should be written on the basis of researches conducted on the items of text books and the interests and attitudes of students at every stage, as the guide books should explain how the items in the syllabi and the text books should be taught following the activity centred techniques. Many (81.25%) Training schools stated that the text-books should be devised to realise the objectives of the new social order envisaged by the Basic system of education.

Separate text books for the Basic institutions were necessary as they would be written on the basis of correlated teaching, so well make the teaching of craft scientific. According to 62.50 per cent of the Basic Training institutions the teacher could not visualise the scope of each subject without the help of text books and the books will help maintain uniform standards among the different institutions. Some of them (43.75%) stated that text books were necessary even if the students were making notes of all the educational activities in the school.

School Timings and Number of Periods:-

In all the Basic Training Schools in the state subject teacher system was in vogue as far as teaching the courses in Teacher Education was concerned. Consequently the school time was divided into convenient periods for teaching the different

subjects. Within the allotted area of teaching and time the teacher educator enjoyed every freedom to plan his work without any prejudice to the full preparation of the class for the final public examination conducted at the end of the year.

Usually the morning session consisted of four periods and the after-noon session mostly consisted of four or in some institutions three periods. The morning session started between 8 to 10 a.m. and closed between 11.00 a.m. to 1.00 p.m. After-noon session started between 1-50 p.m. to 2-15 p.m. and closed between 4.00 to 5-10 p.m. The duration of each period in the morning consisted of 40 or 45 minutes, while the after-noon periods consisted of 30 to 45 minutes. The interval between morning and evening sessions ranged from one to three hours. The duration of morning session was 3 to 3 hours 10 minutes while the after-noon sessions lasted from 2 to 3 hours.

According to the prescribed syllabus the following was the suggested distribution of periods in a week of five and a half working days: forty four periods:

	<u>Periods</u>
Silent spinning	5
Main craft(Agriculture or weaving wood-work etc.)	8
Subsidiary crafts	2
Hindi	2
Cultural subjects including Music and Physical Education	3
Health, Hygiene and Dietetics	2
Library (silent study)	2
Educational Psychology and Child study	5
Principles of Basic Education and School Administration	6
Methods of Teaching - General and Special	6

Methods of teaching English
(For Senior grade only)

3*
44

*In the Junior Grade these three periods were to be used for the courses under GroupB(Public Examination Subjects).

Practical work under agriculture was done outside school hours. Weaving also was done by batches. As such the eight periods shown under the main craft were utilised for theoretical discussions, demonstrations and practices of new processes of the activity.

According to the information furnished by Training Schools the subjects like Educational Psychology, Principles of Basic education, Methods of teaching and craft work were given each six periods per week in the Training School time table. Other items of the syllabus get one to four periods per week. The total number of periods per week ranged from 38 to 48. Some Basic Training institutions conducted drama and music for one or two periods during or after school time.

Methods of Teaching:-

Correlated technique of teaching was attempted in 81.25 per cent of the Basic Training Schools. Multilateral correlation was encouraged by 68.75 per cent of the institutions and unilateral and collateral correlations by 37.50 and 31.25 per cent of the institutions respectively. Nature study providing more opportunities for correlation in the case of 87.50 per cent of schools. In the case of 81.25 per cent of the institutions craft processes were profitably utilised. The schools' cultural activities also provided natural opportunities for correlating knowledge in 56.25 per cent of the institutions. The situations occurring in spinning and gardening processes, celebration of national festivals, flag hoistation and salutation, paper reading, attending the temples or churches, provided opportunities for correlation in six to nineteen percent of the training institutions. The Telugu poetry,

some portions of General Science and Social studies were found to be difficult to correlate with anything. So other techniques of teaching were adopted to cover these areas.

Educational tours as a method of teaching was popular in 68.75 per cent of the Training Schools and fifty per cent of them adopted the problem method, while 43.75 per cent of the institutions organised projects. Eighteen to thirty two per cent of the institutions followed group techniques and used the radio and the sound film or film strip projectors in the course of their teaching.

Many training institutions (62.50%) complained that there was dearth of literature on the correlation technique. Efficient teachers with conviction in Basic education and capable of correlating knowledge with craft processes, were not appointed as teacher-educators, and necessary facilities were not provided for the scientific development of this technique.

Seventy five institutions advocated that all those items of the syllabus which could not be taught through correlated teaching should be taught through traditional methods. 68.75 per cent of the institutions observed that the results of the researches should be taken to the door steps of the class room teacher who should be equipped on how to teach the craft work scientifically and at the same time instead of depending upon heavy crafts simple activities should be made the centres of interest and learning. The Universities should encourage research in the activity methods of teaching so that a suitable curriculum could be developed to give practical guidance to the class room teacher.

THE PRACTICE OF CRAFT WORK IN TRAINING INSTITUTIONS

Objectives:-

If the correlated method of teaching were to be successful, the Basic Training Schools in the state must have had an effective craft programme to provide innumerable

situations for correlation. But correlation of knowledge was not the only one objective for which craft work was introduced in the Basic institutions. As discussed in Chapter IX, 56.25 per cent of the Training institutions emphasised on the objective of cultivating the dignity of manual labour among the student-teachers, while 50 per cent of them emphasised the objective of correlation. As many as (43.47%) of the institutions aimed at the objectives of training the muscles and senses, worthy use of leisure time, and vocational training of the student-teachers. Twenty five per cent of the institutions aimed at earning money for the school or for the parents, while 6.25 per cent of them said that crafts were taught because they were a compulsory item of Teacher Education programme.

Selection of Crafts:-

A big majority of 81.25 per cent of the Basic Training Schools stated that there was no question of selection of the Basic crafts in their institutions as the Government itself decided what crafts should be introduced. As per the advice of the Education Department most of the Training institutions introduced Spinning, Weaving, Gardening and Agriculture, as main or subsidiary crafts. According to 74.90 per cent of the institutions local availability of craft equipment and raw materials and facilities for repair of the equipment were the main criteria for the selection of Basic crafts. A majority (56.25%) of the Training schools laid the premium on the educational potentialities of the crafts, while fifty per cent of them introduced the craft if the teacher capable of teaching that craft was available.

Crafts Practised:-

Apart from the crafts mentioned above in 6 to 18 per cent of the Basic Training Schools in the state crafts like carpentry, book-binding, art, pottery, leather work, navar cot tape weaving, tailoring, card board modelling, embroidery,

and toy making were practised. The Special Committee on Basic Education recommended the introduction of all kinds of wood-work, paper work, leather work, clay work etc. in addition to the crafts mentioned above.¹⁴

The ratio of main and subsidiary crafts were 1:2 and 2:3 for the Senior Basic Training of one year duration and two years duration respectively. Daily one to three hours were devoted for the crafts during or outside school timings.

Repaires to Equipment:-

Abouty fifty per cent of the Basic Training Schools stated that local craftsmen repaired the implements, while in 37.50 per cent of the institutions tudents themselves attempted to repair the same with the help of the teachers. In twenty five per cent of the schools either the students or the teachers alone repaired the craft equipment.

Disposal of Products:-

The craft work was not successful in Training Schools as the disposal of the craft products was difficult (43.75%) due to dearth of teachers trained in craft work (37.50%), defective implements and lack of accommodation for craft work (31.25%). Twenty five per cent of the Training Schools recommended its introduction from third grade onwards, if craft work were to be made successful in the Basic schools. About 43.75 per cent of the Training schools locally purchased the craft implements and raw material and 6.25 per cent of the schools stated that the Government directly supplied the material, while in 6.25 per cent of the schools there were no supplies at all.

Disposal of craft Products:-

The disposal of the craft products was a very big problem the Basic Training Institutions were facing. According to Shri L.Rajagopala Rao the officers of the Education Department

¹⁴Report of the Special Committee etc.OP.Cit.P.45

of the Government could not offer any satisfactory solution so far. The teachers or student-teachers of the Basic Training Schools did not wear the cloth they produced. People who had no faith in Khadi(hand spun and hand woven cloth) were running the Government and the educational institutions. If people who had conviction in Khadi were allowed to look after this problem, the next moment all the textile stocks of the institutions would be sold.¹⁵ The Special Committee also expressed a similar anxiety about the disposal of the craft products:

Another problem of considerable magnitude which is facing all the training schools is the disposal of the craft products of the institutions. The same problem is also faced by all the basic schools. Hanks of yarn are produced by every school and training institutes and the production is quite considerable. Out of this production of hanks a very insignificant portion is converted into cloth either by the educational institutions directly or through some co-operative society of weavers. Even so, there is considerable accumulation of cloth with several of these institutions. It is natural that the products are coarse and not marketable. Whenever purchasers are found for such cloth they are either the trainees or members of the staff. Very rarely an outside outsider appears to have purchased the cloth.¹⁶

Thirty one to thirty eight per cent of the Basic Training schools reported that the mats, cloth and other products were sold to students and the vegetables and paddy were sold to the hostel and the teachers. Some of the institutions(43.75%) proposed that all the craft products should be sold to the students of nominal prices. A few of them (37.50%) said that the products should be sold through a central sales depot or in an annual exhibition. Six to nineteen per cent of the institutions said that the craft work was not showing profits due to carelessness and disinterestedness of the teachers

¹⁵Basic Training Schools and Accumulation of 'Khadi' Stocks: Sarovdaya Vidya, I-VIII, February 1959. P.20-24.

¹⁶The Report of the Special Committee for Basic Education: Andhra Pradesh: Op.Cit. P.46.

Basic Teacher Education



SILENT SPINNING BY STUDENT TEACHERS



READY FOR SOCIAL WORK

and students and also due to lack of skill, wastage and poor quality of work by the student-teachers. They expressed the opinion that if suitable atmosphere was created and if the institutions were allowed to work freely, more income could be earned through Gardening and Agriculture. As a rule the first year trainees were expected to earn Rs.2/- and the second year trainees Rs.3/- per month. But a majority of the institutions (56.25%) were amining at getting the money spent on raw materials, as a principle of self-sufficiency in craft work. Fifty per cent of the institutions suggested that craft work should not be over emphasised in the name of self-sufficiency and if really skilled teachers of different crafts were available the production and its economic value could be enhanced.

COMMUNITY LIFE

Democratic Life:-

The ideal of corporate life was one of the most important aspects of Basic Teacher Education programme. The democratic nature of the administration and organisation of the institution could be seen in the way decisions were taken to organise different programmes. But 87.50 per cent of the institutions have reported that they got their plans and decision on important matters from the Director of Public Instruction and if anything remained to be decided the headmaster used his discretion (37.50%). Only in 18.75 per cent of the institutions certain decision were taken in the weekly, fortnightly or monthly staff meetings.

In about twenty five per cent of the institutions the students were taken into confidence while taking decisions. In 62.50 per cent of the Training Schools the Headmaster appointed pupil leaders for carrying out certain special programmes, while in 56.25 per cent of them the school government was patterned after the state government and assembly. Ministers were appointed by the school assembly for sanitation, crafts, food, health, guests, cultural

activities, games, agriculture, home, water, marketting, lighting,

Community Activities:-

As a regular part of the community programme the Training Schools conducted mass prayers in the morning and evening, sanitation in the institution, village cleaning, inter-dining, celebrations of birth days of great men, national and religious festivals, student self government, educational tours, social service activities, games and sports etc. In many of these activities the cooperation and participation of the surrounding community was sought.

By giving this kind of community experience the student-teachers developed certain desirable qualities, They were general skills (87.50%), readiness to take orders (81.25%) discipline, intelligence, team spirit, leadership, (75%), tact, comradeship, cooperation, patriotism, patience (68.75%), initiative, reverance to God, responsibility, to own mistakes, (62.25%), work-mindedness, self reliance, dignity of manual labour (56.25%), desire for social service, care of school and community property and capacity to appreciate other points of view (50%). But the liking for village life, which was so important was recorded by only 31.25 per cent of the Basic Training Institutions.

The liking of the surrounding community for the various community activities of the basic institutions and the public attitude to Basic education were discussed extensively in Chapter X using the data obtained from the training institutions also.

The training institutions were also doing propaganda work and establishing committees with community leaders for popularising Basic education and organising activities like prayers, bhajans, music, inter-dining, social service, etc. for involving the community in the activities of the schools.

The Prime Minister with the help of his cabinet chalked out weekly programme of community duties to be done by batches of trainees and announced the same to the assembly. He supervised the work done by them. The following was the daily routine of a Basic Training Institution of Telangana which was a residential one:

TABLE 118
DAILY ROUTINE OF A BASIC TRAINING SCHOOL

	a.m.
Rising bell	4.30 a.m.
Morning duties(a batch prepared breakfast)	4.30 to 6.00
Sacrificial spinning	6.00 to 6.30
Prayer	6.30 to 6.45
Break fast	7.00 to 7.15
Cleaning of the campus and hostel rooms(one batch prepared mid-day meal)	7.30 to 8.15
Class room teaching	9.15 to 11.30
Lunch	11.45 to 12.15 noon
	p.m.
Class room teaching	2.00 to 4.00
Games (One batch prepared evening meals)	4.00 to 5.45
Prayer	6.00 to 6.15
Supper	6.30 to 7.00
Self study	7.00 to 9.30

Usually the daily routine as described above was followed in most of the Basic Training Schools in the state. The coverage of syllabus of different subjects was done in the class room teaching organised in the two morning and evening sessions, while the community life, cultural and other

co-curricular activities were organised during the remaining time on the campus. This daily routine was disturbed whenever there was a need to organise any special function like the celebrations of the birth days of great men or national and religious festivals.

LIBRARY ACTIVITIES

As mentioned earlier the Basic Training Schools were equipped with good libraries having on an average about 800 volumes. According to the Special Committee the libraries were housed in rooms which could not be used for any purpose and the selection of the books was very haphazard. The provision for purchase of books and periodicals was meagre.¹⁷ About fifty per cent of the institutions were encouraging the students to do collateral reading though they did not supervise the same. In 37.50 per cent of the institutions the collateral reading was supervised either by the teachers or student leaders. In 31.25 per cent of them the student-teachers were required to make notes from their collateral reading, which took the shape of either book reviews, essays, summaries, (37.50%), epitomy, outlines, and meanings of difficult words (18.75%).

PRACTICE TEACHING AND MODEL SCHOOL

In many places the practising schools attached to the training institutions were non-basic. Many institutions could not organise practice teaching in the senior basic grades, as many of the model schools attached to the Basic Training Schools were having only five grades. The staff of the model schools was not fully trained in basic system. The schools lacked the necessary equipment and some of those were located far away from the training institutions. In many cases the schools attached could not provide facilities

¹⁷Report of the Special Committee Op.Cit.P.54

to the large numbers of student-teachers for practice teaching. The training institutions did not realise that the practising school was not only a means of giving practical training to the trainees, but also served as an object of research in teaching methods.¹⁸

TEACHER EDUCATORS

Qualifications and Appointment:-

The minimum qualifications for the teacher educator prescribed were a degree in Arts or Science with a degree in Education. They were expected to have undergone atleast the short course of retraining in Basic education. But this point was overlooked while posting a number of teacher-educators in the Basic Training Schools.

The minimum salary of a trained graduate teacher educator was Rs.130-250 plus the usual allowances. Some of them were working in selection grades of Rs.180-375 or Rs.200 to 400. They were not given any special allowances for working in the Training institutions as their cadre was equivalent to the teachers working in the secondary schools.

The teacher-educators were appointed by the Director of Public Instruction in the case of Government Basic Training Schools and by the managements concerned in the case of private institutions. No special effort was made to appoint experts in subjects like hygiene and nutrition, crafts, languages, agriculture etc. Even if qualified teachers were appointed for teaching these special subjects, they were not given the corresponding scales of pay enjoyed by employees with similar qualifications in the other departments. So, they left the job at the earliest opportunity when they got a suitable appointment in other departments.¹⁹

¹⁸Ibid.P.52

¹⁹Subba Rao, C.S., Basic Education in Practice, Secunderabad: Ajanta Publications, 1953. Pp.112-113.

On an average every Basic Training School for Men had seven posts of Teacher Educators, and those for Women had five, out of which only six and two posts were filled respectively. Five per cent of the posts intended for men and nineteen per cent of posts intended for women were not filled. An average number of two men teachers were transferred during the academic year for an institution and usually the substitutes to replace the transferred Teacher Educator came almost immediately. The Basic Training Schools demanded that an average number of two more men and one more woman teacher-educator should be posted in each school for the efficient organisation of the training institutions.

The Basic Training Schools had specialists trained in Basic crafts (81.25%), Physical Education, (68.75%), Cultural Activities, Art (50%), Dance (25%), and Scouting (18.75%). The teacher educators trained in crafts were available to more than eighty per cent of the institutions while the specialists in the remaining fields were not available to all the institutions. In spite of this drawback 62.50 per cent of the institutions stated that they were able to organise the different programmes of specialised nature without teachers trained in those aspects, while 37.50 per cent of the institutions said that they could not do so. In all institutions the salaries were received in time. In 62.50 per cent of the institutions the headmasters were getting the full cooperation from their colleagues in the implementation of the Basic system of education. In the remaining institutions the reasons for non-cooperation were stated to be lack of enthusiasm for the basic programmes (37.50%), the feeling that this system was not suitable for the machine age (31.25%), and lack of interest in the teaching profession itself (18.75%).

Conditions in Training Institutions:-

Though a number of teacher educators were in favour this system of education they could not reconcile with the

situation in which they were placed, as some of the Basic Training Schools were located in remote rural areas where medical and higher educational facilities were lacking for their children.

The teacher educators in some Basic Training Schools were exhibiting dictatorial behaviour without allowing any independent thinking on the part of the students, according to a letter addressed to the editor of a monthly magazine. The letter also stated that the staff of the Training Schools withdraw the students from the routine work to get their personal work done in the name of dignity of manual labour.²⁰

Similarly another teacher wrote about the way the Post Graduate Basic Training College at Pentapadu was run. The trained graduates were given retraining for three months at this institution. He described his selection for the re-training as punishment for some unknown crime. Many trained graduates escaped this re-training on some pretext or the other. The college was not provided with good building. The hostel rooms were dark and dusty. Latrines were not hygienic. Food was not tasty. The daily routine started from 5.30 a.m. and lasted till 8.30 p.m. The strenuous daily routine including scavenging, cooking and scrubbing of utensils were not liked by the correspondent.²¹

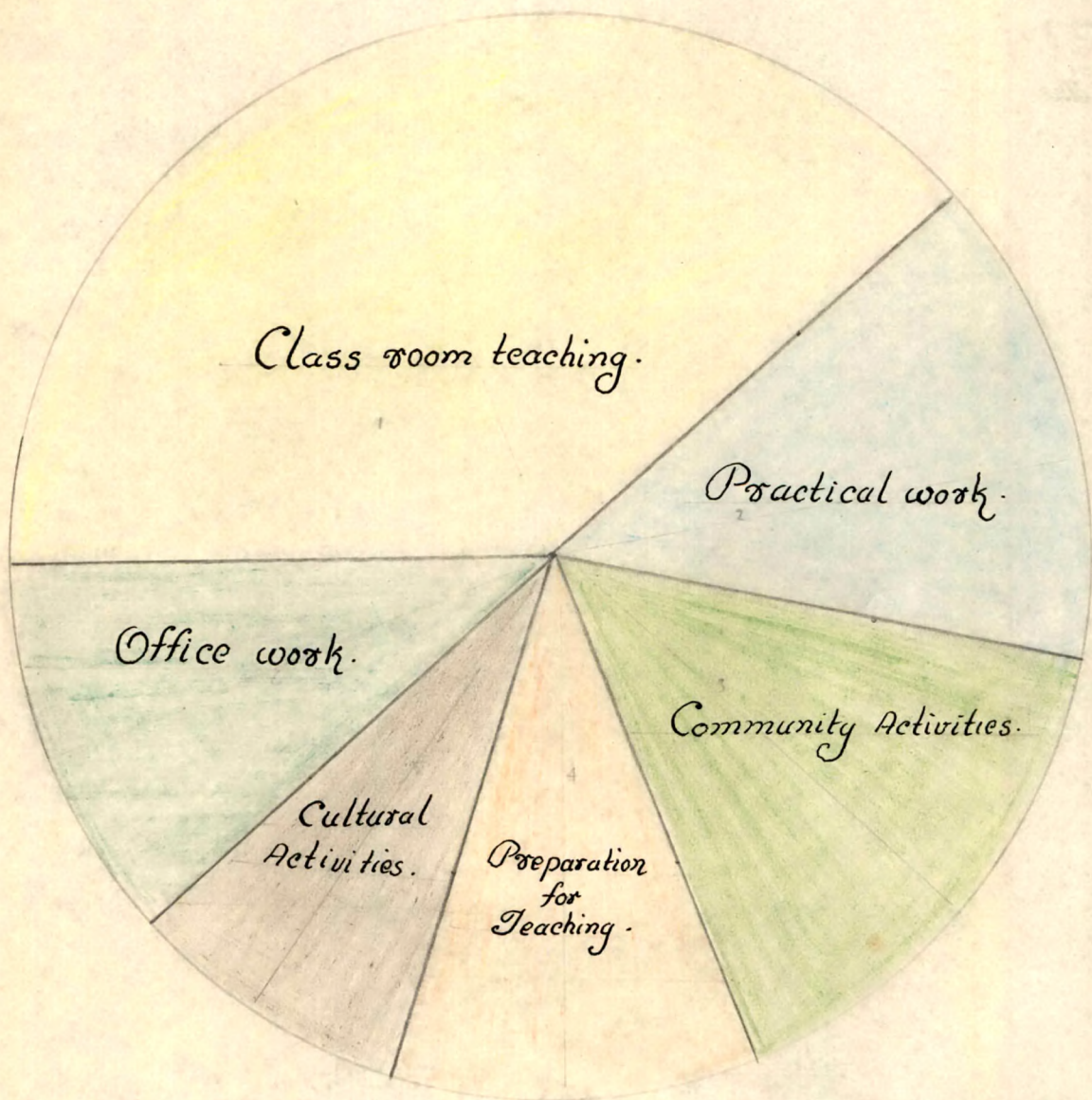
The above descriptions indicate the attitude of teacher educators towards Basic education which was not be favourable. It appears that certain programmes at the Post Graduate Basic Training Colleges and the Basic Training Schools were not to the liking of student-teachers and the attitude of the teacher-educators was also unsympathetic towards the scheme of Basic education.

²⁰The Trends of the Basic Training Schools To-day, Sarvodaya Vidya, I-III, September 1958, P.15.

²¹A Pilgrim; My Pilgrimage to Pentapadu, Medhavi, I-IV, April 1962. Ppp.11-14.

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Average time spent per day by teacher-educators
on different activities of the institution.



It appears that the teacher educators were over worked judging from the time they spent every day on the different activities of the institution as given below:

TABLE 119
TIME SPENT BY TEACHER EDUCATORS ON
VARIOUS ACTIVITIES

Activities	Average Time Spent	
	Hours	Minutes
Class room teaching	3	30
Practical work	1	20
Community activities	1	25
Preparation for teaching	1	00
Cultural activities	0	45
Office work	1	00
Total time	9	00

It was found that the teacher educator worked ^{on an average} for nine hours every day. Out of the above items of work the class room teaching, practical work, and office work amounting to about six hours might be considered as curricular work, while the community and cultural activities and preparation for teaching amounting to about three hours might be considered as co-curricular activity where the voluntary participation of the teacher educator was expected, as he was not bound by the rules and time table in this respect. From this it could be deduced that on the whole a teacher working in a Basic institution worked three hours more than the teacher working in a traditional institution. Even though a major portion of time was spent

for class room teaching (3 hours and 30 minutes) an equal amount of time was devoted for different kinds of practical work including community and cultural activities and this appears to be an ideal budgetting of time at their disposal.

RESEARCH AND EXTENSION WORK

It appears that the Basic Training Schools were not much interested in research work collectively or individually. Some institutions reported that they were conducting some experiments in correlated teaching, and piling up lesson notes. The Special Committee drew the attention of the Government to manuscripts containing illustrated lessons and some schemes of correlated teaching. If facilities and sufficient encouragement were offered some of the training institutes could produce quality literature which would serve as a guide to teachers in Basic schools and useful reading for the students. "No effort at present appears to have been made to pool together this useful accumulated material and after selecting, the best arrangement made for publication". The committee pleaded for serious effort to study this material with a view to produce guide-books and suggested the appointment of a committee for collecting all this accumulated material.²²

Most of the Training institutions did some community extension work in the shape of social service to the neighbouring community. But systematic extension service to the Basic or Elementary Schools around the Training institution started very recently with the opening of three Primary Extension Services Centres at the Basic Training Schools, Khairatabad, Rayachoti and Gopannapalem. These centres were expected to serve fifty Basic or Elementary schools around them concentrating on the various school improvement programmes encouraging the teachers to undertake simple action research,

²²Report of the Special Committee for Basic Education
Andhra Pradesh: Op.Cit. P.53.

making some useful publications, organising seminars, workshops and training courses.

In fact this extension work was the revival of the old concept of building a compact area around the Basic Training Schools. But this idea could not be worked successfully during the past three decades, as sufficient funds were not available and no central agency took interest in this type of work. But now the National Council of Educational Research and Training through its Department of Basic Education gave cent per cent grants for this work and provided the technical training and guidance to the co-ordinators managing these centres.

VACATIONS FOR TRAINING SCHOOLS

Observance of the vacations generally prescribed for all schools in the state was causing a lot of inconvenience for the implementation of certain Basic education programmes in the training institutions.

In the interest of community life and of such craft activities as gardening and agriculture, which form an integral part of teacher education, the centre should work throughout the year with provision for teachers, taking leave according to individual needs.²³

The teachers were paid for the whole year by the Government. Yet long vacations were given in order to provide for the plato periods in the learning of children and to enable the teachers to evaluate the examination papers. Besides this the holiday provided physical and mental rest to the teachers and students. This period was utilised by the weak students to make up the loss. These vacations were essential to save the students from the monsoon rains, winter colds

²³Report of the Seventh All India Basic Education Conference, Sevagram: Hindustani Talimi Sangh: 1951. P.85.

and summer heats and during this time the children help the parents in domestic or professional work. But long vacations disturbed the school life and denied the students the opportunity of celebrating some national festivals falling during vacations. This made the correlation of knowledge poorer.

It should be made obligatory on the part of the teacher educators and student teachers to stay in the institution on all days of national and religious importance, and the teachers could be given extra leave to compensate this loss. The Heads of the institutions should be given full liberty to decide the timing of the vacations, while strictly conforming to the requirement of the prescribed number of working days.

But there were some cases where the teacher educators were made to work during vacations, but the proportionate leave was not reserved, even under the existing rules.²⁴ All these difficulties could be avoided if the Heads of the Basic Training Schools were given the freedom to settle the vacations by themselves without imposing an external order applicable to all types of schools in the state.

RECORDS AND EVALUATION

Records maintained by the teacher educators and the student teachers helped the evaluation of the student-teachers and the programmes of the institution in **general**. The records also showed the various activities and the extent to which they were practised in the training institutions.

²⁴Spot News: Medhavi, I-III, October 1960. P.48.

TABLE 120
RECORDS MAINTAINED BY TEACHER EDUCATORS

Records	Percentage of Training Schools
1. Monthly plan	81.25
2. Scholastic progress	81.25
3. Annual plan	75.00
4. Physical development of student-teachers	75.00
5. Student-teachers' progress in craft work	75.00
6. Teachers individual craft record	68.75
7. Student-teachers cultural and social activities	68.75
8. Daily lesson plan	62.50
9. Personality development	56.25
10. Monthly progress report	43.75
11. Notes from self-study	43.75
12. Records of students aptitudes and attitudes.	37.50

In table 68 the records maintained by the teachers in Basic schools were given in the rank order. In both these tables it was found that monthly plan occupied the first position, while the record of students aptitudes and attitudes came last. Most of the information from the above records got into the cumulative records which counted for the public examination.

The records of the teacher educators were usually based on the following records maintained by the student-teachers:

TABLE 121
RECORDS MAINTAINED BY STUDENT-TEACHERS

Records	Percentage of Training Institutions
1. Notes on the social and cultural activities	62.50
2. Minutes of the programmes of school assembly	56.25
3. Craft activities	50.00
4. Daily diary	43.75
5. Monthly progress report	37.50
6. Daily progress report	12.50

From the above table it could be seen that emphasis was given to the records relating to community activities by more institutions. Similar interest should be shown for making the student-teachers maintain the daily diary and the monthly progress report.

As prescribed by the syllabus the student-teachers were required to maintain records of observation and criticism of lessons, notes of lessons, scheme of lessons, craft records, and the class notes for the various subjects taught in the Teacher Education programme.

All the above records were assessed at the time of evaluation of the student-teachers mostly by the teacher educators supervising their work internally.

When the practice of appointing an assessment committee to evaluate the work of the student-teachers existed in the Telangana region, the committee used to make a thorough appraisal of all the records. But subsequently the examination

was centralised and so the teacher educators only valued the records and sent the marks to the Commissioner for Government Examinations.

The Basic Training Schools (75%) held the quarterly examinations , half-yearly and annual examinations(37.50%) to prepare the student-teachers for the final theory examinations conducted by the Commissioner for Government examinations. But very few of them (18.75%) conducted the monthly tests.

The syllabus prescribed that the school council consisting of the Headmaster and the staff of the school should conduct tests in each one of the courses noted under Groups A and B of the syllabus periodically three times a year, preferably in September, December and February or March and enter the marks in the school marks registers. The consolidated percentage of marks in each item or subject were worked out at the end of the two years training course and entered in those registers according to instructions issued by the Commissioner for Government Examinations.

The attainments in the five activities under Group A were decided by the Headmaster of the School by conducting the necessary tests for which all candidates who were eligible to appear for the public examination appeared. During the first appearance, candidates appeared for tests in all the activities under group A. Those who failed in any of those activities could offer themselves for retest in only those activities by putting in an attendance of one week or more in the Training School in which they were trained at such time as may be fixed by the Headmaster. The success in the three (four for the Senior Grade) courses under Group B was finally decided on the results of the public examination held in March or April every year. Sixty per cent of the marks were allotted for each of those public examination papers and the other forty per cent of the marks were allotted for

all class examinations i.e. the consolidated percentage based on three terminal examinations conducted by the School Council every year in all the theory papers.

A minimum of forty per cent in Regional Language or mother tongue and in English for Senior Grade and ~~thirty~~ thirty five per cent in each of the other subjects in the combined marks and a special minimum of twenty five per cent in the languages and twenty per cent in the other subjects in the Public Examination were also prescribed as necessary for a pass.

Each question paper was of three hours duration: the paper on methods of teaching English included a question on paraphrase and one on general composition.

The heads of the training institutions were expected to furnish to the Commissioner for Government Examinations all the details about each trainee in a Basic Teachers' Certificate Book for which corresponding individual records were kept in the school. The trainees who did not put in seventy five per cent of attendance were not eligible for appearing at the Basic Teachers Certificate Examination. The candidates were not presented for this examination unless they completed satisfactorily the prescribed courses of study, in the opinion of the school authorities.

The results of the candidates appearing at the Basic Teachers' Certificate Examinations were published in all the prominent news dailies in the state and the Basic Teachers Certificate. Books were returned to the respective teachers in due course of time.

Summary:-

Elementary Teacher Education in Andhra Pradesh has to meet the demands of the quantitative expansion of elementary education under the compulsory education scheme. At the same time the quality of the teaching should be maintained. Out of 123 of such institutions 89 are of the Basic pattern.

These Training institutions are also charged with the responsibility of retraining the teachers who got the traditional training previously.

A majority of the Basic Training Schools were situated in urban areas against the accepted philosophy of Basic education to train teachers in rural setting. The physical facilities provided to these institutions were far from satisfactory. They do not have enough land for practising Agriculture or Gardening as Basic crafts. In a majority of the institutions good libraries are not established. In only less than fifty per cent of the institutions good hostel accommodation was provided for the students, even though community life is a compulsory aspect of their training. Sufficient accommodation was also not available for reading room, exhibitions, museum, fine arts.

Men between the age range 15 to 35 and women 17 to 20 are selected or deputed for Basic Training. The student-teachers deputed from among teachers by the District Educational Officers get their salaries and those freshly selected by the committees get a stipend of Rs.35/- p.m.

The syllabus of the Basic Training Programme in Andhra Pradesh drew its inspiration primarily from the 'Revised Syllabus for the Training of Teachers' of the Hindustani Talimi Sangh and the syllabi which were in force in Madras and Hyderabad states before states reorganisation.

The training of Middle School graduates was abolished during 1956-57, but later on it was revived due to paucity of teachers. But it should be discontinued in the interest of keeping the educational standards high.

The syllabus provides for a main and a subsidiary craft and usually Cotton Craft and Agriculture/Gardening were taken up. The organisation of cultural activities is expected to link the Training school with the community around.

The duration of the course for middle passed and fresh matriculates is two years and, while it is one year for matriculate teachers in service.

The programme of teacher education consists of practical work in the practising school, Health and Hygiene, Community Training, Cultural and craft activities. The practical course is expected to be organised in a series of projects. The theory subjects studied consist of Psychology and Child Study, Principles of Basic education and School Administration and Methods of teaching.

Lecture method and dictation of notes were forbidden by the curriculum and the syllabus topics were expected to be discussed in the class, while the students were expected to record the same. They were also to study books in library.

At graduate level there is no systematic course of study in Basic education. In the three universities in the state Basic education is one of the optional subjects in the B.Ed. course which is meant to train teachers for secondary schools. The Post-Graduate Basic Training College at Pentapadu and the Basic Training College at Bhiknoor used to give retraining in Basic education for three months to the trained graduates. But these centres are out of the map now. It is necessary to start some Basic Training Colleges affiliated to the Universities to train fresh graduates in the philosophy and practice of Basic education, at all stages of education. Basic training programme should be made balanced and alround by integrating with the theory of teacher education the philosophies and practices of Scouting, Citizenship, Red Cross, Community Development, Co-operation, Health Education, Family Planning and National Integration. The curriculum of Teacher Education should also include the role of Professional Organisations of Teachers.

The student-teachers are disinterested in the Teacher Education programmes as they had a feeling that they will not

be encouraged to implement in schools the methods learnt by them at the training institutions. The value of Basic education is lessened as it was limited to the primary stage and it was not dovetailed with higher education. The Basic Training Schools did not prove much different from normal school, due to certain defects in planning and execution. The mechanical aspect of the craft work was much emphasised.

Many teacher educators stated that the curriculum in vogue would not bring about the silent social revolution to establish the new social order envisaged by Basic education. Ninety four per cent of the Basic Training Institutions demanded that the teacher-educators should be represented on the syllabus committees, so that an effective and practical curriculum can be evolved.

There is a dearth of literature in Basic Teacher Education and the Government had done very little to produce the required literature. It is not enough if the students depended on merely the notes of discussions in the class.

More than eighty per cent of the schools laid emphasis on utilising the craft work for purposes of correlation to the utter neglect of the situations in physical and social environment. A majority of the institutions appear to be emphasising dignity of labour as the objective of craft programmes and its educational value occupied only a second position. More than eighty per cent of the institutions said that the Education Department decided the Basic crafts (Cotton and Agricultural) and practically no choice was left to them. In a majority of the institutions craft implements were repaired by the local craftsmen, while only a few of them attempted to get the same repaired by the student-teachers themselves. Craft programme could not be made successful due to dearth of teachers properly trained in craft work, defective implements, lack of accommodation for craft work, and difficulties in the disposal of craft products. The Education Department should make suitable arrangements for the

proper disposal of the cotton and other craft products piling up in the training institutions. The student-teachers are expected to earn Rs.2 to 3 p.m. though a majority of the institutions aimed at getting back the money spent on raw materials only.

Basic Training Institutions are expected to function as miniature democratic republics. Yet about ninety per cent of them stated that mostly outline of their plans was decided by the Director of Public Instruction and the details are worked out by the Head Masters. In a very few schools the staff and students are involved in planning the programmes. In a majority of the institutions the Headmasters appointed the school pupil leaders, while in a number of institutions the school government was patterned after the state government and the assembly. In these institutions ministers were appointed by the student body to carry out the routine organisation of community work. The school community Government organised a number of activities which developed certain desirable qualities in the student-teachers, like readiness to take orders, discipline, team spirit, leadership, tact, comradeship, co-operation, patriotism, patience, initiative, responsibility, owning mistakes, work-mindedness, self reliance, dignity of manual labour, desire for social service, care of property, appreciation of other points of view etc. But liking for rural life came very last in the list, though it is very important both for the progress of the country and Basic education as well. The training institutions are trying to popularise Basic education, through organising certain community activities and social service programmes. The Basic Training Schools have a well planned daily routine for organising various activities, from 5 a.m. to about 9 p.m.

Even though about fifty per cent of the Basic Training Schools were equipped with good libraries, very few schools attempted systematic organisation of supervised collateral reading.

While in more than eighty per cent of the institutions specialist craft teachers were appointed, specialists in Agriculture, Hygiene and nutrition and Fine Arts were not provided. A few Headmasters of Basic Training Schools stated that they were not getting enough cooperation from the assistants as they lacked enthusiasm for Basic programmes due to the feeling that this system of education is not suitable to the modern scientific and technological age.

Some teacher educators did not like to work in the Basic Training Schools as they were situated in remote rural areas, where there were no medical and higher educational facilities for their children. The staff of these institutions worked for about 9 hours daily. There were some complaints against some training institutions including the Post Graduate Basic Training College at Pentapadu, to the effect that the atmosphere there was undemocratic, buildings were unsuitable, food was not tasty, the daily routine was exacting, and very strenuous work including scrubbing utensils and scavenging was extracted from the trainees. So, the trainees felt that deputation to Basic training was a sort of punishment.

Practically no research work is being done in the Basic Training Institutions. They are expected to do some extension work for the improvement of surrounding Basic schools. Very recently primary extension services centres were started in three institutions, under the guidance of the Department of Basic Education of the National Institute of Education, Delhi.

The vacations observed by the training institutions were not suitable for the agricultural work and the community and cultural activities organised by these institutions. The teacher educators and the student teachers should stay in the training institutions throughout the year in the interests of the agricultural work and observance of national and religious festivals which are of cultural and educational importance. They can avail special leave for a prescribed period according

to their individual needs. The Headmaster of the institution should be given the discretion to delcare vacations, if necessary, suitable to his institution, instead of applying the general pattern of vacations to these institutions also.

Out of about a dozen records maintained by the teacher educators the monthly reports occupied the first position and the record of students aptitudes and attitudes came last, as judged from the frequency of the institutions maintaining these records. Out of this the records maintained by the student teachers the notes on the social and cultural activities was mentioned by a majority of the institutions and very few of them encouraged the daily diary indicating the day to day progress of the student teacher. All the student teachers maintained the records concerning the practice teaching and craft work. Most of the institutions conducted the quarterly, half-yearly and annual examinations and very few of them conducted the monthly tests. The periodical assessments of all the theory and practical programmes were recorded in the Basic Teachers Certificate Book maintained for each the student teacher.
