IMPLICATIONS FOR THE PUNJAB STATE
FOUND IN SELECTED PROFESSIONAL EDUCATION PROGRAMS
FOR THE PREPARATION OF SECONDARY SCHOOL TEACHERS
IN THE UNITED STATES

A Dissertation
Presented in Partial Fulfillment of the Requirements
for the Degree Doctor of Philosophy in the
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BY

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CHAPTER I

THE PROBLEM

Background of the Problem

India obtained its independence in 1947 and adopted democracy as its social philosophy. The outlines of this social philosophy which should influence all its institutions, educational as well as economic and political, are indicated in the preamble to the constitution of India. It reads:

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN DEMOCRATIC REPUBLIC and to secure to all its citizens;

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity of the nation.1

The state shall endeavor to provide, within a period of ten years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of fourteen years.2

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2Ibid., p. 233.
The task of education in India is today twofold: (1) to eradicate the illiteracy found in 83 per cent of the total population, and (2) to improve the existing system of education so that it may play its vital role in the evolution of the political, economic and social life of the country.

The nature of secondary education in India has been changing during the last few years — from non-compulsory to compulsory education for all. There is much criticism of the present system of education in the literature. As Kabir writes:

The present system of education is overwhelmingly literary and academic. This may be appropriate for the selection of those who go on for higher education, but it does not offer enough scope to children and adolescents whose tastes and aptitudes point toward an aesthetic, technical or other practical training. . . . The system neglects the development of the senses and the physical capacities. It tends to create an aversion to physical labour among the educated who are often lacking in simple manual skills. It is also largely indifferent to the development of character and a sense of moral values among pupils. 3

The professional education program for the preparation of teachers in India is almost the same as it was before the independence of the Indian people. The present universal education program has to deal with students having great differences in background,

interests, needs, problems and abilities. A change in the nature of the teacher's work in school demands corresponding change in the preparation of teachers.

The preparation of teachers needs change in the sense that teachers now have to direct the learning activities of all the children of all the people. To do this requires much understanding of the purposes of education, the nature of human growth and development, the nature of the learning process, the nature of society and democratic values.

Statement of the Problem

The problem was to determine whether teacher-education practices in the United States had implications for professional education practices in the preparation of secondary school teachers in the Punjab state.

Purpose of the Study

This study was made in an effort to secure suggestions for improving the program for the education of secondary school teachers in Punjab, India, from the programs in nine selected institutions in the United States. It is important to improve the quality of teacher education in order to improve the quality of the secondary schools in India. Kabir writes:
In the ultimate analysis, the efficiency of a system of education rests on the quality of the teachers. Without good teachers, even the best of systems is bound to fail. With good teachers, even the defects of a system can be largely overcome. It is therefore essential to attract and retain the right type of men and women into the profession, give them the necessary training to increase their efficiency and create conditions in which enthusiasm for work is maintained throughout their professional life.

It was not the purpose of this study to make evaluative comparisons of the professional education programs of the Punjab state and the United States. The purpose was to study the professional education programs for the preparation of secondary school teachers in selected institutions in the United States with reference to making suggestions and improvements of similar programs in the Punjab state.

In making this study, the author realized that it is seldom feasible to lift a procedure entirely from one country and include it without modification as a practice in a foreign country. There is, however, much value to be obtained for those practicing in one country from observing and analyzing practices in another. The recommendations represent efforts to utilize, with modifications, desirable practices found in the United States for improvement of the teacher-education program in the Punjab state. The relatively recent independence of India, and the efforts of those in authority to make education available to all the people instead of to the chosen few, have brought

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many problems to Indian secondary education and to teacher-education. The fact that the programs of education and teacher-education in Punjab have been highly academic in their interests and focused heavily upon preparing for external examinations, have complicated efforts to make education more acceptable to the common people. It is hoped that this study will result in desirable changes in the program for preparing secondary school teachers in the Punjab state.

Need for the Study

There is no comprehensive study that deals with the professional education program of secondary school teachers in the Punjab state. Teacher-education should be considered in broader terms to include the total preparation of teachers for teaching rather than professional education alone.

The teacher is the central figure in an educational system of any country. Whatever may be the quality of the curriculum and physical facilities provided by the country, the efficiency of an education system depends to a great extent on the quality of teachers. The teacher plays an important role in the society by working in a formal agency of education created by the society for its children. He is the guide of future citizens and he shapes their lives through direct and indirect contacts in school. The quality of teachers available in a country determines to a certain extent the quality of the people in a nation. No country can afford to neglect the education of its teachers.
The improvement of an educational system depends on the improvement of teachers; and improvement of teachers depends on improvement in the preparation of teachers. This improvement should be in terms of the changing needs of the people.

The system of teacher education is the outcome of geographical, historical, political, social, and economic factors in a country; therefore, it should be closely related to them. The culture in India differs from the culture in the United States; therefore, it is neither desirable nor possible to transplant in its entirety the system of teacher education in the United States to the Punjab state, India. However, it is possible to take certain practices in teacher education from the United States and incorporate them in original or modified form to suit the teacher education system in the Punjab state.

There has been very little research done in the Punjab state; therefore, it can take new ideas in teacher education which have been experimented with and tested in the United States if they are applicable there. Contrary to the situation in the United States, there is centralized control and an external examination system in the Punjab state which it is neither possible nor desirable to drop completely at this stage. These two above-mentioned factors must be kept in mind in initiating changes in the curriculum of teacher education in the Punjab state.

There is urgent need to link the liberal arts undergraduate program with the post-degree professional education program so that
teachers can be prepared who will meet effectively the present demands. There is great need for such a study to meet the situation created due to political, economic and social changes in the country after India's independence.

The need for improvement of teacher education to meet the present situation was pointed out by the Central Advisory Board of Education Report of 1944, the University Education Commission, and in the recent conference of principals of training colleges in India held at Bangalore. The need for improvement of the professional preparation of teachers is emphasized in current literature by the Union Ministry of Education, the various state departments of education, by the colleges of education, by the educators, and by the public of India.

Scope of the Study

The study is confined to the professional education program for secondary school teachers of the academic subjects in the Punjab state and in nine selected institutions in the United States. The professional education program is the same in all training colleges in the Punjab state. The writer took into consideration the professional education requirements in undergraduate work for secondary school teachers in selected institutions in the United States and the fifth year teacher training program in the Punjab state.
For this study, the professional phase is narrowly defined to mean courses in education and professional laboratory experiences required of prospective secondary school teachers. The study is limited further to those professional education courses which were required of all students pursuing the academic curriculum. The meaning of the word "curriculum professional" is given in the Dictionary of Education as follows:

Curriculum, professional: (teacher) a program or sequence of courses, sometimes extending over 4 or 5 years but often including only 1 or 2, designed to prepare specifically for the responsibilities of particular types of teaching positions as well as to fulfill appropriate certification requirements for teaching.5

Procedure

Nine teacher education programs for the preparation of secondary school teachers were selected for study in the United States. The professional education programs of five institutions, namely Syracuse University, Brooklyn College, Northwestern University, Troy Alabama State Teachers College, and New College (now closed), were studied through bulletins and other literature available. The programs of the other four, The Ohio State University, Ball State Teachers College, Central State College, and Capital University, were examined carefully in the light of points considered in the study of professional education practices in the United States.

In order to have a specific guide when investigating teacher education practice through the available literature and through visitation in four of the nine institutions studied, the writer devised a check list which included: admission requirements; retention requirements for continued study; the number of hours required for graduation; the number of hours required in general education, professional education, and in fields of specialization; the sequence of professional courses; the content of professional courses; which professional courses were required; the amount and character of school laboratory experience required; the methods of instruction; the evaluation of students in a given course; the major current concerns of the college; and practices in placement and follow-up programs.

The time devoted to visitation was as follows: three days at Capital University, two weeks at The Ohio State University, and one week at Central State College, and one week at Ball State Teachers College. The main techniques used to study the program during visitation were the use of check-list questions during conferences with the education faculty and the administrative personnel, observation of classes in the required professional education courses, incidental discussion and interviews with students and the education faculty, observation of students in the laboratory school during their observation and participation experience in pre-student teaching, and the printed and mimeographed material used in each course. The nine programs

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6 The check list used in this study can be found in Appendix A.
studied in the United States were summarized and analyzed in terms of their course offerings and programs.

The historical development of professional education in India with main emphasis on the Punjab state was written with the help of literature available in the field. The description of existing teacher education practices in the Punjab state was the outcome of study of the syllabi of the Punjab University, literature available on teacher education, and the writer's personal experience as a teacher there.

Seventeen recommendations for the improvement of secondary teacher education in the Punjab state were stated and defended.

Sources of Data

The main sources of data were books dealing with the professional education of teachers, official reports and documents, the college bulletins and other printed material, syllabi of Punjab University, check-list, notes, information gained through visits to four institutions and information gathered through observation of classes, discussion and interviews with students and education faculty members and with selected administrative personnel.

Organization of the Study

The introduction, statement of the problem, the purpose, the need, the scope, and the procedures used in the study are included
in the first chapter. Chapter II includes reports of a study, through available literature, of teacher education programs of five selected institutions in the United States. In Chapter III are placed the descriptions of four selected teacher education programs in the United States based on information secured through visitation and interview. The analyses of American practices in teacher education programs are included in Chapter IV. The history of teacher education in India with special reference to the Punjab state is placed in Chapter V. In Chapter VI the study through available literature of teacher education practices in the Punjab state are included, and Chapter VII contains the analyses of educational practices in the United States as to their applicability to the educational practices in the Punjab state, and the recommendations which grew out of the study.
CHAPTER II

CURRENT PRACTICES OF TEACHER EDUCATION
IN THE UNITED STATES

The educational system is decentralized in the United States. The curriculum at any level differs from state to state and usually from institution to institution. The teacher education program is usually of four years duration, following completion of the secondary school curriculum, with the exception of a few states where a five-year program is required for state certification. There is a general tendency to encourage or require secondary school teachers to have the Master's degree within a few years after their graduation.

The writer had selected five institutions, namely Syracuse University, Brooklyn College, Northwestern University, Troy, Alabama State Teachers' College, and New College for the study of their professional education program for the preparation of secondary school teachers. These institutions were studied through available literature. The purpose of making these studies was to give breadth and depth to the writer's understanding of professional education practices in the United States. These five programs varied from one to another but they were developed in efforts to improve the professional preparation of teachers. Each of these
programs included some distinct change from the traditional practices. They are discussed in this chapter.
The cooperation of all departments of the University with the School of Education was considered essential to improvement of the education of teachers at Syracuse University. Teacher education was a major function of Syracuse University. The essential feature in the organization of an "all-university school" was "duality" manifested in dual enrollment and dual professorships. The plan of duality was developed to secure better cooperation in the improvement of pre-service education of teachers. The "all-university" school was an organization in which the services of eight colleges were coordinated. It was based on the idea that cooperation is essential to a successful program. The education faculty consisted of twelve professors of education, twelve dual professors, and thirteen departmental representatives. Research and service organizations which were a part of the all-university school of education, included a bureau of educational research, a curriculum workshop, a reading clinic, and a film library.

A student who wished to prepare himself as a teacher had to enroll in the College of Education and another college such as the Arts College. In the latter college he did his freshman and sophomore work. This was known as dual enrollment. The degree awarded to the student was signed by the deans of both colleges concerned. Dual professors held concurrent membership in both the College of Education
and the related college but devoted most of their time to teacher education. The dual professorship was established in order to bridge the gap between the School of Education and the other related colleges which were involved in the preparation of teachers. The dual professor was required to have sound knowledge of both education and an academic field. The dual professors were nominated for appointment by the Dean of the College of Education, but with the approval of related deans from the point of view of competence in the academic field. For the most part the dual professor's teaching consisted in the instructing of prospective teachers. The dual professor taught education courses as well as courses in the related field. In professional education he taught courses relating to problems of the curriculum and teaching methods, and supervised practice teaching. He also acted as a major adviser of students in his special field. He was responsible for building the sequence of courses in his field, for establishing good relationships among faculty members of both colleges, and for serving on the committee for the selection of students in his area.

Selection of Students

Admission to Syracuse University was based on the evidence of a student's ability to do college work determined in one of the following ways:
1. By passing the New York State Regent's examination.

2. By presenting an acceptable certificate from an approved secondary school, college or university.

3. By passing the Syracuse University entrance examinations.

4. By passing the College Board examinations.¹

The first step in improving the quality of teachers was the careful selection of those who entered the teaching profession and the selection of students for admission to teacher education at the completion of the sophomore year. The basic policy on which the admission program was based was as follows:

First, present-day teaching demands a superior person; second, the university's primary obligation is to school children and their parents; third, a teacher training institution cannot afford to graduate students who are a mediocre advertisement, and a threat to professional standards; fourth, quality is attracted by quality; fifth, training facilities must be developed on the basis of quality rather than quantity; sixth, many students accept needed guidance only when faced with a definite barrier; and seventh, selection by indirection has proved inadequate.

The bases of selection were: intelligence, general culture, scholarship, special aptitudes, physical health and vitality, mental balance, personality, character and attitudes.  

The criteria by which students were selected for admission to the professional education program at Syracuse University were: physical stamina, emotional stability, social competence, academic competence, interest in reading and discussion, sufficient skill in oral and written expression, and mental health. An interview was required of each student before his selection.

Professional Education

The teacher education program at Syracuse University was based on three principles. The first principle was, that there should be a close integration of theory and practice at each step of the learning process. The second principle was, that there should be a functional selection of subject matter in terms of defined goals and its integration around concrete problems. The third principle was, that the traditional methods of university instruction should be broadened to include a wide range of activities.

There were 18 semester hours devoted to professional education. The distribution of credit hours was as follows:

---

Junior Year:  
The Adolescent - 4 hours

Second Semester:  
The Curriculum - 3 hours

Senior Year:  
The Art and Science of Teaching - 5 hours

Second Semester:  
a. Extra-mural Teaching - 6 hours
b. School Administration
c. Education As A Profession

The course on Adolescent Development, consisted of the following: orientation to professional education, the child as a growing organism, statistical concepts required in assigned work, physiological development of adolescents, sociological development of adolescents, and psychological factors of development. The specific aims of the work of this unit were the desired development with respect to abilities, understandings and knowledge in the area of human growth and development. The activities included in this unit were lectures; readings; participation with adolescent groups; directed observations, exercises and reports; and seminars. There was a lecture once a week the purpose of which was to aid the student in understanding basic principles, numerous theories and research studies of the several aspects of adolescent development. There were assigned readings to strengthen the theoretical background of students. Students were required to participate with adolescent groups in social gatherings. The students were required to observe
and write case study of one normal and of one abnormal child.
Seminar groups in which the case studies were discussed met twice a week.

The unit on the Curriculum included the following topics: social and philosophical foundations of curriculum building, nature of learning as the foundation of curriculum building, the curriculum, and the foundation and organization of the various major curriculum subjects. This course began with an analysis of society and the nature of effective learning and ended with the study of curriculum patterns in the modern secondary school.

The activities in the nature of learning topic were: a written paper on "Origins and Circumstances of Effective Learning," observation in public schools for three weeks, assigned readings, a study of the effectiveness of learning in the usual school situation, study of the nature and status of transfer of training, and two seminars. In the topic on curriculum, the students studied the meaning and nature of the curriculum, the common and special offerings in the curriculum, and the place of curricular and extracurricular activities in the school curriculum. The students were required to observe classes in different types of schools. These observations were supplemented by a series of lectures each representing one recently reorganized curriculum such as that of the Wells School of Chicago, The Ohio State University School, and the
The contents of the unit on the Art and Science of Teaching were: the teaching of the major field, directing study and evaluating progress, practice teaching in city schools, and teaching in the minor area.

This unit was taught by dual professors. The study began with a period of two and a half weeks of orientation to the classroom situation. The dual professor organized the course the way he liked but discussed with others in staff meetings the ideas, problems and purposes of the course. After the period of general orientation to classroom teaching, each student was assigned to a class in a Syracuse school. He had observation, participation and teaching experience for nine weeks. His time was distributed as follows: three weeks of observation for two periods a week; two weeks of participation for five periods a week; and four weeks of teaching for five periods a week. During the observation and participation period each dual professor met his major group three times a week. In these meetings he discussed the principles and problems which were common in everyone's work. During the actual teaching period, there was a two-hour seminar which met each week in which students discussed problems faced by them. At the close
of the practice period in their major fields, students were regrouped, according to their minor fields, and spent the rest of the time left in that seminar on the teaching problems of those areas.

The content of the unit on Extra-mural Teaching, School Administration and Education as a Profession, were: preparation for extra-mural teaching (three and a half weeks), extra-mural teaching (three weeks), integrating and evaluating teaching experience (two weeks), development of secondary education teaching, school administration and the classroom teacher (two weeks), and education as a profession.

The unit of practice teaching in the first semester of the senior year in the Syracuse secondary schools was supplemented by another unit of practice teaching for three weeks in second semester of the senior year. Each student was placed in a rural or village school where he had the full responsibility of a teacher in the community. The first two and a half weeks of the semester were spent with the dual professors in the preparation for extra-mural teaching. The student built resource units with the help of dual professors. He taught both in his major and minor area and was called an apprentice teacher. The student was assigned to teach three classes daily, the rest of the time he spent in planning, observation, conferences with cooperating teachers and in activities
of the community. In addition to academic activities, the appren-
tice teacher assisted in other activities such as supervising a
study hall or helping the librarian, attending faculty and com-
mittee meetings, attending parent-teacher association meetings
and other school-community functions, and participating in various
types of community activities. While teaching, each student
submitted a weekly report to his dual professor regarding his
activities, problems, successes, and failures. A student was
helped on the basis of his reports. A questionnaire was given to
each student for evaluation of this extra-mural teaching.

There was no course in the history of education offered,
but the contents of this course were included at different places
in the professional units. It was considered important for a
prospective teacher to know the development, control and support
of secondary education in the United States, and that the profes-
sional responsibilities of teachers were different one or two
generations earlier than they were in 1958. All these topics were
studied in the second semester of the senior year. The last topic
in the professional education program was "Education as a Profes-
sion." It included reading, four lectures, and two seminar dis-
cussions which dealt with such problems as the nature of a profes-
sional status of teaching, turnover and tenure of teachers, teachers'
salaries and living conditions, teachers' retirement and pension
systems, professional organizations, and ethics of the profession.
The Master's Degree

Thirty semester hours of credit were required for a Master's degree. This degree met the requirements of thirty semester hours beyond the Bachelor's degree for permanent certification in New York State. The general plan for the program leading to the Master's degree included: nine credit hours in education, selected from the following requirements: a course in Educational Evaluation, Measurement or Statistics, three hours; a course in Educational Psychology, three hours; a course in Philosophy, Sociology, History of Education or Comparative Education, three hours; three to six credit hours of professional work in the field of specialization, chosen by the student; 18 hours of course work from other graduate courses in the university.

Placement and Follow-Up

In October of every year, the director of the placement bureau held conferences with all students who were interested in securing teaching positions. The purpose of this conference was to distribute application forms for enrollment in the placement bureau, to discuss the responsibility of the student in entering into teaching contracts, and to consider certain aspects of professional ethics. The placement office staff members reviewed information about schools through the media of visitation, correspondence questionnaires, inquiry, and personal contacts with school officials. They supplied information to employers on suitable candidates. They also kept up-to-date information
through supply and demand studies on the status of employment.

Since education was considered a continuous process, recent graduates who were teaching were visited and given necessary help. There were three methods used for ascertaining the initial professional adjustment of beginning teachers. The first was through personal visits by the director of the placement bureau to schools; second, staff members made some field contacts through extension courses and other means; and third, questionnaires were sent to officials in schools.

The salient features of the Syracuse program were the all-university program, the dual professorships, dual-enrollment of students, selection at admission to professional education, adolescent study, the placement bureau activities, the follow-up program, and both on-campus and off-campus practice teaching.
BROOKLYN COLLEGE

In the summer and fall of 1948, the faculty of Brooklyn College started planning a five-year program for the education of teachers. In February, 1949, all staff members were asked to dream of what could be the most ideal program of teacher education, without consideration for the present, of the city or state requirements, of habit and tradition, or even of time and money. In the fall of 1949, the entire department was divided into six policy groups. Each group selected one of its members to serve on a policy coordinating committee which consisted of six representatives who were drawn from the policy group, the Director of the Educational Clinic, the Director of Evaluation and of Educational Research, the Deputy Chairman and the Director of Teacher Education. In the spring of 1950, they reached consensus on certain aspects in all the policy groups. The Director of Teacher Education appointed a framework committee which worked out the detailed outline of courses.

The Total Teacher Education Program

In a five-year program of teacher education, there were 158 semester credit hours, out of which 42 to 68 credit hours were devoted to general education, 29 to 32 credit hours to professional education and 44 to 86 credit hours in the field of specialization and electives. The total program of teacher education was as follows:
First Year —— General Education -- the common base

Second Year —— Continuation of the common base; Introduction to Education

Third Year —— Fields of concentration -- electives
Human Development and the Learning Process
Education in Modern Society

Fourth Year —— Completion of functional major and auxiliary courses
Electives
Methods of teaching and practice teaching

Fifth Year —— Graduate work in major field
(secondary education) or graduate courses in three fields
(early childhood and elementary education)
Educational Workshop; Research Seminar; Philosophic, Historical or World Perspective in Education
Electives

Credit-wise the picture was as follows:

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common core of general education</td>
<td>42 - 77 credits</td>
</tr>
<tr>
<td>Functional major, outside of education</td>
<td>30 - 36 credits</td>
</tr>
<tr>
<td>Education courses</td>
<td>20 credits</td>
</tr>
<tr>
<td>Total Undergraduate</td>
<td>128 credits</td>
</tr>
</tbody>
</table>

Graduate

| Education | 9 - 12 credits |
| Major field and electives | 18 - 21 credits |
| | 30 credits |

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The courses in general education were offered during the freshman and sophomore years. The general education consumed from one-third to one-half of the students' 128 semester hours of undergraduate credit.

**Professional Education**

The foundations of the new program at Brooklyn College were laid on the following three principles: learning should be in large, integrated units; learning should be based upon and interrelated with experience; and individual counseling and guidance should permeate the whole program.

The course on Introduction to Education was based on two types of experience. Each student studied one child throughout the semester, and planned field trips to social agencies and schools at all levels. The course was problem-centered. The students did observations in the Educational Clinic and Early Childhood Center, used audio-visual aids and did extensive reading to supplement their experiences. Discussion in class was used to integrate reading and experience. Individual and group counseling regarding personal and academic matters was also included. The purpose of this course was an orientation to the teaching profession where the student and instructor could find out whether teaching was the right field for the student.
The course on Human Development and the Educative Process included the functional elements of psychology, mental hygiene, behavior problems, and measurements of intelligence and aptitudes. It was offered in the Junior year and extended over two semesters. Both the courses on Human Development and the Learning Process and Education in Modern Society courses were interrelated and taught throughout the Junior year. Community experience was a required experimental part of this course. A student was required to spend one late afternoon or evening a week throughout the year in an approved youth-serving agency. The Educational Clinic and the Early Childhood Center were used as laboratories. Students made use of audio-visual aids, extensive reading, class discussions, and individual counseling in working out the course content.

The Education in Modern Society course dealt with the role of the culture in shaping educational institutions, the relationship of school to other social institutions (family, church, social agencies, and so forth); the teacher's role in society; curriculum making, and educational principles and practice in the light of historical and philosophic considerations. It extended over two semesters in the Junior year, totaling four credit hours. It was stated that the course utilized functional subject-matter to solve real problems faced by the teachers.
Human Development and the Educative Process, and Education in the Modern Society courses were interconnected with each other throughout the entire year.

Methods and practice teaching were combined in one course that was offered for both semesters of the Senior year. The person who taught the course in methods also supervised student teaching. The same group of students worked throughout the year, with the same instructor in the methods course and practice teaching. This arrangement helped the instructor to relate the methods course and practice teaching (theory and practice) and to make the course more practical. It was stated that in this way the instructor and student had many contacts, therefore, the instructor was in a good position to give guidance to the student.

The first half of the methods course was offered in the first semester of the Senior year. The student spent two hours a week observing and participating in classrooms. In the second semester the same methods course continued and included ten hours a week of practice teaching.

The Master's Degree

Most of the students taught in school while enrolled for graduate work; therefore, it generally took two to three years to complete the final year of graduate work. The fifth year program was as follows:
1. Workshop, accompanied by actual teaching or intern teaching. Sections in Early Childhood, Elementary and Secondary Education. 
   Required
   2 credits

2. Seminar in Educational Research, Research techniques, with application to a real problem, often developed into a thesis. 
   Required
   2 credits

3. Perspectives in Education; one or more of the following courses:
   a. Philosophical issues in Contemporary Education
      2 credits
   b. Educational Ideas in Historical Perspective
      2 credits
   c. Education and the World Community
      2 credits

4. Electives in Education: Choice of a wide range of offerings
   3-9 credits

5. Major Sequence in department of specialization and Liberal Arts and science electives
   15-21 credits

6. Thesis or comprehensive examination
   No credit

   Total
   30 credits

As previously noted, secondary school teachers were required in the State of New York to have a Master's degree in order to secure permanent certification. The salient features of the Brooklyn College program were: democratic approach to the program, a five-year program, guidance, an introduction to education course, teaching methods and practice teaching in the same unit, and the

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Carleton W. Washbrune, op. cit., p. 23.
student teaching and methods course taught by the same instructor with a given group.

The placement office was an integral part of the Department of Personnel Service at Brooklyn College. The function of the placement office was to interview undergraduate and graduate students who were interested in part-time and full-time employment, provide guidance on job seeking techniques, and furnish information as to openings as well as to make referrals for employment.
The teacher education program at Northwestern University was said to provide opportunities for prospective teachers which made them good citizens as well as competent teachers. To achieve these objectives, the emphasis was laid on the following three elements: (1) liberal education, (2) professional education, and (3) special education. In 1958, there were 66 to 68 quarter credit hours devoted to general education, 77 to 72 hours to additional courses, and 34 to 40 hours to the professional education of secondary school teachers in the program of Northwestern University. The program was planned to cover four academic years of study. Professional education began in the Freshman year and was interrelated with liberal education throughout four years. There were 180 quarter credit hours of course work which were distributed as follows:

<table>
<thead>
<tr>
<th>Total Requirements in the Education of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. General Education Courses</td>
</tr>
<tr>
<td>A. Reading, writing, speaking</td>
</tr>
<tr>
<td>Freshman English</td>
</tr>
<tr>
<td>Speech</td>
</tr>
<tr>
<td>B. Natural Science (laboratory)</td>
</tr>
<tr>
<td>C. Social Science</td>
</tr>
<tr>
<td>American Government</td>
</tr>
<tr>
<td>Other courses from Anthropology, economics, history, human geography, sociology, political science</td>
</tr>
</tbody>
</table>
D. Fine Arts, Literature, Music ------- 10 or 12
   Literature ---------------------- 4
   Music and Art ------------------ 6 or 8
E. History, Philosophy, Religion ------- 12
   U.S. History (B or C level courses ------------------ 12
   Total --------------------------------- 66 or 68

II. Additional courses Outside the School of Education --------------------------------- 74 or 72
   A. Hygiene ---------------------- 3 or 4
   B. Psychology or social science---- 4
   C. Teaching major ---------------- 48
   D. Electives (which may include teaching minor) --------------- 19 or 16
   Total --------------------------------- 74 or 72

III. Professional Education Courses -- Required
     34 Quarter Hours; Maximum ------- 40
   A. Required:
      Ed. Bol American Public Education or Ed. Aol -
      Introduction to American Education -------------- 4
      Ed. Bo2 Educational Psychology ------------------ 4
      Ed. B40 Methods and Materials of Teaching ------------ 4
      Methods in Teaching Field ---- 3
      Ed. B45 Student Teaching ---- 8
      Ed. B46 Student Teaching ---- 8
      Ed. Col. Philosophy of Education ------------------- 3
   B. Electives - courses outside the School of Education and/or Professional courses ---- 6
   Total --------------------------------- 40

IV. Physical Education ------------------ 2 years

Grand Total ----------------------------- 180^5

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Admission Requirements and Advisement Plan

The aim was to admit those students who could profit from the program at Northwestern University. The following points were considered in determining whether or not an applicant should be accepted:

1. High school or preparatory school record.
2. Recommendations of a school official and at least one other person who has information as to the success of student at the University.
3. Scholastic Aptitude Test given by the College Entrance Examination Board.
4. Personal interview

Fifteen units of course work in the high school. The units should be distributed as follows:

<table>
<thead>
<tr>
<th>Required</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (four units are preferred)---</td>
<td>3 or 4</td>
</tr>
<tr>
<td>Foreign language, classical or modern</td>
<td></td>
</tr>
<tr>
<td>History and other social sciences</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>9</td>
</tr>
<tr>
<td>Natural Science</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3 or 2</td>
</tr>
</tbody>
</table>

At least two units of one foreign language must be offered.  

The advisement plan was to give guidance in general, special, and professional education and to integrate four years of undergraduate study. The faculty through its close association with students, promoted their professional growth.

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*Northwestern University Bulletin, op. cit., p. 13.*
The Professional Education Program

The first course in the professional sequence was Introduction to American Education, offered in the Freshman year. It dealt with orientation of the student to the university, to public education, to the profession of teaching, and to material aids used in teaching. It was stated that personal and professional needs of the student were analyzed and that help was given accordingly. This course was required of and could be taken only by freshmen. Students entering the program as sophomores were required to take the course on American Public Education. This dealt with the school as a social institution, acquainting the student with its organization, functions of the various levels of education, school personnel, and provisions for carrying out the educational function. It was offered in the Sophomore year and not open to students having had credit for the course on Introduction to American Education.

The Educational Psychology course dealt with the growth and development of the child, the learning process, individual differences, and social and motivating factors of adjustment. The prerequisite was general psychology and at least sophomore standing. The course on Methods and Materials of Teaching dealt with general methods in secondary school teaching, objectives of secondary education, the conventional and newer procedures in teaching, teacher personality, directed study, provisions for individual differences, use of
audio-visual aids, classroom management, and evaluation. Introduction to American Education and Educational Psychology were prerequisites to this course. A student could enroll in this course in his junior or senior year.

The course on Philosophy of Education dealt with the analysis of fundamental philosophical ideas that underlie American public education. A student could enroll in this course in his junior year.

Student teaching. There was off-campus student teaching under the joint supervision of a regular secondary school classroom teacher and a university faculty member. There were regularly scheduled conferences and discussions with the student teacher. The minimum requirement in student teaching was two quarters of part-time teaching or one quarter of full-time student teaching. The student in full-day student teaching spent from 8:00 A.M. to 3:30 P.M. in school. The other responsibilities included such activities as faculty meetings; co-curricular activities, counseling with pupils and parents, committee meetings, preparation for classes, and studying the community. The student in the half-day program spent three and one quarter hours of time in school daily. A student was required to have some pre-student teaching experience such as participation and observation in classrooms, 100 hours of laboratory work, 25 hours of extensive
planning and preparation work in some activities, and contact
with children at two different age levels. The commonly used
activities for fulfilling pre-student teaching requirements were
counseling, supervising, teaching children and youth in Sunday
School classes and on playgrounds, "Y" groups, Boy and Girl
Scouts, Brownies, and community houses.

Placement

The placement bureau offered service to old and new gradu­
ates of Northwestern University. A small fee was charged for
initial registration and renewal each year.
The improvement of the teacher education program at Troy was a part of an all-state movement for educational improvement and reconstruction. The basic philosophy underlying the teacher education program grew out of the conception that learning takes place best if educational activities are meaningful to an individual. The principles of this philosophy were given in the 1941, Bulletin of the Troy State Teachers' College as:

(a) The striving and purposive nature of the human organism; (b) the integrative effect of strongly organized purposive learnings; (c) the dependence of genuine social education on the genuinely social nature of school experiences; (d) the whole personality nature of all human learnings; (e) the necessity that learning situations be genuinely meaningful and challenging to students; (f) the necessity for differentiation of educational programs in terms of the differences among students in capacities, needs, interests, abilities and experiences; (g) the necessity for providing learning situations with a very large measure of creative freedom as a consequence of the foregoing principles from (a) to (f), inclusive.¹

The admission requirement to this college was the same as in other state-supported institutions. The college offered a Bachelor of Arts and a Bachelor of Science degree. One hundred ninety-two quarter hours of credit were required for graduation.

The Total Curriculum

General education was the core for freshmen and sophomore students. The general education core included a group of comprehensive courses and related experiences which a student needed in order to solve his personal, community, regional and national problems. This core was given in the first two years and the professional education core in the last two years of undergraduate work. The outline of course requirements in teacher education was as follows:

General Education Core - 36 quarter hours credit including: The Bio-social Development of the Individual, (26 credit hours) a comprehensive course utilizing materials from the fields of human biology, health, psychology, and the social studies in giving basic facts and in developing sensitivity to problems.

The Arts in Individual Development, (12 credit hours) a comprehensive course including related experiences in the fields of literature; the plastic, graphic, industrial and home arts; music and rhythms.

Service Course in English, nine quarter hours credit. This course included work in composition, literature, and speech, especially as they related to the work and needs of the core courses.

Special Interest Course, nine quarter hours credit. This course was elected by the student in recognition of his special interest.
Campus Activities

Sophomore Year

General Education Core:

- Man and His Physical Environment -------- 12
- Physical Sciences and Geography
- Regional and National Socio-Economic Problems ----------------------------- 15
- Social Studies, Geography and Social Psychology
- The Arts in Contemporary Society -------- 12
  Literature, including drama; music, and Rhythms, Plastic, Industrial, Graphic, and Home Arts
- Applied Mathematics ----------------------------- 3
- Physical and Health Education --------------------- 3
- Special Interest Course ----------------------------- 9

Total ----------------------------- 54

Junior Year

Professional Core:

- Child and Educational Psychology Studies ----- 9
- Education Seminar and Student Teaching ----- 15
- Contributing Courses ----------------------------- 15
- Special Interest Course ----------------------------- 9
- Physical Education Activities (Required without credit)

Total ----------------------------- 48

Senior Year

Professional Core: Credit Hours

- Social and Philosophic Foundations of Education ----------------------------- 9
- Education Seminar and Student Teaching Practicum ----------------------------- 9-15
- Contributing Courses ----------------------------- 15-21
- Special Interest Course ----------------------------- 9
- Physical Education Activities (Required without credit) 48^8

^8Catalogue, op. cit., pp. 8-10.
Professional Education

The salient features of the teacher education program at Troy were: the bio-social core, the problem approach, emphasis on guidance, and practical projects on the campus. Thirty-nine quarter credit hours were devoted to professional education out of a total of 192 quarter credit hours required for graduation. All courses in professional education were offered in the Junior and Senior years. Six hours of student teaching and three hours in the education seminar were taken in the Junior year; the same number of student teaching and seminar hours were studied in the Senior year. The program provided student teaching in both years of the professional core and student teaching and education seminar were offered concurrently. The purpose of the education seminar was to discuss problems faced by the student teachers in school classrooms.

The first course in the professional sequence was orientation to teaching offered in the Junior year. Six hours of psychology was prerequisite to this course. The purpose of this course was to help the student and the faculty to determine whether the student should become a teacher, to help the student to decide the level he wished to teach, and to introduce the student to teaching as a profession. The course on Selection and Organization of Instructional Materials was designed to develop competence in locating, selecting, organizing and using textbooks, reference materials, current publications,
audio-visual materials and equipment, and art materials. The orientation to teaching course was prerequisite to it.

There were courses on methods and materials for the high school teacher in special subject matter fields; each dealt with materials and methods pertinent to a subject or allied group of subjects to be taught in high school. The course on Educational Foundations was the last one in the professional sequence of secondary school teachers. This course dealt with values as they had been developed in religion, ethics, and philosophy and as to their effects upon historic and current educational theory and practice; the American public school, its historical development, its objectives and program, and its organization and administration; and present problems in the United States and Alabama.

As already mentioned, there were six hours of student teaching and three hours of education seminar in the Junior year and the same program continued in the Senior year. The student teaching and education seminar ran concurrently in both years. Students were placed in off-campus schools for student teaching under the supervision of a well-trained teacher.
Guidance. The guidance program was an excellent feature of the teacher education program at Troy. It was felt that guidance was needed to make the new program functional, for it was considered as an integral part of the teaching profession. In the guidance program, the teaching staff as well as the personnel staff were involved. The guidance program included records, a faculty counseling system, a freshman orientation program, coordination of all personnel services, and utilization of campus resources such as dormitory living, health services, a social program, student organizations and activities. The records included a personal data record, a personal adjustment inventories record, records of diagnostic tests and scholastic achievement, a record of part-time employment, a record of participation in student activities and counseling records.

During orientation week, freshmen students had their physical examination, took the Otis self-administering tests, the Shepherd English tests, wrote five-page personal data report, and had library orientation. There was individual as well as group counseling on matters pertaining to educational, emotional, vocational, and social problems of students. A faculty counselor was provided for each student. A testing center was included where tests, inventories, and check-lists were administered and interpreted. There was a placement and follow-up service provided by the college.
New College was founded in September, 1932, and closed in 1939. It had two functions: to provide facilities for graduate students who wished to teach in college and university programs for teachers, and to provide facilities for the education of elementary and secondary school teachers. New College was an integral part of Teachers College, Columbia University. The essential features of this program were:

Careful selection of candidates, a curriculum based upon persistent problems, seminars, in which these problems should be analyzed and discussed, service courses which should develop the knowledge and skills necessary for the solution of these problems, specialization built upon a broad base of general culture, foreign study, community living, contact with industry, functional standards, guidance based upon a cumulative record system, a comprehensive examination plan culminating in an internship.9

Selective Admission and Promotion

New College admitted only students who were thought to have potential for professional growth. The points considered at admission were: high scholastic achievement, high mental aptitude, good health and freedom from serious speech defects, and the possession of a good personality as shown by a cumulative record of the elementary and secondary school work, use of personality tests and a personal interview.

9"Education of Teachers in New College," Teachers' College Record, V. 38, No. 1, 1936, p. 4.
The progress or eligibility of a student was checked prior to his admission to the professional education program. The check-up included: scholastic achievement of better than average during the junior college period of teacher education, the elimination of all remedial speech defects, the development of a pleasant speaking voice, emotional stability, the development of a rich cultural background, the development of those personality traits that gave assurance of high teaching ability, and achievement in oral and written English.

Curriculum Content and Organization

The principles underlying the curriculum of teacher education in New College coincided with the principles set forth in the Yearbook of the National Society of College Teachers of Education in 1935. These principles are stated below:

Principle 1. The program for the education of teachers at any level should be based on their needs as individuals, as citizens, and as members of the teaching profession.

Principle 2. The education of teachers should include a broad general culture, adequate professional preparation, and supplementary cultural contacts which make for a truly liberal education.

Principle 3. Breadth of general education should be directed toward sound scholarship and a cultural background in the major areas of human experience.
Principle 12. The curriculum should include opportunities and experiences designed to develop personal, social, and professional qualities that characterize a superior teacher.

Principle 8. The contacts provided in the various fields studied should promote an understanding of basic concepts, principles, relationships and generalizations rather than the mere acquisition of facts or information, however, well organized.

Principle 9. The work provided should be continuous in thought and organization and inherently sequential. 

New College developed a curriculum with a view to meeting the needs of teachers as individuals, as citizens and as members of the teaching profession. The program was based on the assumption that personal, social and professional development took place best if it was directed by clear purposes. It was woven around problems and issues determined by an analysis of the situations teachers faced. The New College faculty and students had formulated the following major problem areas:

1. Adjustment to and cooperation with others in the family, community, state, and other nations.

2. Adjustment to and control of the natural environment, looking toward its utilization for individual and social needs.

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3. Achievement and maintenance of physical and mental health.

4. Creation, interpretation and appreciation of art and beauty (including leisure-time activities).

5. Raising the standard of living, including the provision of food, shelter and clothing, and the satisfaction of wants beyond the essentials of existence.

6. Achievement of economic security.

7. Acquisition and transmission of the social heritage -- the means by which human race extends and transmits its heritage, including education and educational agencies, vocational choice and preparation.

8. Guiding principles and ultimate values - the development by the individual and the group of a point of view about life, a sensitivity to enduring values and willingness to act in keeping with them.11

The problem areas were formulated tentatively for the purpose of curriculum construction and the individual guidance of students. The problem areas were thoroughly discussed in faculty meetings, seminars, and committee meetings. The emphasis upon scientific method and specialization had brought about the tendency toward specific preparation but New College tried to produce through its program both a broadly cultured and a technically trained teacher. General education courses were offered in four areas, humanities, natural sciences, arts, and philosophy. Such courses had as their

purpose to broaden and enrich the cultural development of students. General education courses were supplemented with such experiences as the study of New York City and the study of civilizations and cultures in foreign countries and at home.

Professional Preparation

New College demanded thorough preparation in one major and one minor field of study. The students were to be helped in developing good habits of collecting and organizing materials of instruction. There were no specific courses in methods but all professional work was centered in the education seminars and related divisional seminars. The education seminars were a continuation of the central seminars which began in the freshman year and where a student viewed persistent problems as they related to his own life. Later on in the education seminars, the student looked at these problems as they were related to education. In professional education courses the emphasis was placed upon developmental and educational psychology, social psychology, and the history of education. From these principles of education and of teaching, and the beginning of a philosophy of education were developed. The faculty members of the professional fields, and of the major fields of specialization participated in the development of education seminars. The divisional seminars were conducted by the faculty members from each major field
of specialization. Here the principles formulated in the education seminars were applied to the teaching of a student's particular field of specialization.

The education seminars and student teaching were closely interrelated. The problems discussed in the education seminar were tested in student teaching and the problems faced in student teaching were brought back to the seminar for discussion. Since curricular experiences were imparted through discussion in seminars there was no sharp demarcations between the general cultural background and specific professional preparation. General education was emphasized in the earlier years and professional preparation in the later years. In each course only a few concepts were selected; these were emphasized and developed through discussion in the seminars. The sequence of experiences in the New College program was as follows:

1. Orientation period (June-September).
2. Period of resident study in New York City (two or three years, depending upon the background of student at entrance).
3. Period in industry which for most students was within the two or three-year period, either, paralleling the resident study or during summers.
4. Foreign study - a period of eight to ten months.
5. Period of resident study (following foreign study).
6. Internship period - a year in length.
The principles underlying the professional program, taken from the Yearbook of the National Society of College Teachers of Education, were:

Principle 5. Professional curricula should be determined chiefly by the nature of the educational work in which teachers engage.

Principle 6. Professional curricula should be differentiated according to the major types of educational service rendered.

Principle 7. The preparation provided should insure adequate breadth and depth of scholarship in the fields of specialization.

Principle 14. Each curriculum should provide sufficient contact with the practice of teaching and with other major activities of the teacher to insure efficiency.

Principle 16. Before permanent appointment, a period of probation should be required during which professional adjustment service should be provided which should be closely coordinated with the needs of the student and his pre-service education.\textsuperscript{12}

The curriculum was differentiated according to the level a student was expected to teach in school, e.g. nursery, primary, elementary and secondary. New College used its own facilities, the facilities of Columbia University, foreign study, and community living to insure breadth and depth of scholarship.

Directed teaching. Student teaching was an integral part of the curriculum in New College. An effort was made to relate theory and practice in the pre-service education program. It was held that the theory which a student learned in sociology and psychology was more meaningful if he had participation experience in settlement houses, youth clubs, or a church, than if he had not had these experiences. The habit of experimentation was developed during student teaching so that a student could modify his teaching methods to fit changing needs. The student was expected to show growth during student teaching in understanding of the natural development of children, problems of society, formal and informal agencies of education, the process of growth, organization of educational programs, construction and interpretation of tests, collection and use of instructional materials, and the ability to evaluate critically institutions and agencies which contributed to the growth of children.

The particular contribution of student teaching was threefold:

1. A testing ground for theory,
2. A field of activity for the further integration of experience, and
3. An experience showing the need for further personal and professional equipment.¹³

The activities in which teachers were engaged were said to be instructional, guidance, classroom organization, and management.

¹³"Education of Teachers in New College," op. cit.
community living, professional and personal development. The purpose of these activities in student teaching was to guide him in transferring his experiences to children. The students learned the method and value of organizing such instructional materials as books, pamphlets, films, pictures, clippings, collections, specimens, maps and diagrams. The study of the community was important for many reasons, therefore, importance places were visited in New York, e.g., the harbor, the museums, the libraries, the parks, the forest reservations, the municipal and government buildings, the recreation and welfare centers, and the schools. Teachers were encouraged to participate in professional activities such as writing professional articles, making radio talks, and activity in educational investigation and research. There was no fixed sequence of experience for all students in New College program. The staff held that, "The work in student teaching should be differentiated according to the needs of the individual; this includes differentiation as to the kind and amount of work as well as gradual induction."14 This principle was applied to student teaching in the sense that individual differences in abilities, interests and needs were recognized among students. A student was allowed to do student teaching when the staff judged that he was ready to do it. The principle of differentiation was observed as regards the amount of time spent, the type of experiences required, and the nature of

14 "Education of Teachers in New College," op. cit., p. 49.
student teaching assignments. The work in student teaching was integrated with other phases of the program.

**Period of internship.** Student teaching was a continuous process which began from the period of exploration and culminated in the period of internship. During the internship period, which was usually one year in length, the student became a regular staff member and assumed full responsibility for teaching. The student worked in a school under the guidance of the principal and the college supervisor. This was a unique opportunity for the student to learn new things on the job. Internship was an integral part of the college program. It was the final measure of the cumulative evaluations of the student's professional activities. It determined whether a student should be allowed to teach, or whether he needed to take additional academic courses in the college or needed an extension of the internship period.
CHAPTER III

THE STUDY OF FOUR SELECTED TEACHER EDUCATION PROGRAMS
THROUGH VISITATION

The four teacher education programs selected for study by visita-
tion by the writer, were at The Ohio State University, Capital
University, Central State College, and Ball State Teachers' College.
These institutions were selected because of the differences between
the institutions in which they were operating. The Ohio State
University was a large state-supported institution with a separate
College of Education. Capital University was a small denominational
(Lutheran) University having a Department of Education in the
University. Central State College was a college attended most by
Negro students and was the smallest of the state-supported institutions
in Ohio. It had a Department of Education like other departments of
the College. Ball State Teachers' College was a large institution
whose stated major function was to prepare teachers for public
schools. In 1958, of the 5,000 students enrolled, 4,500 were preparing
themselves to be teachers.

The Ohio State University offered an extensive professional
education program for the preparation of teachers. In the secondary
education curriculum there were 40 to 45 quarter credit hours of study required in professional education -- more than one-fifth of the time required for the degree. Since the professional program (theory courses and professional laboratory experience) were quite extensive, therefore, two weeks were spent in study of it. During these two weeks of visitation, classes in required professional education courses were attended, and conferences held with teachers of those courses, the director of student personnel, the director of the graduate placement office and the coordinator of student field experience. The institution was located in a city of 400,000 population, which could provide local facilities for professional laboratory experiences. There was theoretical emphasis in some professional education courses and practical emphasis in others at The Ohio State University program. Since the College of Education was a separate institution in the University it appeared that the faculty had more freedom in providing a professional education program, than would seem probable if the educational program were only a department in some other college such as the Liberal Arts College.

Capital University was a small church-supported liberal arts institution. This institution was visited for two days and pre-arranged conferences were held with the head of the Education Department, with teachers of the courses observed, and with two students who were doing student teaching that semester. There were
18 or 19 semester hours devoted to professional education out of the total 128 semester hours required for graduation. The professional education program was provided in the free electives group of the Arts curriculum. A student pursuing the Arts curriculum had to take 18 or 19 semester hours of professional work in these free electives, if he was to qualify for state certification. The teacher education program provided barely enough professional work to meet Ohio certification requirements. The emphasis was laid on theoretical aspect in professional courses but the education faculty was trying to put more emphasis on practical aspects in its study of the professional curriculum going on there. The teacher education staff had its own problems in such an institution as people from subject-matter areas pressed for more time to be devoted to their areas and the indirect target was professional education work. The students were required to take certain courses in other areas (special fields), therefore, it was difficult to schedule time in their programs for full-time student teaching.

Central State College was an institution attended primarily by Negro students, located in a small village. The College was visited and its teacher education program studied for one week. There were 23 semester hours of employment required in professional education out of the total 128 semester hours required for graduation. As there were no local facilities available to place students for student teaching, the professional education program was
organized in a block plan by which most of the professional education work was concentrated in one semester of the senior year. In this block plan, eight weeks of the semester were spent in courses in professional education and eight weeks in full-time off-campus student teaching. The pre-student teaching experience was limited, due to the lack of local facilities, but considerable effort was made to provide a substantial amount of experience during student teaching. The block plan had its own limitations in the sense that most of the professional program was concentrated in one semester which left no time to assimilate theory and practical work. In the block plan all professional courses were combined and taught together by three or four people. This plan did not impress the writer as to its usefulness.

The Ball State Teachers' College was an institution primarily for the preparation of teachers. One week was spent on that campus to study the professional education program for secondary school teachers there. All departments of the College cooperated in the preparation of teachers. There were 28 quarter credit hours required in professional education out of the total 192 quarter credit hours required for graduation. There was considerable importance attached to human growth and development, and educational psychology in the professional curriculum but no course was required in history of education or philosophy of education. The Burris Laboratory School operated by the College, was used for observation,
participation, and a bit of teaching experience to meet the pre-student teaching requirements. There was emphasis on theoretical and practical aspects in the professional education program of secondary school teachers. A detailed description of each professional education program will be presented in the following pages.
THE OHIO STATE UNIVERSITY

The writer studied The Ohio State University program of secondary school teachers for two weeks. During visits to classes in required professional education courses for secondary teachers, the activities in the classes were observed and pertinent information collected by means of interviews, talks and mimeographed course outlines. Conferences were arranged with the education faculty, the director of the personnel office, the director of the placement office, and the coordinator of student field experience.

In the winter of 1958, there were 3,800 students enrolled in the College of Education, of which 1,200 to 1,500 were in secondary education. The four years of undergraduate work in the College of Education led to the degree of Bachelor of Science in Education.

Admission, Selection and Retention

As was common in many state-supported institutions, there was no selection of students at entrance to The Ohio State University. Any graduate of an accredited four-year high school in Ohio was entitled to admission regardless of his high school scholastic record or entrance test scores. Any student entering The Ohio State University could enroll in the College of Education. Of the students who graduated from the College of Education, hardly 40 per cent started their program at the beginning of the freshman year. The
remainder of the students transferred from other colleges in the University or separate institutions. All students entering the University passed through the following procedures: College aptitude test (O.S.P.E.), English and mathematics placement tests, voice and hearing check, physical examination, orientation to the campus and to the college life, and one conference with a faculty adviser. After admission to the University, continuous selection and elimination of students was practiced. There were three stages of progressive retention for a teacher education student. These were: (1) the Education Survey course, (2) provisional acceptance for the teaching program, and (3) admission to student teaching.

Education Survey was a three-credit hour course which dealt with a general survey of the teaching profession. It was the first professional course and was offered in the freshman year. The purpose of the course was to acquaint students with the profession of teaching so that they could decide whether teaching was the correct profession for them.

The Provisional Acceptance for the Teaching Program involved five standards in terms of which the student could evaluate himself as a potential teacher. It was administered by the college student personnel office. The student declared his choice of a special field for teaching in the late freshman or early sophomore year, and filed a statement of this declaration with the college office.
At the same time he filed two provisional acceptance cards with the student personnel office. The student was given a card so that he knew the requirements he had to meet. He had to fulfill those requirements before he was allowed to register for student teaching. The standards considered in this program included English skills, a satisfactory professional rating, a minimum cumulative average grade of "C", satisfactory speech and hearing ability, and a health rating.¹

A student was required to file an application for student teaching three quarters prior to the quarter in which he would enroll for student teaching. Transfer students above the sophomore level were required to file their application upon entrance to the college. The conditions for admission to student teaching were: admission to provisional acceptance for teaching, completion of the field experience prerequisite, completion of a minimum of two quarters of full-time residence work in the College of Education; and completion of the specific curricular and scholastic prerequisites for the particular student teaching course concerned.²

The student had to meet the above-mentioned standards in order to proceed further in his work. The student who failed to maintain these standards had either to improve his work and meet the requirements or quit the College.

¹Catalogue of The Ohio State University, 1957-58, p. 35. The Ohio State University, College of Education, Bulletin, Vol. LXI, No. 23 (Columbus, Ohio: The Ohio State University, 1957).
²Ibid., p. 36.
The Total Teacher Education Curriculum

There were 196 quarter credit hours required for graduation, distributed as follows:

1. Required General Education Courses
   a. English ---------------------- 9 credit hours
   b. Social Science
      General Psychology -------- 5 credit hours
      Social Science ---------— 10 credit hours
   c. Natural Science ------------- 10 credit hours
   d. Fine Arts, Music, Philosophy
      Religion
      Nine hours in one or more of
      these four fields ---------- 9 credit hours
   e. Restricted elective ----------- 3 credit hours
   Total ------------------------- 46 credit hours

   Courses taken in fulfillment of the
general education requirement may be
credited toward the fulfillment of the
requirement in a corresponding teaching
field.

2. The Teaching Fields

   Students in the general secondary
curriculum may satisfy the degree require-
ments in the teaching field by completing
any one of the following three options:
(a) two major academic high school teaching
fields or (b) in the social studies and
science fields, the 80-hour comprehensive
major, or (c) one major academic high school
teaching field and one 30-hour minor teaching
field.
3. Required Professional Courses

408. Introduction to Education ---- 3 hours
407. Educational Psychology ------ 5 hours
533. The Theory and Practice in Secondary School Teaching -- 4 hours
534. The Theory and Practices in Secondary School Teaching (Continued) ----------- 4 hours
   Special Methods ----------------- 8 hours
607. Philosophy of Education ------ 3 hours
632. The History of Modern Education ----------------- 4 hours
636. Student Teaching --------------- 8 hours

4. General University Requirements

   Physical Education:

   Women - First and second years ----- 6 quarters
   Men - first year ------------------- 3 quarters

   Hygiene 400: All Students - First year ------------------- 1 quarter

   Military Science:

   Men - First and second years ------- 6 quarters

5. Electives^3

General professional education courses. Introduction to the Study of Education was the first required professional education course in the College of Education. It was offered in the freshman year for regular students. The central purpose of the course was to introduce the student to the professional

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field of education. The emphasis was on personal characteristics of the teacher, requirements of the teaching profession and the relationship between the two. The method of instruction was lecture, discussion in small groups, individual and group guidance on personal, social, vocational, and educational problems, and the showing of motion pictures or films on appropriate topics. Lectures were given to the class by people from different fields of study, e.g., Mr. Burnett (student personnel), Mr. Andrews (student Field Experience), Mr. Hulfish (Philosophy - teacher's values) and the Dean of the College of Education. The grade was awarded to each student on the basis of written work (three papers - a 500-word paper on "Values as One Base for Choosing a Career," a 500-word paper on "The Role of the Classroom Teacher," and a 500-1000 word paper on "Careers in Education,") participation in class, two mid-term tests, and a final examination.

Educational Psychology was a required course offered near the end of the freshman year or at the beginning of the sophomore year. The purpose of the course was to make students aware of youth problems and the nature of learning. Group methods were used in instruction with the idea that they helped in communication and social adjustment. Group discussion was used daily to make the course more practical. For awarding a final grade the following items were taken into account: final objective type examination,
project work including group rating of one another, participation in classroom activities, and a case-study (a case situation was given to each student who described how to deal with it.).

Theory and Practices in Secondary School Teaching was a required course for secondary school teachers. It was supposed to be taken late in the sophomore or early in the junior year with educational psychology as a prerequisite. This course was a prerequisite to courses in special methods. The purpose of the course was to examine certain understandings, attitudes, and competencies which were common in the preparation of all secondary school teachers regardless of the teaching field in which an individual was expected to teach. This course helped students early in their pre-service program to gain first-hand understandings of the responsibilities of secondary school teachers by providing field experience for them. The course included a social laboratory in which group work, discussion, lecture, and projects were carried on. The reason for teaching it this way was to provide experiences which would exemplify what they were teaching to prospective secondary school teachers. The whole class observed teaching in some public school once a quarter.

This course included units such as, the purposes of secondary education and the organization of the secondary school, guiding-learning activities in the secondary school classroom, broad
concepts of evaluation processes in secondary education, guidance responsibilities of secondary school teachers, and classroom organization and management in the secondary school. There was a folder system in which a student kept records of his work, e.g., reports on his readings, evaluation of his committee work (self-evaluation), reports of his observations and participation, written assignments and a term paper. All the above-mentioned items and results of a final essay-type examination were considered in awarding the final grade.

A second section of the course on Theory and Practices in Secondary School Teaching was a continuation of the first section described above. The units in this part of the course were: the secondary school curriculum including co-curricular activities, utilizing teaching aids and materials in the secondary school classroom, testing, marking and reporting, procedures for secondary school teachers, and professional behavior and advancement of the secondary school teacher. This part of the course required two weeks of participation experience with a classroom teacher in a secondary school.

Special methods courses. The purpose of teaching special methods was to acquaint students with methods that were appropriate to a particular teaching field. The general methods courses could be better understood if later applied to a particular field.
The writer visited classes in a course in special methods in the area of the social studies. This course served two purposes; (1) the application of general methods, and (2) the application of methods that were unique to social studies. It was a required course for students majoring in the social studies (history, political science, sociology, economics, and geography). A student could take special methods courses either in the junior year or senior year but it was required to precede student teaching, so that the student teacher had a good background and understanding in the teaching of social studies. It was offered for eight credit hours in two parts. The methods used in teaching this course were lecture and discussion. Each student was required to select some topic and teaching it to the class. The student might use lecture, discussion, or audio-visual aids, during his lesson. All students and the professor evaluated his performance of teaching. Another requirement in this course was to set the criteria for the selection of a textbook and to select three social studies textbooks. The final grade was awarded on the basis of a mid-term and a final essay-type examination, written evaluation of secondary school social studies textbooks and the performance of the student on his day of teaching the college class.

History of Education was a required course for secondary school teachers. It covered the development of education from ancient to modern times. It was offered in the professional sequence because
the teacher as a professional person should know how his profession developed. This course gave historical perspective of the development of education and helped to make liberal the professional education of teachers. The instructor in the History of Education course visited, said that the knowledge of how the present practices in education grew out of the past practices in education was essential for teachers. The method of instruction used in this course was lecture, and discussion. There was a requirement either to write a term paper or three short papers. There was an essay-type examination which stressed analysis and comparison of educational ideas and practices. The final grade was awarded on the basis of class participation, written work and a final examination.

Philosophy of Education was a required course offered in the senior year with the purpose of generalizing students' educational ideas for application to other levels of school programs, in other subjects and in the society at large. This course was offered after student teaching or concurrently with it, for it was believed that students understood abstract ideas better after facing problems which arose in teaching. The methods of instruction followed in the course were the lecture given to a large class (100 students) twice a week and discussion in small groups once a week. The students were required to write two or three papers in which they were graded on the organization of thinking. The grade was given to student on the basis of written work and final essay-type examination.
Field experience. Field experience was a prerequisite to student teaching. The purpose of field experience was to enable all students to acquire a reasonable minimum background of experience with children and adults. The types of experience required in field experience were experience with children and youth, leadership activity with groups of the students' own age or older, and paid employment. There were three different levels in each of the above-mentioned areas of experience, - minimum, desired, and preferred. The three levels were:

The Minimum Level is required of every student prior to admission to student teaching. The student will obtain this experience after entrance into college unless he demonstrates a superior level of competence based on previous experience.

The Desired Level is recommended for every student and especially for those whose minimum experiences prove inadequate and who can be expected to profit by additional experiences.

The Preferred Level of experience is recommended as giving a highly desired depth and breadth of experience. It is especially recommended for those who do not reach a satisfactory level of self-confidence without extensive experience.

The field experience plans were made on an individual basis, according to the needs of particular students. There was a Field Experience Record on which each student reported what experiences

4"The Field Experience Prerequisite to Student Teaching," The Ohio State University, College of Education, p. 2. (Mimeographed).
he had with children of the age level he planned to teach, peers and adults, and paid employment. The faculty member and the student together determined what experiences were needed on a prescribed form and it became the official requirement for that student. The common pattern of required field experience was two weeks of assisting in a secondary school in the month of September. Most of the students had worked for pay; many had worked in community organizations; and some as camp counselors in summer camps. Usually the student had not had service as an assistant in a school. More than 400 students usually spent two weeks in assisting in schools in September. The Ohio State University opened usually in the last week in September. The types of activities in which students usually engaged were to help administrators and teachers with routine work for the first one or two days, in school, and to help teachers and students in the preparation and use of teaching materials, and assist teachers with both instructional and non-instructional responsibilities.

The field service projects in education course provided additional practical experience. A student enrolled in this course might carry on any one project such as assisting in the work of social settlement houses, recreational centers, churches, schools, Y.M.C.A., Y.W.C.A., kindergartens, day nurseries, juvenile centers, Boy and Girl Scouts, Camp Fire Girls, camps, playgrounds, and state
institutions such as the Bureau of Juvenile Research, Columbus
State School, State Hospital for the Insane and schools for the
teaching of the deaf or the blind.

**Student teaching.** The minimum requirement in student teaching
was nine quarter credit hours. A student could enroll for student
teaching either for nine, twelve, or fifteen quarter credit hours.
The nine quarter credit hours of student teaching assignment con­
sisted of: three clock hours daily in school, teaching one class
daily, active participation in at least one class for a minimum of
15 periods, 20 periods of observation and participation in extra­
curricular activities, general and administrative school activities,
and preparation for teaching.

For student teaching each student was assigned under a coopera­
ting teacher in a public school. In addition, a College staff
member was responsible for visiting the student teacher, conducting
a campus seminar, holding individual conferences, giving the final
grade, and writing an evaluation of his teaching for the student
teacher. The student who failed to do satisfactory work during
student teaching was given a grade of "incomplete" so that he could
repeat student teaching the next quarter. If he did not improve his
performance in the second assignment, he was not permitted to graduate
from the College of Education.
Placement and Follow-up Program

The placement office in the College of Education helped colleges, superintendents, and boards of education in employing teachers. The students filed an application with the placement office for jobs, about four months before they obtained their degree. This program was financed by the College of Education and no fee was charged from the students who registered. The major function of the placement office was to help schools find satisfactory teachers, and to help teachers in suitable placement. The placement office placed graduates and graduate students in teaching positions. The placement office expressed the wish that the new teachers stay on at one place for at least three years. However, the office did make arrangements for new placement before a three-year period, if the reasons for new placement were adequate, e.g. unsuitable climate, wrong placement, or unsatisfactory service.

The placement office supplied credentials and recommended two or three suitable students for the usual vacancy. The selection of recommended students was entirely up to the employers. The office also furnished up-to-date information about vocational opportunities to prospective teachers and other interested persons.

There was no systematic follow-up program due to lack of funds. When possible, there was a follow-up study from time to time. The methods used in the follow-up program were questionnaires sent to
teachers, principals and superintendents, interviews with graduates and employers, and visits to schools where the graduates were teaching. The follow-up program helped teachers become more efficient, and helped the College of Education in the evaluation of its program.
CAPITAL UNIVERSITY

The writer visited Capital University and studied the teacher education program there for three days. This University was a denominational institution affiliated with the Lutheran Church. It was established to provide formal instruction for the preparation of ministers in 1830. It was a liberal arts institution with an enrollment of 1187 for the year 1957-58. The writer had interviews with the Head of the Education Department, other members of the education faculty, and students to gather information pertinent to the study. The lecture method was dominant in instruction although it was supplemented with panel discussion, questioning, committee reports, and audio-visual aids. The Education Department has initiated a two-year study of its professional education curriculum to make provision for more practical experience.

General Requirements in Teacher Education

The Education Department was established in 1920 at Capital University to prepare elementary and secondary school teachers. A student was required to declare his major and minor at the end of the freshman year. There were four years devoted to the teacher education program leading to the degree of Bachelor of Arts or Bachelor of Science and a teaching certificate. The professional education was placed in the junior and senior year. The University operated on a semester plan with 128 semester hours required for
graduation. The curriculum for education students was the same as for students in the College of Arts and Sciences, except that the former took education courses in place of free electives. The curricular outline was given in the Bulletin as:

Curricular Outlines:

I. REQUIRED SUBJECTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>Religion</td>
<td>12</td>
</tr>
<tr>
<td>English Composition</td>
<td>6</td>
</tr>
<tr>
<td>Speech</td>
<td>2</td>
</tr>
<tr>
<td>English and American Literature</td>
<td>6</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy</td>
<td>2-3</td>
</tr>
<tr>
<td>Mathematics or option</td>
<td>6</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>8</td>
</tr>
<tr>
<td>Natural Science</td>
<td>8</td>
</tr>
<tr>
<td>Social Science</td>
<td>9</td>
</tr>
<tr>
<td>Art or Music Appreciation</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>68-69</strong></td>
</tr>
</tbody>
</table>

2. GROUP ELECTIVES

One additional year from one of the following groups other than the major with not less than the minimum number of hours indicated. Education students may, with permission of the adviser, choose a group elective from the same group as the major.

A. Humanities Group

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English or American Literature</td>
<td>4</td>
</tr>
<tr>
<td>World Literature</td>
<td>6</td>
</tr>
<tr>
<td>Foreign Language or Literature</td>
<td>6-8</td>
</tr>
<tr>
<td>Philosophy</td>
<td>6</td>
</tr>
<tr>
<td>Interpretive Speech</td>
<td>6</td>
</tr>
<tr>
<td>Fine Arts or Music</td>
<td>6</td>
</tr>
</tbody>
</table>

B. Factual Science Group

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Science</td>
<td>6-8</td>
</tr>
<tr>
<td>Social Science</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
</tr>
</tbody>
</table>
3. **MAJOR (minus duplications in 1)**  18-28 SEMESTER HOURS

Departmental major in Arts courses need not exceed 30 semester hours as a graduation requirement. However, majors may be enriched from electives up to 40 hours.

4. **FREE ELECTIVES**  32-17 SEMESTER HOURS

Education students must include 19 hours of education. Electives are selected with the help of the adviser. Of the 128 semester hours required for graduation, 40 hours must be in 300 and 400 courses.²

The education students were required to pass an intelligence test and a speech test before admission to professional education. The professional education courses were offered in the junior and senior year. The student declared his choice of major and minor with the help of the Head of the Education Department, and staff in the major teaching field.

**Admission and Selection**

The orientation program for freshmen was held for two days during the summer and one week in the first part of September. It consisted of lectures, recreation activities and social functions for all students entering the University. The purpose of this program was to acquaint students with college life, traditions, rules and regulations, methods of study, and different organizations in the University.

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The students were selected mostly on the basis of their academic standing. A student had to be in the upper half of his high school graduating class to enter the University. It was essential for students in teacher education to pass the Ohio State Psychological Examination with a minimum percentile score of 25, and those who failed to pass were required to take it again making a percentile score of 31 before proceeding to professional education. The cases of doubtful students were reviewed by the counselor and the Head of the Education Department. The majority of the students making D or F grades were turned down.

Professional Education

There are 18 to 20 semester hours devoted to the professional education of secondary school teachers. The courses required in professional education were six: (1) Educational Psychology, (2) School Administration and Management, (3) History of Education, (4) Principles of Teaching, (5) Student Teaching, and (6) Methods in High School Teaching. Each of these courses is described in a paragraph below.

Educational Psychology was a required subject offered in the sophomore year. It was a prerequisite to most of the courses in education. The purpose of offering it in the professional sequence was to acquaint students with child development and the nature of learning. The activities in this course were lectures, assigned
readings, committee projects, class discussion and a term paper. The assessment was based on class work plus final examination for awarding the grade.

School Administration and Management was a required course taught with an aim that teachers should know something about the business of education. It was offered in the first semester of the junior year. The methods used in instruction were lecture and discussion. The grade was awarded on the bases of classroom work, term paper, and tests.

History of Education was a required course offered in the second semester of the junior year. It included the development of education from ancient to modern times with special reference to the American public school. Lectures and discussion were used in teaching the course. The final grade was determined from class work and a final examination.

Principles of Teaching was a required course offered in the senior year, concurrently with student teaching. Educational Psychology was prerequisite to this course because teachers ought to know about child development and learning before proceeding to student teaching. It was offered concurrently with student teaching on the idea that in this relationship the content becomes more meaningful and less purely theoretical. The activities during the course were lectures, panel discussion, group and individual reports, and written
work. The grade was based on class contribution, collateral reading, final essay-type examination, and ability to apply theory learned in student teaching.

There was no requirement of field experience other than student teaching at Capital University. However, 70 per cent of the students lived in dormitories on the campus and 30 per cent lived at private homes in Bexley or Columbus which provided experience in living and working together. There was half-day student teaching for one semester in local schools. The student taught one period and participated in other ways in the school program for two periods daily. There were conferences with the college supervisor three times a week in which students discussed problems faced by them in classrooms. The participation program in the school included observation of teachers, audio-visual education, guidance, extra-curricular activities, conferences with students and parents, use of personnel records, testing work with the Dean of Boys and Dean of Girls and tasks assigned by the principal.

There was no laboratory school on the campus and all student teaching experience was provided in the public schools. There were many public secondary schools near the campus, therefore, scheduling of half-day student teaching and course work did not create any problem. The student teaching was supervised by the college supervisor, the cooperating teacher, (whose class the student teacher
taught), and a college teacher from the field of specialization. The subject-matter specialist visited each student twice; once near the beginning and once near the end of his period of student teaching. The college supervisor visited each student once a week. The cooperating teacher and the college supervisor rated each student on a rating blank. The college supervisor gave the final grade to the student, based on his work during student teaching. Because students enrolled in other courses (field of specialization), during the semester when student teaching was taken, it was sometimes impossible to schedule full-time student teaching.

The writer interviewed two students who were doing student teaching at the time of her visit to Capital University. Both students expressed opinions of the usefulness of taking principles of teaching and student teaching concurrently. There was one period spent on classroom teaching and two periods on participation in the school program daily during student teaching. Student A said that if there was a choice, she would prefer two periods of teaching and one period of participation each day. Student B was teaching three periods daily because the cooperating teacher was not feeling well and he was happy that he could independently direct learning activities of children. There was a feeling that it was a bit difficult to carry course work and student teaching concurrently. If there were a choice they would prefer full-time student teaching.
instead of combining student teaching with academic subjects during the same semester.

Placement Bureau

The placement office staff helped in bringing the seniors in contact with employers of teachers. The staff furnished the employer with confidential information about the seniors, arranged for interviews, and advised both the employer and the teacher.

Current Major Concerns of the College

The education faculty discussed several problems found in its teacher education program. The main problem was the overlapping of subject-matter content in education courses. Another one was that of determining what courses should be given at the undergraduate level and what courses to postpone for graduate work, e.g. history of education, audio-visual education and evaluation. Another problem was that of making provision for in-service education and a follow-up program. There was the problem of preparing teachers within a total college program of four years as the subject-matter people were pressing for more hours in science, mathematics, history and government, and social studies at the expense of education courses.
For a period of one week the writer studied the professional education program of secondary school teachers at Central State College. It was a college attended mostly by Negroes, in a small village, with an enrollment of 1,068. The college operated on the semester plan with 128 semester hours required for graduation. There was a Division of Arts and Science; a Division of Business Administration; a Division of Education; a Division of Health, Physical Education, Recreation and Athletics; a Division of Industrial and Technical Education, and a Division of Military Science and Tactics at Central State College. The College granted the degrees of Bachelor of Arts, the Bachelor of Science, the Bachelor of Arts in Education, and the Bachelor of Science in Education.

The writer had pre-arranged interviews with the Dean of the College, the Head of the Education Division, and the education faculty in charge of secondary education. Classes in required professional education courses for secondary school teachers were observed during the visit and necessary information was gathered through interviews, talks, and mimeographed materials. Most of the professional education program was concentrated in one semester of the senior year on account of the lack of local facilities in which to place students for student teaching. This concentration covering three hours daily for eight weeks freed time in a block of half a semester for full-time student teaching.
Admission, Orientation and Retention of Students

A graduate of a four-year state-accredited high school was admitted without any examination. A student who did not complete 16 units of work at high school was admitted on condition that he complete his high school work before proceeding far in regular college work. A graduate from a non-accredited high school was required to take an entrance examination. A student with an average scholastic standing of below C or its equivalent was admitted on probation. The following distribution of entrance units was acceptable although four units of English was the only specific requirement:

- English ----------------------------- 4 units
- Foreign language ------------------- 2 units
- Mathematics ------------------------ 2 units
- Physics or chemistry ---------------- 1 unit
- Biological science ------------------ 1 unit
- American History ------------------- 1/2 unit
- Civics ----------------------------- 1/2 unit
- Other high school courses ---------- 3 to 5 units

Total -------------------------------- 16 units

There was a "New Student Week" for freshmen students in which each new student participated in a program of study which included examinations and other activities designed to help students in achievement, aptitude, and personality inventories, physical fitness, reading ability and speech competencies. The results were used in advising him. After gaining admission, the student was required to
maintain a certain grade average; if he failed to maintain that, he had to leave college. When the student had completed 52 semester hours of work and was registered for a full load of studies in the current semester he could take the sophomore comprehensive examination. The comprehensive examination was required of all students and its purpose was to determine the ability of a student to do college work in upper division courses. The student who failed this examination was required to take it again after remedial work.

The student took a senior comprehensive examination at the completion of 96 semester hours of work. The senior comprehensive examination was made up of a general culture test, comprehensive test in a field of specialization, and a comprehensive test in the professional education area. Each student was required to pass a senior comprehensive examination before graduation.

The Total Curriculum for Teacher Education

There were 128 semester hours required in the curriculum of teacher education. The distribution of these credit hours was as follows:

1. General Education Requirements:

   Natural Science 8-10 hours
   Mathematics 3-6 hours
   Social Sciences 6-9 hours
   Literature and/or Foreign Language 6-12 hours
Fine Arts, Applied Arts, Religion, Philosophy, any one or any combination of these courses --- 6-8 hours
Communication ------------------------ 10 hours
Total ---------------------------------- 39-55 hours

2. Professional Requirements:

Introduction to Education 100 ------- 2 hours
Human Growth and Development ------- 3 hours
Secondary School Curriculum -------- 2 hours
Professional Concentration Courses --- 16 hours
Principles of Education ----------- 3 hours
The School in Relation to Society --------- 2
Evaluation in Education ---------- 2
Materials and Methods in Major Teaching Area ---- 3
Student Teaching -------------- 6

3. Field of Specialization

Major - 20 semester hours
Minor - 20 semester hours

4. General Requirements

Health and Physical Education -------- 4-6 hours
Military Science and Tactics (m) ----- 8 hours
Required Assemblies^6 ----------------- 4 hours

The Professional Education Program

There were 23 semester hours of the program devoted to required classes in the education. Of the 23 hours, 16 semester hours were concentrated in one semester of the senior year.

Introduction to Education was a required course in the professional sequence, offered in the freshman year. The purpose was to give an extensive view of education and help the student to determine whether or not teaching was the right profession for him. The course puts emphasis on such topics as the public school system, contemporary problems of education, impending changes in the educational system, significance of education in society and the question of whether the student should go into teaching. Lectures, discussion and questioning were used in the instruction. The grade was awarded on the basis of participation in class, term paper, tests and a final examination. Objective and essay-type tests were used.

Human Growth and Development was a required course. Educational Psychology was an elective course because it was not required for state certification. The student could take the human growth and development course in any year but it was a prerequisite to the courses in the professional concentration. The human growth and development course dealt with physical, mental, emotional and social development of the individual. The student was required to observe children in the laboratory elementary school attached to the college for 75 minutes a week as part of the course. The theoretical knowledge of human growth and development was imparted in class through lectures, and practical application was made in the laboratory.
school. The grade was awarded to the student on the basis of three objective tests, class attendance, participation in class, observation reports, and a final examination.

The Secondary School Curriculum was a required course offered in the junior year. It was a prerequisite to professional concentration in the senior year. The content in this course was a consideration of general education, special interest education, and extra-curricular activities in curriculum of the high school. The methods of instruction used in this course were lectures, discussion, tape recordings on the core curriculum, and film strips. The final grade was given to students on the basis of participation in class discussion, group reports, a term paper, two or three tests, and a final examination.

Professional concentration. There were three courses required, included in the professional concentration; namely, Principles of Education, The School in Relation to Society, and Evaluation in Education. The three courses were taught in a block period (three hours daily for eight weeks) by three people, described above, with each being responsible for teaching one of the areas. The three instructors taught these courses jointly and the amount of time devoted to each depended on the instructor in charge of the course. One instructor taught a class by means of lecture and discussion, and the
other instructors sat in the class meetings to help him and the students at points where their help was needed. This block practice was followed because it was convenient in arranging field trips, in giving individual help, and in integrating the courses. The writer was not convinced as to the usefulness of combining three courses for instructional purposes because help by the instructors was infrequent in the class. The activities in these courses were committee reports, assigned readings, discussion, written assignments, construction of tests, and field trips.

Special methods courses. There was a special methods course required in the major teaching field and offered during the period of professional concentration in the senior year. The writer observed a class in the teaching of the social studies. The class was engaged in study of selection of high school textbooks, organization of instructional material, the high school curriculum in the field of specialization, and the preparation of units, tests, and lesson plans. The method of instruction was mainly discussion. The grade was awarded on participation in class, written assignment, tests, and a final examination.

Field experience. Student teaching was part of the professional concentration sequence. Each student was required to have an acceptable number of observations, work experience, preferably with children of the age group he would teach, and one week of September experience
in a school. One-half semester of full-time off-campus student teaching was required. A Handbook of Suggestions was given to each student to direct his work. The handbook contained suggestions on improving oneself as a person, getting off to a good start, learning to work cooperatively, and living with others. The cooperating teacher and the college supervisor directed the teaching activities of the student teachers. The college supervisor was responsible for maintaining public relations, for observing the student in action; for holding conferences with the cooperating teacher; the principal, and the student; and for providing any assistance the student teacher might need. Each student teacher wrote a report of his work once in a fortnight and gave it to the supervisor. The student was scored on a rating blank by the cooperating teacher and the college supervisor but the latter awarded the final grade. The student who did unsatisfactory work during student teaching was given an opportunity to repeat his student teaching assignment. If he did not improve his work in the second trial, he was not graduated from the program.

Current Major Concerns of the College

Most of the students who graduated with an Education degree did not start their work in the Education Division; therefore, it was difficult to plan their experience in the required sequence.
Another problem was to provide facility for individual help in voice training, speech and writing. The college was located in a small village, therefore, no local facilities were available for field experience (pre-student teaching) and student teaching. The three or four people who taught education courses during the first half-semester supervised student teaching in the second half-semester. The instructors from special areas could not supervise because students were placed in distant places and the instructors of special courses taught other classes on the campus.
BALL STATE TEACHERS' COLLEGE

The writer studied the professional education program of secondary school teachers for one week at Ball State Teachers' College. As the name suggests, the main purpose of this college was to prepare teachers for public secondary schools. The College had an enrollment of 5,000 in the spring of 1958, of which 4,500 were enrolled in teacher education curricula. The College operated on the quarter system, with 192 quarter-credit hours required for graduation. The four years of undergraduate curriculum led to the degree Bachelor of Arts in Education, or Bachelor of Science in Education.

During the writer's visit to the college classes in required professional education, courses for secondary teachers were observed, and the necessary information was gathered by means of interviews, talks, and written materials. Conferences were arranged with the education faculty, the director of professional laboratory experience, the principal of the laboratory school, and the supervisors of student teaching. The students were observed as they were engaged in participation conference (pre-student teaching at the Burris Laboratory School.).

Admission to the College

This was a state institution. No selective admission to the College was practiced. However, the conditions of admission were:
1. Satisfactory evidence of such health and physical equipment as will be required in the teaching profession.

2. Satisfactory evidence of unquestioned moral character.

3. Graduation from a commissioned secondary school or its equivalent.

4. A willingness on the part of the applicant to submit to any proper rule necessary for the good government of the college.7

After admission, the student was required to maintain a certain grade average in order to proceed further in his work. Selective retention of students was practiced. When a student failed to maintain a grade average of C, lacked personal and professional qualities, or the general health essential for success as a teacher, he was denied the privilege of further attendance. Admission to professional education and student teaching was also selective; the case of each student was reviewed thoroughly before admission to professional education.

There were 192 quarter-credit hours required for graduation.

The distribution of credit hours was:

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Professional Education:

226. Human Growth and Development ------- 4 hours
327. Educational Psychology --------------- 4 hours
350. Principles of Teaching and Classroom Management --------------- 4 hours
413. Principles and Practices of Secondary Education --------------- 4 hours
469. Student Teaching: Secondary School 4 hours
470. Student Teaching: Secondary Methods of School --------------- 4 hours
Teaching the Comprehensive Area in High School --------------- 4 hours

Total Hours ---------------------------- 28

General Education:

Orientation 100 ------------------------ 4 hours
General Psychology ---------------------- 4 hours
Language Arts and Literature:
   English 105, 132, 232, and Electives - 16 hours
   Physical Science, Mathematics or Biological Science -------------------------- 12 hours
   Social Science ------------------------ 8 hours
   Physical Education --------------------- 6 hours
Four hours of credit in each of two of the following groups:
   Music and Art Appreciation
   Practical Arts (industrial arts, business education, home economics)
Foreign Language ----------------------- 8 hours

Total Hours ------------------------ 86

Comprehensive, restricted and conditional areas:

Credit of (a) 64 hours in one comprehensive area and 36 hours in one restricted area, (b) 64 hours in each of two comprehensive areas, or (c) 64 hours in one conditional area.

Electives:

As many hours of credit in acceptable electives as are needed to increase the total of hours to 192.8

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The Professional Education Program

There were three basic courses in the professional sequence, which all students took in the freshman and sophomore years both in the curricula for the preparation of elementary and in that for secondary school teachers. It was on this common base that specialized professional education started for elementary and secondary teachers. These courses were designed to provide students with an understanding of human adjustment, the development of an individual from birth into adulthood and the principles of learning and teaching in all grades of the school. The courses were intended to provide rich experience with children and adults in school situations as well as in the community. After this common base the student took specialized courses in education. In the latter professional work, emphasis was placed on methods of teaching, principles and practices of secondary education, and student teaching.

Human Growth and Development was a required course offered in the sophomore year. The mimeographed material which was given to each student contained reading suggestions and a comprehensive bibliography. During the course students were expected to gain an understanding of general, as well as individual patterns of growth, conditions causing and effecting growth (with special emphasis on cultural factors and the ways in which desirable influences may be exerted), and to compare what was read and discussed in class with what was observed in the laboratory. The topics included in the course were: Introduction to

The method of instruction mainly used was the lecture, supplemented with discussion, questions, and films. Practical experience such as observation of children in the Burris Laboratory School was an integral part of the course. The final grade was awarded to students on class work, and performance in quizzes and final examination.

Educational Psychology was a required course which could be taken usually in the late sophomore or early junior year. Educational Psychology, Principles of Teaching, and Classroom Management courses could be taken either concurrently or subsequently. Mimeographed material containing areas of study and reading assignments was given to each student. The course covered the nature, scope, and purposes of educational psychology; the nature and scope of learning; transfer of training; the learning of attitudes; concepts and skills; motivation; rate of learning and forgetting; and evaluation of learning outcomes.

The main emphasis of instruction was on the lecture, but there were discussion, experiments and films on teaching. There were three
objective type tests spaced approximately three weeks apart but no final examination. The instructor was experimenting as to the difference final examinations made in learning.

Principles of Teaching and Classroom Management was a required course offered in the junior year. The student was required to spend a 65-minute period daily in the Burris Laboratory School for four days a week, and attended a two-hour class meeting in college once a week. At the college meeting topics such as daily lesson planning and unit planning, relationship to types of units and types of learning activities, learning to plan subject-matter, learning to plan experience units, evaluations and discipline were discussed. In the laboratory school assignment the student observed, helped teachers and children, tried teaching for short periods, and taught the class for an entire period near the end of his laboratory school experience.

In the course on Principles of Teaching and Classroom Management, the student rated himself twice on a rating blank and also was rated by the laboratory school teacher. The college supervisor held a conference with the student if there was a wide discrepancy between the evaluation of the student and that of the teacher. A log book was kept in which the lesson plan and a description of an observation were coupled with an attempt to account for it, to predict its consequences, to formulate relevant principles of teaching and to
make some decisions regarding the next steps to be taken. The log book was signed daily by the student teacher observed and checked once in three weeks by the college supervisor. The final grade was awarded to the student on the basis of six observations made outside of the classroom (several of the students make case studies), three hours of audio-visual education, preparation of teaching plan for two weeks of teaching, summary of the principles of teaching, keeping daily records of one or two outstanding observations, analysis, and plans for future action. This course prepared the student for his student teaching assignment.

There was a special methods course in each field of specialization. This course was required in the professional sequence, either at the end of the junior year or at the beginning of the senior year. It was a prerequisite to student teaching. In the special methods course, besides methods of teaching topics on how to select and use textbooks, laboratory work, audio-visual aids and their use were included. The students visited a variety of schools. Some of these schools were not well-equipped and some of them were well-equipped. There was a curriculum laboratory where students learned the use of reference books, and of the best courses of study in the field. The students were expected to organize at least one field trip during this course so that they knew how to conduct field trips as teachers. Teachers needed to buy equipment, books, and supplies for school,
therefore, salesmen from supply stores and book companies came and spoke to them on how to place orders, and on criteria for selecting equipment. One or two speakers were invited whose work was connected with school to let students know the problems in school. Students were also engaged in projects, supplementary reading and occasionally a student attended professional meetings with his instructor and reported his experiences to the class.

The methods used in teaching this course were lecture, demonstration, student experimentation and demonstration, audiovisual materials and field study. The final grade was given to the student on the basis of his class record, and two examinations. The first examination consisted of a combination of essay and objective questions. The essay questions were included in order to measure the effectiveness of the student's use of English.

The Principles and Practices of Secondary Education was a required course to be taken either with or after student teaching. The first five weeks were devoted to philosophy of education and lectures were used in instruction. In the second half of the quarter, the program was planned cooperatively by four planning groups. The planning groups consisted of a committee on professional relationships, a committee on guidance problems, a committee on community school relations, and a committee on curriculum. A guide sheet containing possible activities for the classroom was given to each
committee on its topic. Another guide sheet which listed some responsibilities of planning committees and points for consideration was given to each student. It contained suggestions regarding committee responsibilities, the use of resource persons, the use of audio-visual aids, and the use of other members of the class. A detailed guide sheet which listed the course outline and study questions was provided.

Two papers were required. The first, treated briefly some meaningful aspects of the students' experiences in relation to secondary education. The second paper was a more comprehensive experience report for which a suggestion guide was provided. There was a mid-term and a final objective type examination. The student submitted a summary and evaluation of his readings twice during the quarter. Each student took part in one of the planning committees. All these things were taken into consideration when awarding the final grade. A student was given an "Experience Report" of three experiences which were truly educative for him.

In another sheet, "My Thinking In Regard to the Problem of Secondary Education" a student was supposed to describe the ideas, views, attitudes, opinions with which he agreed and disagreed, some problems or issues which needed more discussion in class, a list of the major generalizations, changes in attitudes, and insights into problems, as the result of this course. There was another sheet on which the students wrote regarding the relevant readings done in this course,
including the student's reactions to them. Since this was generally the last course in the professional sequence for teacher education students, an attempt was made to round up their professional education in it.

A student was required to meet the following requirements in order to be eligible for a student teaching assignment: completion of the course in Principles of Teaching and Classroom Management, the special methods course, demonstrated competence in English, and completion of not fewer than 144 semester hours of credit. An overall scholastic ratio of 2.0 was required.

Student teaching. Student teachers preparing to teach in the secondary schools were required to take two student teaching courses concurrently. In the student teaching assignment, the student teacher was supposed to be in school one-half of each day for five days a week. He taught one course in each of his two concentration areas or two courses in his special subject daily. During student teaching, the student was required to teach a minimum of 64 class periods and to observe 32 class periods. He spent one hour a week in conference with his critic teacher. Each student held group conferences with his college supervisor for one hour a week on the campus.
During a quarter consisting of ten or eleven weeks, a student could elect full-time student teaching, living in a community at some distance from the campus for seven to eight weeks. The college supervisor and the critic teacher supervised the work of student teachers. The supervisor visited every student once in two or three weeks. The responsibilities of the college supervisor were to maintain good relations between the college and public schools, to interpret the intent of the college to the critic teacher, and to provide instructional supervision to the student teachers. The critic teacher was appointed on the recommendation of the principal and the College. He was supposed to have a Master's degree and five years of teaching experience in order to be a critic teacher. The critic teacher filled the the student teaching report and reported to the supervisor. The College supervisor awarded the final grade and wrote recommendations for certification and employment purposes.

The record of every student was reviewed carefully before he was admitted to student teaching. During student teaching, if someone was not doing satisfactory work, the critic teacher and supervisor tried to locate the cause of his unsatisfactory work and a grade of "incomplete" was given to him. The student was given another chance to try student teaching. If he did not improve his work he was allowed to complete the requirement for a degree but he was not recommended for certification.
Placement and Follow-up

There was a placement office which served all graduates of Ball State Teachers' College. This service was free. Each student was expected to register his name in the placement office during the senior year. There was a regular follow-up program carried on in the first year of the student's teaching. The placement office sent a questionnaire form separately to the superintendent, the principal, and other supervisors, if there were any. A different question form was sent to the graduates who were teaching.

Problems in Teacher Education at Ball State Teachers' College

The entire college staff felt the responsibility for preparing teachers for public schools. They felt that the program was as effective for their purposes as any other teacher education program in the United States. The faculty felt that it was free of compulsion and could make any changes considered necessary. However, they were confronted in certain problems. The education faculty felt the need to associate method and practice more closely. They felt a need to provide more time which would enable students to have more experiences in human growth and development. The faculty was in the process of examining ways by which the student could be given increased freedom in choosing courses.
CHAPTER IV

ANALYSIS OF PRACTICES IN PROFESSIONAL EDUCATION
OF SECONDARY SCHOOL TEACHERS IN INSTITUTIONS
STUDIED IN THE UNITED STATES

There were nine teacher education programs studied in the United States. Of these, four were state-supported institutions,—one large state university, one large state teachers' college, one small state teachers' college, and one small state college. The others were a municipal college, two large non-public universities, one small private university, and one private teachers' college (New College). New College has been closed since 1939, but the program was studied because of its many unusual features.

The organization, content, and practices in professional education of secondary school teachers differed from institution to institution because of the decentralized control of educational systems in the United States. However, there were many common elements in the organization, content, and practices of professional education in these institutions. The organization of professional education as part of a four-year college program was common to all institutions, although professional education began at the freshman, sophomore, or junior year. There were also graduate programs for beginning teachers. There were some institutions which practiced
selective admission at entrance to the college, but selective admission to professional education and student teaching, and continuous selection was common to all institutions. The teacher education curriculum consisted of general, special and professional education, although the emphasis and amount of time devoted to each phase varied from institution to institution. Although the title and content of many professional education courses were different from institution to institution, the common elements of professional education were principles of education, educational psychology (including human growth and development), social bases of education, general methods, special methods, and professional laboratory experience. Practical experience as part of professional education courses was common to all institutions. Placement and follow-up service was usually found in teacher education institutions.

Organization of Professional Education

The professional education work in the nine selected institutions were as follows: Northwestern University, The Ohio State University, and Central State College started professional work in the freshman year; Brooklyn College, New College, Ball State Teachers' College, and Capital University started it in the sophomore year; and Syracuse University, and Troy State Teachers' College started it in the junior year. The professional education courses
in the freshman and sophomore years were generally Introduction to Education, Educational Psychology, and Human Growth and Development. The professional concentration was usually in the last two years of college work. The sequence in professional education differed in these institutions.

Admission and Selection

As previously noted, there was selective admission at entrance in four institutions; namely, Syracuse University, Northwestern University, Capital University, and New College. The other five were state-supported institutions required by law to admit graduates of accredited high schools if they wished to enter college. Selective admission to professional education and student teaching was practiced by all institutions. There was continuous selection throughout the college years by which unsatisfactory students were eliminated. The points taken into consideration in selective admission at entrance to these institutions were the results of a state examination, a high school certificate, records of the College Board examinations, personal interview, high school cumulative record, recommendations from the principal, results of scholastic aptitude tests, fifteen units of high school work, high scholastic achievement, good physical and mental health, freedom from speech defects and good personality. Selection was practiced
at three stages in the teacher education program, e.g. in the introduction to education course, by admission to professional education, and by admission to student teaching. The points taken into consideration in selective admission to professional education were college scholastic record, special aptitudes, physical and mental health, emotional stability, absence of physical and speech defects, personal qualities required of a teacher, moral character, personality and satisfactory interview. The case of each student was reviewed thoroughly before admission to student teaching and throughout his stay in college.

General Education

General education was defined and interpreted differently in the institutions studied. Courses included in general education were required of all teachers so that they would have elementary knowledge of several fields besides their field of specialization in order that they could become good citizens, capable of living in the complex world today. Troyer and Pace defined general education in the following way:

Increasingly, general education is defined as a program of experience which enables a student to gain a broad perspective on individual and social problems, so that he approaches with clear understanding and insight his responsibilities as a
worker, a future parent, citizen, and human being. It is concerned with students' personal, social, and emotional adjustments, attitudes, appreciations, just as much as with their acquisition of knowledge, or the truth.1

All the nine institutions provided courses in general education, but the amount of time devoted to this phase varied considerably. There were 46 quarter credit hours devoted to general education out of 196 required for graduation at The Ohio State University, which meant that about one-fourth of the total time was spent on this phase of the curriculum of teacher education. In the teacher education program at Capital University out of 128 semester hours, 68-69 semester hours were devoted to general education, which was more than one-half of the total program. The Central State College program devoted 39-55 semester hours to general education out of 128 semester hours required for graduation, which was roughly equivalent to one-third or a little over one-third of the total time. Ball State Teachers' College devoted 58 quarter credit hours to general education out of 192 hours required for graduation, which was approximately one-third of the total time. The Brooklyn College program devoted 42-77 semester hours out of 128 semester hours required for graduation, which was from one-third to more than one-half of the total hours required for graduation.

The Northwestern program devoted 66-68 quarter credit hours to general education out of 192 hours required for graduation. The Troy State Teachers' College program devoted more than 90 quarter credit hours to general education out of 192 hours required for graduation. Nothing was mentioned about the number of credit hours devoted to general education in Syracuse and New College programs, but the professional education was based on a fairly comprehensive core of general education.

The amount of time devoted to general education ranged from one-fourth of the total time at The Ohio State University to slightly over one-half of the total time at Capital University. The general pattern in most of these institutions was to devote from one-third to one-half of the total time to general education. The courses in general education included the natural sciences, the social sciences and the humanities.

Special Education

Special education consisted of concentration by students in one or two fields of study which they expected to teach in the secondary school. Special education formed an essential part of the teacher education curriculum for secondary school teachers. The amount of time devoted to special education ranged from one-third to one-half of the total time spent on teacher preparation in all nine institutions.
A student could meet this requirement either by taking one major and one minor, or a double major (comprehensive field such as social studies, general science), or two major teaching fields. Such programs depended on the institution and the state requirements for certification for high school teaching.

Professional Education

The programs studied did not have the same sequence of fields studied, although the usual pattern in most of them was as follows: introduction to education, human growth and development, educational psychology, general methods, special methods, and student teaching. In some programs foundations of education was the last course in the professional sequence, while in others, it came before student teaching. The amount of time devoted to the professional phase in the curriculums of teacher education in these nine institutions was approximately one-fifth, The Ohio State University; between a fourth and a fifth, Troy State Teachers' College; a little less than one-fifth, Northwestern; a little over one-sixth, Central State College; a little over one-seventh, Capital University; approximately one-seventh, Ball State Teachers' College; one-seventh, Syracuse University; a little over one-sixth, Brooklyn College; and New College, a rather comprehensive program in professional education. The professional education program in these institutions ranged from one-fifth to one-seventh of the total time devoted to teacher education.
As already mentioned, the educational system was decentralized in the United States, therefore, the programs of professional education were varied among these institutions. However, the same content occurred in many courses under different titles. Human growth and development and the nature of learning were offered in the Syracuse program under the title "The Adolescent;" in the Brooklyn College program, it was "Human Development and the Educative Process"; in the Northwestern program, it was "The Educative Process"; and in The Ohio State University program, it was "Educational Psychology". Similarly, the general methods course and the foundations of education course were under different titles in these programs.

The teacher education curriculum was influenced by state certification requirements. The states set broad limits to the amount of time devoted to general, special, and professional education, and the nature of courses included in each area. However, the institution is allowed to determine the content in each course. For example, Central State College required a course in human growth and development only because it was required in state certification, whereas educational psychology was an elective course because it was not required for state certification.
Introduction to Education

The content of introductory education courses overlapped under different headings in these programs, but the common heading was "Introduction to Education". Some introduction to education was offered by all institutions. It might have been a separate course or only a part of a course. It was usually the first course in the professional sequence. There were five institutions; namely, The Ohio State University, Central State College, Brooklyn College, Northwestern University, and Troy State Teachers' College, which offered it as a separate course in the professional sequence; two institutions Syracuse University, and New College offered it as a part of another course in the professional sequence; one institution, Ball State Teachers' College, offered Introduction to Education as a separate course but listed it as a part of General Education, and one institution, Capital University, did not specify where it was offered. The placement of this course in the freshman, sophomore or junior year depended on an institution's placement of the professional education program. The purpose of this course in all institutions was to introduce the student to the profession of teaching. The topics usually included were personal qualities of teachers, requirements of the teaching profession, survey of the field of education, and opportunities in and scope of the teaching profession.
Human Growth and Development, and Educational Psychology

These were usually basic courses in all programs and the topics usually included were Human Growth and Development at the Adolescent Level, and the Nature of Learning. In some programs, educational psychology covered both topics; in other they were offered in separate courses.

**Human growth and development.** The Central State College required a human growth and development course which dealt with development from infancy to old age. Syracuse University required a study of the adolescent which dealt with the orientation to teaching, and simple statistical concepts and the process of growth and development at the adolescence level. These two institutions required a course only in human growth and development, Ball State Teachers' College had the only program which required separate courses in human growth and development and in educational psychology. The course in human growth and development covered development from infancy to adulthood with its main emphasis on the adolescence level.

**Educational psychology.** The content, title and placement of this course in the professional sequence was different among these programs. The educational psychology course in The Ohio State University included human development and the nature of learning through the school years. The educational psychology course at Capital University included psychological principles of learning and the developmental
process at junior and senior high school level. The Brooklyn College course on Human Development and the Educative Process dealt with human development from birth to adulthood. The educational psychology course at Ball State Teachers' College included the purpose and scope of educational psychology and the nature of learning. The teacher education program at New College offered educational, developmental and social psychology. The professional education program at Troy State Teachers' College included child psychology and educational psychology courses. The unit on the "Educative Process" at Northwestern University included educational psychology, adolescent development and methods and materials of teaching. The main emphasis was on development at the adolescence level and the nature of learning.

Foundations of Education

Historical, philosophical and sociological bases of education. The history of education, the philosophy of education and the social basis of education had been included in almost all programs in one form or another. There were some programs which offered them in separate courses, some combined them in one course and some offered them as parts of units with altogether different titles.

Several programs offered historical, philosophical, and sociological bases of education either combined in one course, or
offered one or two out of these as part of some course. The Troy State College program offered an educational foundations course which included the philosophical and sociological foundations of education and the historical development of American public school. In the Syracuse University program, a unit on "The Curriculum" dealt with philosophical and sociological foundations of curriculum making, and the nature of learning. In the Brooklyn College program, a unit on "Education in Modern Society" dealt with historical, philosophical and sociological bases of education but with its main emphasis on the social basis of education.

In the Northwestern University program, a unit on "Education in American Life" dealt with the historical background of American life and government, the sociological background of education, and the historical development of the American public school. The Central State College program included a course called "The School in Relation to Society". It dealt with the responsibility of society to provide educational services, organization and administration of these services, and the role of the teaching profession in carrying out the educational objectives of society. Ball State Teachers' College provided the philosophical basis of education as part of the course in Principles and Practices of Secondary Education. The history and philosophy of education were offered in the Master's

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2Students are required to complete work for Master's degree within ten years of their graduation.
program at Ball State Teachers' College. The analysis of these programs showed that most of them provided historical, philosophical, and sociological bases of education either as a combined course, or as a separate course, or as a part of some unit within a given course. The emphasis as regarded philosophical, historical, and sociological bases of education in each program differed.

**Philosophy of education.** The Ohio State University program was the only one which offered philosophy of education as a separate course in the professional education program. The purpose was to make the professional education of teachers liberal. It dealt with the function of education in the social order and its bearing on organization, administration, the selection of subject-matter, and teaching methods.

**History of education.** The Ohio State University, Capital University, and New College offered History of Education as a separate course. This course dealt with the development of education from ancient, medieval, and modern times to the current American public school. Its function was to enable the student to understand the role of education in its historical perspective in society.

**General Methods**

It was difficult to cite general methods courses under one heading because each course in each program had a different title.
and different content. There were some programs which offered general methods as a separate course and some combined general and special methods together in one course. In the teacher education program at The Ohio State University, the course on Theory and Practice in Secondary School Teaching dealt with purposes of secondary education and the organization of secondary schools, guiding of learning activities, evaluation, guidance responsibilities, classroom organization and management, secondary school curriculum including co-curricular activities, testing, grading, and reporting procedures, and the professional advancement of the teacher in secondary schools. The Capital University program offered Principles of Teaching. This course included the high school curriculum, objectives of secondary education, some principles of good teaching, unit method of teaching, use of the question, evaluation and extra-curricular activities in secondary school. The Central State College program offered Principles of Teaching and Evaluation at Secondary Level in a block plan. It covered the basic principles underlying acceptable educational practices and the use of evaluation techniques and instruments.

In the Ball State Teachers' College program, a course on Principles and Practices of Secondary Education included purposes of secondary education, the high school curriculum, guidance, school and community, and the professional problems of high school teachers.
The Syracuse University program offered a unit on curriculum, which included the high school curriculum and extra-curricular activities. In the Brooklyn College program, a course on Methods and Practice Teaching in the Secondary School included general and special methods of teaching, and student teaching. In the Northwestern program it was part of a unit on The Educative Process and dealt with methods and materials of teaching in secondary school. In the Troy State Teachers' College program a course in Selection and Organization of Instructional Materials dealt with selection and organization of teaching materials. The teacher education program at New College offered Principles and of teaching. All of these programs included either as a course or part of some unit, elements commonly needed by secondary school teachers. These elements were included in topics such as the high school curriculum, extra-curricular activities, methods and procedures of directing learning activities, guidance, evaluation, use of audio-visual aids, professional advancement of teachers, school organization and management, and purposes of education in the high school. The extent of emphasis and the inclusion of the above-mentioned topics varied from program to program. There were eight programs which offered separate course in general methods.

Special Methods

Courses in special methods dealt with procedures applicable to the student's field of specialization. These procedures were
offered in all institutions studied either as a separate course or combined with a general methods course. In the Syracuse University program The Art and Science Teaching unit dealt with special methods of teaching in the major and minor field, guiding learning activities, evaluation of progress, and preparation for off-campus student teaching. At Northwestern University, the special methods course was part of a Practicum in Teaching unit which treated methods of directing and evaluating pupil growth and techniques of classroom management. In the Brooklyn College program, general and special methods and student teaching were combined in the same unit.

Professional Laboratory Experience

Five of the programs studied, namely, those at Syracuse University, Brooklyn College, Northwestern University, Troy State Teachers' College, and New College, did not mention practical experience as a pre-student teaching requirement. Practical experience permeated the whole program of professional education and was an integral part of almost each course in these institutions. There was a requirement of field experience at The Ohio State University which included interpretation of field experience in schools and field service projects in education. The number of credit hours required for each student in field experience depended on his need. The teacher education program at Capital University did not require
pre-student teaching experience. Central State College required a number of acceptable observations, work experience, and one week of September field experience. The secondary schools opened in the beginning of September, while many colleges and universities opened near the end of September in the United States. The teacher education students participated in school programs at the opening of school for one or two weeks to meet the prerequisites of student teaching. This program was called the September field experience. In the Ball State Teachers' College program, the Principles of Teaching and Classroom Management course prepared students for student teaching assignments. The students engaged in observation, participation and student teaching experience in the college laboratory school.

**Student Teaching**

The nature and amount of student teaching experience required depended on facilities available to the college students. The Syracuse program had student teaching in both semesters of the senior year. In the first semester, there were six hours of observation, ten hours of participation, and twenty hours of teaching experience during nine weeks of practice in Syracuse schools. In the second semester of the senior year, students were required to practice extramural teaching in a rural or village school. There were two and a half weeks spent on preparation for extramural teaching, three weeks
spent on extramural teaching, and two weeks on the integration and evaluation of extramural teaching on the campus. The student teaching assignment included three periods of teaching daily, as well as observation and participation in the school program. The general and special teaching methods and student teaching were offered in one unit which continued through both semesters of the senior year in the Brooklyn College program. In the first semester there were two hours a week of observation and participation in school classrooms and in teaching. There was full-time off-campus student teaching for one quarter or half-time for two quarters, in the Northwestern program which included teaching as well as observation and participation in curricular activities, parent-teachers' association meetings, administrative activities, community activities, and preparation for classes.

There were six quarter hours of student teaching and three hours of an education seminar in the junior year and six hours of student teaching and three hours of an education seminar in the senior year in the Troy State Teachers' College program. The student teaching and education seminars ran concurrently in both years. Directed teaching in the New College program included activities such as instruction, guidance, classroom organization, community study and professional, and personal development of teachers. The culminating phase of practical work was a one-year internship period in a high school.
There were six semester hours of student teaching at Capital University. The student teaching assignment included one period of teaching and two periods of participation in school activities daily for one semester. Central State College required six semester hours of full-time off-campus student teaching for half a semester. The Ball State Teachers' College required eight quarter credit hours of student teaching in an off-campus school. The Ohio State University required nine quarter credit hours of student teaching. The student teaching assignment in almost all programs included teaching plus participation in school activities. The general tendency was toward full-time off-campus student teaching if scheduling and administrative arrangements permitted.

**Instruction**

The methods used in teaching depended upon the nature of the subject and the person who taught. All institutions used the lecture and other methods in teaching, but the extent of their use depended upon the philosophy of the staff of the institution and of the individual professor. Other methods usually included committee and individual reports, discussion, assigned readings, written work, directed observation and participation in child clinics, school, and youth serving agencies (required in certain courses), use of resource persons, audio-visual aids, and field trips. Lecture work was commonly associated with theoretical study and the other methods with
practical experience. There was a tendency in all programs to supplement the lecture by other methods.

**Evaluation**

The final grade in each course was based on whatever a student was required to do during the course. The grade was usually awarded on the basis of written work, participation in class, achievement in quizzes, the mid-term and the final examinations. The objective and essay-type tests were used but their use depended on the instructor who taught the course. However, common among all programs, when awarding the final grade, was the consideration which was given to the work done by the student during his entire period of study.

**Placement and Follow-up**

It is a common practice for the teacher education institution to assist in the placement of graduates into teaching positions. However, there was nothing mentioned about placement and follow-up service in the Brooklyn College, Troy State Teachers' College, New College and Central State College programs. Placement and regular follow-up service were practiced in the Ball State Teachers' College program. The Syracuse University provided placement and follow-up service in its program. The Ohio State University program had placement and follow-up service. The Northwestern University and Capital University had only a placement service.
CHAPTER V

HISTORY OF TEACHER EDUCATION IN INDIA
WITH SPECIAL REFERENCE TO THE PUNJAB STATE

The teacher training* movement in India began with the monitorial system which was found in the larger indigenous elementary schools of Madras as early as 1789. In this system the older pupils were employed to instruct the younger ones. Teacher training was introduced in Bombay in 1826 when Government district vernacular schools were established and when 24 teachers trained in the school of the Native Education Society (instituted in 1820) were distributed throughout the presidency. In the same year, the Governor of the Madras Presidency proposed the appointment of a committee of public instruction and the establishment of a central school for the education of teachers. The Calcutta School Society, established in 1819, had arrangements for educating teachers for the indigenous schools in Bengal.

These early measures to prepare teachers achieved little success. No satisfactory advance was made in this direction until the middle of the eighteenth century, when in 1854, Wood's Education Despatch recommended the pupil-teacher system and desired the immediate

*Teacher education is officially referred to as "teacher training" in the official literature in India.
establishment of training schools in each presidency. Selected students were to be attached to masters of schools and, if found worthy, were to be removed to normal schools for thorough training. The Despatch urged the introduction of this system in all institutions, government or aided. Following this recommendation, normal school classes were opened at Mayararan, Cheyur, Vellore, Mangalore, Braham Pore and Ellore in the Madras Presidency and every aided school was required to employ only qualified teachers. Similar schools were started in other Provinces and by 1858, such schools were located at Poona, Ahmadabad, Dwarwar and Krachi in the Bombay Presidency and at Hugly, Dacca, Gohati and Calcutta in Bengal. By 1865, there were seven schools functioning in the Punjab State and in the central provinces. The Wood's Despatch made the following recommendations for the training of teachers:

We cannot do better than refer you to the plan which has been adopted in Great Britain for this subject, and which appear to us to be capable of easy adaptation to India. It mainly consists, as you will perceive on reference to the Minutes of the Committee of Council, copies of which we enclose, in the selection and stipend of pupil-teacher (awarding a small payment to the masters of the schools in which they are employed for instruction out of school hours; their ultimate removal, if they prove worthy, to normal schools; the issue to them of certificates on the completion of their training in those normal schools; and in securing to them a sufficient salary when they are afterwards employed as schoolmasters. The system should be carried out in India both in
Government colleges and schools, and, by means of grants-in-aid, in all institutions which are brought under Government inspection. ....

Our wish is that the profession of schoolmaster may, for the future, afford inducements to the natives of India such as are held out in other branches of the public service.1

The training of elementary school teachers developed gradually and satisfactorily. But the provision for the training of secondary school teachers was far from adequate. There were only two training colleges for them. One had been established at Madras in 1856, and the other at Lahore in 1880. The admission qualifications for these colleges ranged from matriculation* (graduate of a high school) to college graduation. But all the students were put through the same course.

In 1882, the Indian Education Commission began its work. At that time a controversy was rife among the educational leaders about whether emphasis should be laid upon giving the pupil-teacher a thorough instruction in the subject he intended to teach and the subjects allied to it, or whether he should be educated in the general methods of teaching. The supporters of the former view believed that a thorough knowledge of a subject would give a teacher

1Quoted in Syed Nurullah, & J. P. Naik, A Student's History of Education in India (1800-1947) (Bombay: Macmillan and Company, 1956 from Wood's Despatch, 1856), p. 120.

*When a student graduates from high school the current usage in India is matriculation. The word graduation is used for satisfactory completion of undergraduate college program.
insight into the methods of teaching it if he had a natural aptitude for his work. Others argued that no amount of the knowledge of the subject alone could help a teacher to engage the attention of a class, to arrange the materials of his lesson and to select those illustrations which give life to instruction. Because of this controversy, the recommendations of the Indian Education Commission were rather tame. These recommendations were (1) that an examination in the principles and practices of teaching be instituted and that success in this should be a requirement for permanent employment; and (2) that the duration of the course of training be reduced in the case of college graduates taking the program.

The progress in training secondary school teachers was very slow in the twenty years following the report of the Indian Education Commission. By 1902, there were six training colleges (at Saidapet, Rajamahendry, Murscong, Allahabad, Lahore and Jubbulpore). Following the recommendations of the government of India in its resolution of 1904 on educational policy, a similar college was opened at Bombay in 1906. Besides these colleges, there were some schools for training in every province. Here the students were prepared for a certificate examination in a program not leading toward a degree. The one exception was Madras University which instituted the Licentiate of Teaching degree.
The resolution on Indian education policy passed by the Government of India in 1904, noted with satisfaction the progress being made in the direction of primary teacher training and stated that steps were being taken to adjust the training courses to rural needs. A similar resolution of 1913 required every teacher to hold a certificate. This made for a further advance. In 1922 there were 13 training colleges in India. In 1919, the report of the Calcutta University Commission recommended that education be included as a subject for the intermediate and B.A. examination of Calcutta, and Decca Universities.

During this period, primary education had been comparatively neglected. To remove stagnation and wastage, the Hartog Committee recommended in 1920 that the general education standard of the primary teachers be raised, the training courses extended in duration, the training institutions improved and the condition of service made attractive. As a result, the percentage of teachers in India having had some study of professional education increased from 44 per cent in 1927 to 57 in 1933. The training was also adjusted to rural needs. During the period 1921 to 1937 (when education became a recognized subject specified by the state administration), there was a considerable development in the field of teacher training, and the number of institutions training secondary school teachers rose to 15 with an enrollment of 1,488, including 147 women. During the same period, attention was also paid to the conditions of service.
of teachers in private schools. The attention of the provincial governments was devoted to the institution of provident funds in aided schools, to the provision of larger grants to improve teachers' remuneration and to the exercise of a more rigid control over these schools.

In 1944, the Central Advisory Board of Education submitted a report entitled "Post-war Educational Development in India". This report assumed that one teacher was required for every 30, 25 and 20 pupils in pre-basic and junior basic, senior basic, and high schools, respectively. These schools were equivalent to the elementary, junior high school and senior high school, respectively. The minimum qualification for a teacher was prescribed to be the completion of the high school course followed by two years of training for pre-basic and junior basic teachers and three years for senior basic teachers. The graduates were to receive one year of preparation and others were to receive two years of training for becoming teachers in high schools. The summary statement of this report on the training of teachers follows:

a. The proposals for the recruitment and training of teachers as set out in the Report approved by the Central Advisory Board in January 1943 should be generally adopted.

b. The existing training institutions are barely sufficient to meet wastage among existing teachers and to train those hitherto untrained.
c. New training colleges (including University Education Departments) must be provided to supply the additional teachers whom a national system will require. These will amount to over 2,000,000 non-graduates for schools of all types, and 180,000 graduates for high schools.

d. Arrangements should be made to pick out suitable boys and girls toward the end of the high school course. This is particularly important in girls' high schools in view of the vast increase in the number of women teachers required.

e. The courses provided should be essentially practical and should be specially selected to the needs of the schools in which the trainee will subsequently serve.

f. No fees should be charged in training colleges; liberal assistance should be available for the maintenance of poor students.

g. Refresher courses are of the utmost importance and should be provided for all types of teachers but particularly for those in remote rural areas. Facilities should be provided for research and selected teachers should be encouraged to study educational methods in foreign countries.2

At the time of partition, 1947, the system of teacher training was fairly well developed in India. For men there were 26 training colleges with 2,393 pupils under training and 443 normal schools in which 25,278 students were studying. For women there were 19 colleges and 206 normal schools, the number of pupils in these being 7,444 and 10,835, respectively.

In the Punjab state, the first training college was opened at Lahore in 1880. It had three classes, the senior Anglo vernacular class, the junior Anglo vernacular class, and the senior vernacular class. Students in each of these classes were being prepared for different teaching certificates. The vernacular class had no study of English, and the instruction was in the vernacular. Government stipends were offered almost to every student up to 1931, when on account of financial stringency all these were withdrawn and tuition fees of rupees (15.00 per month for the senior Anglo vernacular and rupees 20.00 per month for the Bachelor of Teaching were paid). Qualifications for admission became defined by 1890-91. The minimum qualification for senior Anglo vernacular students was the completion of the intermediate program (two years of college). It was expected that ultimately the class would be composed of graduates only but the low quality of students continued up to 1910, because of low pay and slow promotion in the profession. Even the trained graduates left the profession and the government had to get a bond signed by each candidate lest he should follow another profession after having received stipends and instruction in English. However, by 1914, there was a tangible improvement, and even holders of Master of Arts degrees sought admission to the senior Anglo vernacular and Bachelor of Teaching classes. The Bachelor of Teaching class was inaugurated in 1903 in the central training college at Lahore, to supply supervisory and inspecting staff and headmasters. The duration of senior Anglo
vernacular and of Bachelor of Teaching Courses was two years. Because the two-year requirement for the college graduate was a deterrent to his entering the program, the duration of the Bachelor of Teaching course was reduced to one year. By 1923, there were junior Anglo vernacular teacher training centers at the central Training College in Lahore, Islamia College in Lahore, Intermediate College at Multan, Khalsa College at Amritsar and the D.A.V. Intermediate College at Jullundur.

With the expansion of vernacular education and with the vernacular becoming the medium of instruction in the middle school (Junior High School), the pressure for admission to the senior vernacular class increased. The normal school at Lahore had, therefore, to be shifted to Sialkot in 1917-18, to make room for the senior vernacular class. Even this step did not provide enough facilities to meet the increased demand, and in 1919 the senior vernacular class at Lahore was transferred to Lyallpur which made possible increasing numbers of admissions to the senior Anglo vernacular and Junior Anglo vernacular classes. The institution of oriental training classes had further necessitated this shift, and the junior Anglo vernacular class had also to be transferred to Lyallpur in 1925, because the number of senior Anglo vernacular and Bachelor of Teaching students had steadily increased.
In 1941, affiliation was granted for the Bachelor of Teaching classes to Islamia College at Peshawar and the Prince of Wales College at Jammu to meet the persistent demand of the Northwest Frontier province and the Jammu and Kashmir state. The same year a reorganization committee appointed by the Punjab Government recommended that (1) the senior Anglo vernacular class be abolished, (2) the junior model school be started at Lahore to serve as a child center, and (3) Bachelor of Teaching course be overhauled to lay more emphasis on practical work and on the teaching of modern Indian languages and handwork and art as optional subjects. These recommendations were executed by 1944. Another improvement was the change of session brought about in 1925. Formerly the session began in the first week of May, and the examination was held in March. Now it began in the end of September and the examination in theory was held in April, after which the students undertook two months of teaching practice.

Admission to the class was made on the bases of communal reservation; preference was given to candidates who had studied school subjects at the college stage. Admission tests in school subjects were also devised in 1935, because during the training period emphasis was to be laid on pedagogic training. Well-equipped practicing schools were attached to all training institutions. This aspect of training had been attended to since 1895. Model lessons frequently given by the instructors were followed by criticism
lessons taught by students who tried to apply the principles taught in actual practice. In 1913, the pupil-teacher began to be assigned for a fortnight to various schools for practice in teaching and this period was extended to nearly two months in 1925. The method of teaching followed in the beginning was a thorough mastering of textbooks and lectures on the principles and methods of teaching but later the assignment system was also introduced. Facilities for many types of extra-curricular activities existed in the training institutions.

In 1907, a college (financed by the provincial Government and the imperial funds) was started at Sanawar (Simla Hills) for training the men teachers for European schools (English schools). It was shifted to Ghobarali in 1924 and attached to the Lawrence School. In 1928, it was named Chelmsford Training College. The number of students ranged between 20 and 25. The college had provision for games, sports and physical training and scouting activities. Many societies were run and the internal affairs of the college were in the students' hands but subject to certain well-defined principles.

In the field of training Anglo-Vernacular women teachers, the lead was taken by the mission Kainmird Girls' High School at Lahore. Three students were admitted in 1913. The institution withstood all the difficulties of a pioneer institution but it could not supply junior Anglo vernacular teachers to the whole State of Punjab and the neighboring states. With the expansion in secondary
education, qualified secondary school teachers were required and arrangements were made to admit a few women graduates every year to the Central Training College at Lahore till 1933, when the first Government college for women (Lady MacLagon College for Women) was opened at Lahore with 17 students. This step had been taken even before the University had granted affiliation to this college, but the students were allowed to appear for state examination as private candidates. A junior Anglo vernacular class for girls was also started in Lady MacLagan Girls' High and Normal School at Lahore to supplement the class at Kainnaird School. An adequate number of stipends was provided for the students. The senior vernacular class at the Lady MacLagan School was shifted to the Hoshiarpur Government Girls' High School. The enrollment was restricted to 35 students in the Bachelor of Teaching curriculum and to 85 in the junior Anglo vernacular classes. By 1941 two centers of training for the junior Anglo vernacular women teachers, namely, the Sohn Lal Training College at Lahore and the Islamia Girls' High School at Lahore, had been sanctioned and opened. The supply of such teachers began slightly to exceed the demand.

Because of a limited number of seats and the reservation for Mohamedans in Lady MacLagan College, Sir Gange Ram Training College for women at Lahore, Maha Vidyala Training College for Women at Lahore, Rai Bahadur Sohn Lal Training College for Women at Lahore, and the Private College, Albot Road, at Lahore were started in 1939 to admit Hindu and Sikh girls to Bachelor of Teaching programs in
1939, while 141 ladies took the Bachelor of Teaching examination in private capacity. The supply was further increased with the opening of the Islamia Training College for Women, at Lahore, the Khalsa Training College for Women at Lahore, and the Dev Samaj College for Women at Ferozepore. Consequently, the salary rates were forced down and unemployment increased.

For the training of women teachers for European schools, Saint Bedes College at Simla was set up in the beginning of this century. The number of students ranged between 12 and 30. Another similar institution, Aukland House at Simla, opened in 1909, was soon closed because of poor enrollment. The Kindergarten Teachers' class, opened in 1919 at Saint Deny's School at Muree, suffered the same fate, because of the two-year duration of the course and the withdrawal of stipends in 1931. The two-year course at the Saint Bedes College was revised to bring its academic curriculum in closer relationship with the syllabus of the intermediate examination and to emphasize professional work. Some stipends were also available for the students. The students were prepared for the teacher training certificate. In 1942, a Kindergarten training class was also started in this college which has weathered the storm of partition.

The junior Anglo vernacular class was called Junior Secondary Teachers' Certificate Class after partition (1947), and section
was granted for starting this class at the Government Training
College for Women at Simla, the Dev Samaj College for Women, at
Ferozepur, Avtar High School and training center at Pathankot
and Khalsa College for Women at Sidhwan Khurd (1951). The
minimum qualification for admission was second-class matriculation,
and the duration of the course was two years. Admission was to be
made on the basis of a test in school subjects and an interview.
After the partition of Pakistan from India, the name of Senior
Vernacular class also was changed to Senior Teachers' Certificate
Training class. This class already existed at Hoshiarpur, Karnal
and Kharar. Another class was started at the D.A.V. normal school
at Jullundur but later it was dropped because of low enrollment.
The minimum qualification for admission was laid down as "middle
passed" at the Junior Vernacular School with three years of teaching
experience. No fees were to be charged in government institutions
where the students got a scholarship of Rs 12-1 per mensum. The
duration of the course in 1958 was one year. The students had to
give thirty lessons during training in the high schools attached for
practice. The class was not very popular with women teachers. Like­
wise, the junior vernacular class came to be called Junior Teachers'
Certificate Training class after partition. This training was for
women candidates, and schools were already operating for them at
Gurdaspur, Karnal, Rohtak, Fazilka, Jullunder, Ambala City. The
sanctioned number of students in the normal school was 60 in each
but it was not rigidly enforced.

The graduates of the above-mentioned institutions except the senior teachers, were utilized mostly in primary schools. Since 1952, the duration of the course for women has been one year. No tuition fee was charged, and stipends were paid in government institutions. The only normal school for men existing after partition was at Karnal. The D. B. High School Patti and the D.A.V. Normal School at Jullundur were started after partition. The Mission Normal School at Moga and Kharar formerly trained Junior Teachers' Certificate teachers but they were later converted into basic training centers.

In 1948, the state adopted the basic system of education for primary education. A co-educational training school for basic teachers was started at Jagraon. It was proposed to start one basic training institution every year and to convert the existing ones into the basic type. Another basic training school was set up in 1950 at Satrod and later transferred to Pabra. In the same year, the Jat Heroes Memorial Basic Training School came into existence. In 1951, four more basic training schools had sprung up. These were the Christian High and Normal School at Kharar, Khalsa High School at Kurali. Basic Training School for village teachers at Moga (co-education), and B.S. Ahir High School at Rewari. There were also basic training emergency classes started in 1952 in
the Government Girls' High Schools at Hissar and Dharamsala, and at the Government High Schools at Gurdaspur, Fazilka, Ferdozepore, Karnal and Jagraon. A class of trainees was admitted and trained for four months. Then the trainees were sent to schools to teach, but they had to return for two months (summer vacation) in successive years to complete the training of one year. The minimum qualification for admission was matriculation. The duration of the course in the beginning was one year but in 1957 it was raised to two years. The Basic Emergency Training Class for Girls at Dharamsala was transferred to Ferdozepore, from where one unit of men trainees was moved to Dojana. Even the output of these institutions was insufficient to meet the demand, and in 1954 sanctions were granted to several private institutions to start basic training classes.

The country's partition in 1947 disrupted the educational program in the Punjab state. The biggest educational center, Lahore, was left to Pakistan. There was only one training college for graduates in the East Punjab, that was the Dev Samaj College for women at Forozepore. In spite of other tasks ahead the government gave up priority to the training of teachers and started a training college in the Government High School at Jullundur. Similarly the Mayo School at Simla was taken over and converted to a training college in which women students uprooted from Lahore, could complete their training. The number of students was 94
(seven women), 30, and 38 at Jullundur, Simla and Ferozepore, respectively.

In these colleges splendid work was done and attempts were made to impart a thorough training to the pupils. The number of students in 1948 were 101 at Jullundur, 47 at Simla and 40 at Ferozepore. By 1949, the state was gradually recovering from the after-effects of riots, and the demand for education increased. There was a shortage of trained teachers. Although some progress was made in the number of teachers provided. In 1951, 303 graduate trained teachers were turned out but the number was not commensurate with the need. In 1951, Jat Heroes Memorial College was opened at Rohtak and affiliation was granted to another Bachelor of Teaching class at Vaish College at Rohtak. But the number of high schools was swelling and nine more Bachelor of Teaching classes were allowed to be started. Recently opened training colleges were Khalso Training College at Muketsar, Ramgarhia Training College at Raghwara, Saraswati Training College for women at Amritsar, State College of Education at Patiala, Government Post-Graduate Basic Training College at Chandigarh, J.S.D. Basic Training College at Baijnath, K.M. Post-Graduate Training College at Bhiwani, and Montgomery G.N. Basic Training College at Jullundur.

In 1958, there were 13 training colleges and eight departments of education in Arts and Science Colleges preparing teachers for
secondary schools in Punjab state. The existing teacher training institutions were primary teacher training, secondary teacher training, and graduate teacher training institutions.

The first type of institutions admitted students who held the elementary school certificate (five grades of schooling) but the number of these students decreased every year. The second type of institutions admitted high school graduates, and the third type admitted college graduates. The recent trend has been to have only two types of training institutions—training schools for high school graduates and training colleges for college graduates. The Secondary Education Commission made the following recommendation:

In our opinion, there should be only two types of institutions for teacher training: (1) for those who have taken the school leaving certificate or the higher secondary school leaving certificate as envisaged by us, and for whom a two-year teacher training should be required; and (2) for graduates for whom the training should be, as at present, of one academic year.\(^3\)

CHAPTER VI

EDUCATION FOR SECONDARY SCHOOL TEACHERS

IN THE PUNJAB STATE

Punjab state situated in northern India, encompassed an area of 47,456 square miles in 1958. According to the statistics of 1954-55, there were then 12,351 primary and basic schools, 1,215 middle and high schools, 83 arts and science colleges, and 20 teacher education colleges serving a population of 116,134,890. There was one university in the Punjab state called Punjab University. All the colleges in the state were affiliated with this University.

DESCRIPTION OF THE PROGRAMS

The educational system was highly centralized at all levels in Punjab, as it was in all India. The curriculum at any level varied slightly from state to state or university to university, but it was the same within the jurisdiction of one university.

Previously, there were five grades in the elementary school and five grades in the high school, but in April, 1958, there were six grades in high school. The child started school at the age of

\[ \text{\textsuperscript{1}} \text{India.} \text{ A Reference Manual, The Publications Division, Ministry of Information and Broadcasting, Government of India, 1957, pp. 423-429.} \]
five and graduated from high school at the age of sixteen. Upon entering college, students took four years of undergraduate courses, leading to the degrees of Bachelor of Arts or Bachelor of Science. There was an examination after the first two years of college called the intermediate examination. After the last two years of college a record examination was given which was called the Degree Examination. The training college admitted students who were college graduates and imparted professional education for one year. The academic year consisted of nine months from October to June.

The students who wished to become teachers were required to attend the training college for one year and to get a professional degree before they could teach in any school. This professional degree was called Bachelor of Teaching in the Punjab state. It was a separate degree after the Bachelor's degree and not counted toward a Master's degree, but it was a prerequisite to a Master of Education degree. The Master of Education degree was completed in one year although all other Master's degrees took two years to complete. There was no professional education course offered at the undergraduate level in the syllabus of the Punjab University.

Admission and Selection

The minimum qualification for admission to the Bachelor of Teaching degree was the Bachelor's degree. There was no standard procedure for selective admission to training colleges. The students
were selected mostly on the basis of their university examination marks. This was called "Admission on Merit" which amounted to admission on the basis of marks scored in the final examination. The student who scored the highest marks in the final examination had the privilege of admission to any college.

The Government Colleges were well-equipped, well staffed, and less expensive than private colleges; therefore, there were always more applicants for admission to the public than to the private colleges. The physical facilities of the college set limits on the number of students which one college could admit; therefore, the colleges selected bright students and rejected others. They rejected all other candidates when the number of students admitted reached the number which an institution could accommodate. In the training college of Jullumdur, there were always more than 1,000 applicants, but they could admit about 225 students. There was selection in private colleges but since they were financed mostly out of tuition fees, they sometimes admitted students with very low marks in order to increase their income. The Government College for Teachers at Jullundur served somewhat as a model for other training colleges; in the state, therefore, the writer described admission procedure followed there. The student was required to file an admission form* and mail it to the training college at least twenty days before the

*The admission form is given in the Appendix.
admission date. The admission form of the Government Training College for Teachers at Jullundur contained items such as University examinations passed, departmental examinations passed, teaching experience, distinction in studies, distinction in games or athletics, other interests apart from school or college studies (such as music, painting, handicrafts), relations to any members of the Education Department, and any special claims for admission. The departmental examinations passed meant that the student had an elementary teacher's certificate, and "Distinction Studies" meant that the student had scored first, second or third position in the university examinations.

The admission form was filled in and mailed to the college office. An interview committee used it at the time of the interview for asking questions and verifying facts about the student. There were some untrained teachers (without a professional degree) working in schools. It was for this reason that teaching experience was considered in the admission form. Preference was given to such a student so that he could get his professional degree as early as possible. During the last ten years, the Bachelor of Training degree has been required for teaching in the secondary school.

The requirements for admission to the training college were the Bachelor's degree, an interview (required of everyone), a certificate of good character from the principal, and a medical examination.
The first two requirements were observed by all training institutions and considered a must for admission to training colleges. The procedure for selective admission was the same in arts and science colleges as in the training colleges. The bases of selection in the College of Arts and Science were the matriculation certificate (high school graduation certificate) and an interview.

**Bachelor of Arts or Bachelor of Science Program**

The four years of undergraduate study in the College of Arts and Science led to the degree of Bachelor of Arts or Bachelor of Science. The first two-year period of college was called "Intermediate Study" and the last two year period "Degree Study". The examination after the sophomore year was called intermediate, and after the senior year, the degree examination.

The Punjab University syllabus for the intermediate examination in 1958-59 is listed below:

**Intermediate Examination**

**Arts Faculty**

Compulsory (required)

1. English
2. A classical language (Sanskrit, Persian, Arabic, Hebrew, Greek or Latin) or
   Hindi or Punjabi or Urdu or French or German in the case of candidates who have not passed the Matriculation Examination or its equivalent in Sanskrit.
   or
French or German or a Modern Indian Language (Hindi, Punjabi, Urdu, Bengali) in the case of women candidates

Provided that candidates shall be examined in the subject of Hebrew, Greek, Latin, and German only with the permission of the Syndicate for which application should be made six months previous to the date of Examination.

Elective:

Any two of the following:

1. Economics
2. Philosophy
3. History
4. Civics
5. Mathematics
6. Geography
7. Music (for women only)
8. Art (for women only)
9. Home Science (for women only)
10. Physics
11. Chemistry
12. Biology (Botany and Zoology)
13. Geology
14. Agriculture
15. Hindi, Punjabi, Urdu or Bengali

Provided that:

(1) Home Science shall only be taken by such women candidates who are either on the rolls of an institution approved by the Syndicate for this Examination, or have already completed the course in this subject in such an institution.

(2) Chemistry shall only be taken by a candidate taking up Physics or Agriculture as one of his subjects.

(3) Hindi, or Punjabi, or Urdu, or Bengali shall only be taken by a candidate who has taken up Sanskrit, Persian or Arabic as his secondary compulsory subject.
A candidate may also take up any one of the following as an additional optional subject for the Examination:

1. A Modern Indian Language (Hindi, Punjabi, Urdu or Bengali)
2. French
3. German
4. Military Training

Provided that a candidate shall not take up the particular subject already offered by him as a compulsory subject. Provided further, that Military Training shall only be taken up by a candidate who was, during the previous academic year, a member of the National Cadet Corps and has attended the prescribed number of parades held.

Science Faculty
I. Compulsory
   English
II. Elective
   Any three of the following:
   1. Physics
   2. Chemistry
   3. Mathematics
   4. Biology (Botany and Zoology)
   5. Physiology
   6. Geology
   7. Agriculture
   8. Geography

Provided that Biology and Physiology, or Biology and Agriculture shall not be allowed in any group of subjects and students who have taken up Mathematics as one of the subjects shall not be allowed to attempt question on Mathematics in the Physics paper.

The grouping of subjects for the Medical Faculty shall be Physics, Chemistry and Biology.

A candidate may also take up any one of the following as an additional optional subject for the examination:
1. A modern Indian Language (Hindi, Punjabi, Urdu, or Bengali)
2. French
3. German
4. Military Science

Provided that Military Training shall only be taken up by a candidate who is or was, during the previous academic year, a member of the National Cadet Corps and has attended the prescribed number of parades.⁵

The above-mentioned program was for the first two-year period of college in which each student was required to take two subjects (English and one other language), two elective subjects, and one optional subject in the Arts Faculty. In the Science Faculty the student was required to take English, three elective subjects, and one optional subject. For two years the student studied group electives he had chosen in the Arts or Science Faculty at entrance to the college. If a student wanted to change his field of specialization from one area to another after one year of study, he had to start as a freshman student and lose one year of work. No student from the Arts Faculty after the intermediate examination could elect science subjects. The student from the Science Faculty could elect subjects in the Arts Faculty after the intermediate examination.

The regulations and syllabus of the Punjab University for the upper division of the college in the year 1958-59 were:

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⁵Punjab University (Chandigarh), Regulations, Syllabi and Courses of Reading for Intermediate Examinations (Arts and Science Faculties), 1958 and 1959, pp. 5-6
8. (a) A candidate for the B.A. Examination shall be required to take up three subjects, of which one shall be English and the other two, subject to Regulation 9, shall be out of the following:

1. A classical language (Sanskrit, Persian or Arabic, or Hebrew, or Greek, or Latin, or French or German)
2. History
3. Political Economy
4. Political Science
5. Philosophy
6. A Course of Mathematics
7. B Course of Mathematics
8. Sociology and Public Administration
9. Physics, or Chemistry, or Geology, or Botany, or Zoology, or Geography
10. Astronomy
11. Home Science (for women candidates only)
12. Music (for women candidates only)
13. Art (for women candidates only)
14. Hindi or Punjabi or Urdu or Bengali

The student for the Bachelor of Science examination was required to elect three subjects out of the following: Botany, Zoology, Chemistry, Physics, Geology, Geography, Physiology, Mathematics, Human Anatomy, and Astronomy.

9. For the B.A. Examination

(1) No candidate shall take up physics or chemistry who has not taken the corresponding subjects in the Intermediate Examination.
(ii) No candidate shall take up Astronomy except with A Course of Mathematics or B Course of Mathematics or Physics or Chemistry or Geology or Botany or Zoology or Geography.

(iii) Home Science can be taken up only by such women candidates as are either on the rolls of an institution approved by the Syndicate for this subject or have already completed the course in this subject in such an institution.

(iv) Candidates will be examined in the subjects of Hebrew, Greek, Latin, German and Arabic only with the permission of the syndicate for which the application shall be made six months previous to the date of examination.

For the B.Sc. Examination

Except in the case of Geology and Geography, a candidate shall not take up any subject unless he has taken up the corresponding subject in the Intermediate Examination provided that:

(i) A candidate who has not taken up physiology in the Intermediate Examination shall, if he so has read Biology, be allowed to take up Physiology for B.Sc. examination.

(ii) A candidate who has taken up Agriculture as one of his subjects for the Intermediate Examination shall be allowed to take up Botany or Zoology or both for B.Sc. examination.

(iii) A candidate who has taken up Biology or Physiology for the Intermediate Science Examination shall be allowed to take up Zoology or Botany or Physiology for B.Sc. examination.
(iv) A candidate who has taken up Physiology or Biology for the Intermediate Science examination shall be allowed to take up Human Anatomy for B.Sc. examination.

(v) A candidate who has taken up Mathematics for the Intermediate Science examination shall be allowed to take up Astronomy for B.Sc. examination.

10. (a) In addition to the subjects mentioned in regulation 8 (a) above, a candidate for the B.A. examination may offer an additional optional subject which may be either Hindi or Punjabi or Urdu or Bengali or French or Military Training, provided that Military Training can only be taken up by members of the National Cadet Corps and Hindi or Punjabi or Urdu or French cannot be offered by a candidate who has already taken up the same subject as an elective subject.

(b) In addition to subjects mentioned in the Regulation 8 (b) above, a candidate for the B.Sc. examination shall offer English as an additional optional subject.  

The above-mentioned program was given in the junior and senior year. Students entered the training college with this type of background. No student could be admitted to the junior year unless he passed the intermediate examination, and similarly no student was admitted to the Bachelor of Teaching Program unless he passed the degree examination. The student studied his field of specialization in the College of Arts and Science and studied professional education in the College of Education.*

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*Punjab University, op. cit., pp. 9-10.
General education. In the syllabus of Punjab University, there were no courses equivalent to general education. The need to introduce such courses was emphasized in 1957 by the University Education Commission and other similar committees appointed by the Government of India. A student who selected arts or science subjects had almost no knowledge of the other area. The University Education Commission discussed the effects of over-specialization and recommended the immediate introduction of general education courses in higher education. In 1955 the Government of India appointed a committee to consider the scheme of "General Education". It said:

The object of the General Education courses is to remedy the lack of balance and undue specialization which characterize the courses in colleges at present with the result that students who study natural sciences are usually ignorant of the broad issues and basic ideas pertaining to social, economic, and cultural life, or those who study humanities or social sciences know little or nothing of natural sciences, or about their impact on present-day life and their contribution to techniques of modern thinking and living. It is, therefore, necessary that the General Education Course should cover the basic elements in the three broad fields of humanities, social sciences and natural sciences.  

The defect of present system is pointed out in the Report of the Study Team as follows:

It is commonly acknowledged in India today that one of the defects of the present system has been to produce university graduates, who are, though reasonably well informed, in regard to factual knowledge,
often not adequately trained to meet new situations and quite frequently turn out to be incompletely developed personalities. The public service commissions all over the country and educationists who come across a fair cross-section of fresh graduates have expressed this view in many different contexts. 6

Special education. In the Arts Faculty, a student could elect one field of specialization either for four years or two years but in the Science Faculty, a student was usually required to specialize in the same field for four years if he wanted to get a degree in science. The courses in the field of specialization were taught with a view to making the student a specialist in the field. The courses in special education were not related to the age level the teacher would teach in school. Of the shortcomings in special education, Menzel wrote:

The kind of English offered in the college courses does not make better teachers of English for pupils who are just beginning the language. The teacher's attention is drawn away from the difficulties of the beginner rather than toward them. The type of Hindi or Tamil included in the college courses makes no attempt to encourage the improvement of expression or understanding of literature on the level which the teacher is to teach. 7

Professional Education

Professional education was divided into two parts: Part I,

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Theory, and Part II, Practice of Teaching. The syllabus and course of study for the Bachelor of Teaching degree was the same for all training colleges in the Punjab state. The following syllabus of the Punjab University for the Bachelor of Teaching Examination has been provided:

Punjab University

Syllabus and Courses of Reading for the B.T. Examination for the year 1957

Paper I. Philosophical and Sociological Bases of Education.

1. Philosophy and its contribution to education.
3. Naturalism, Idealism and Pragmatism in Education
4. Scope and significance of educational sociology
5. Education as socializing factor and education for citizenship.
6. Agencies of Education -- active and passive, formal and informal.
7. Cooperation between school and other social agencies.
8. Education and social change.
10. Education for leisure.
11. Education for International Understanding.

Paper II. Educational Psychology

1. Psychology and its need for teacher - Methods of Psychology, observation, experiment, introspection and psycho-analysis.
3. Work and Fatigue:
Physical work; objective fatigue; mental work; subjective fatigue; study of fatigue; work crave; time motion study.

4. Life urges or instincts and emotions, their modification through experience and training; educational activities for the training of emotions, sublimation. The role of fear in education. Constructive instinct and aesthetic sensibility.

5. Group behavior, imitation, suggestion and sympathy; leaders and their chief characteristics; leaders in the school.

6. Heredity and environment.

7. Learning -- Nature of learning; theories of learning. Thorndike's laws of learning; the conditional response view of learning; insight learning; transfer of learning.

8. Memory, improvement of memory, methods of memorizing, forgetfulness, natural and morbid.


11. The growth of children -- Physical, mental and emotional from the age of infancy to adolescence. Adolescence, the chief marks, its difficulties, attitudes, help and guidance from side of parents and teachers.

12. The formation of habits, sentiments, moral sentiments; the self-regarding sentiment and the formation of character, moral training of the child.


15. Intelligence and intelligence tests, their educational uses, personality and different methods of assessment of personality.

Laboratory Work

1. To study the learning curve of an individual as well as of a group.
2. To study the establishment of a new coordination of hand and eye in trial and error learning.
3. To study the phenomena of preservation in memory for:
   a. A predominately muscular habit.
   b. A predominately mental process.
4. To determine the subject's span of immediate memory
   a. Auditory memory
   b. Visual memory
5. To determine how many letters can be grasped in one act of attention.
   a. When letters do not and (b) when the letters do form a word.
6. Case history of a school child.

There shall be no examination in psychology practical. Each candidate is required to do the laboratory work according to the syllabus prescribed and keep a notebook of experiments made by him. The principal of each training institution shall assess his/her work and award marks out of 10 marks for this work. The theory paper will consequently have 90 marks.

Paper III. Methods of Teaching (General) and School Organization

Part I. Methods of Teaching (General)

1. General principles of good teaching
   a. Place of knowledge in learning.
   b. Learning as by-product of purposeful activity.
   c. Teaching as stimulus to learning.
   d. Motivation in learning — creation of "learning situation".
   e. Arrangement of lessons into psychological units.
   f. 'Expression' and 'application' work -- its different types.
2. Different types of lessons: knowledge, skill and appreciation lessons; their function in education.

3. Different methods of teaching, inductive, analytic, heuristic problem, individual and group method, their suitability for various types of lessons.

4. Devices of teaching: exposition and illustration, choice of suitable language, art of questioning and dealing with answers, textbooks, libraries, teachers' diaries, pupil's notebooks, written exercises, home work, its appraisal and correction, examinations, aids to teaching -- blackboard, gramophone, magic lantern, epidiascope, cinema and radio, dramatic techniques.

5. New Educational Methods, their purpose, and significance, modern developments in educational practice with special reference to the contribution of the Montessori method, project method, Dalton plan, activity methods and the basic scheme.

Part II. School Organization

1. School organization -- its need and objectives.

2. Different grades of schools -- their place in national education. Diversification of types of secondary schools.

3. Internal Organization of school work.
   b. Arrangements for exceptional children.
   c. Programme of daily work -- construction of time-table.
   d. Appraisal of school work -- Tests and annual promotions, criticism and reform of examinations. New type tests and cumulative records.

4. The school staff
   b. Distribution of work; specialist and class teachers.
c. The duties of Headmaster -- Supervision, administration and helpful leadership.
d. Parental cooperation and parent-teacher associations and school functions.

    b. Opportunities for civic contacts and civil training.
    c. Life in hostel, its opportunities and organization.

6. Organization of extra-curricular activities.
   a. Games and sports, need for variety and tournaments.
   b. Group activities: debates, drama, school magazine, gardening, excursions.
   c. Social service and scouting with special reference to community service.
   d. Leisure hobbies - photography, art, music, library work and research.

7. Building, furniture and equipment
   a. The site and planning, lighting and ventilation, water supply and lavatory arrangements.
   b. Proper equipment and furniture for schools - furniture for different age groups, value of light and moveable furniture; equipment of special rooms, the library and laboratory; color, harmony and pleasant effects.

8. School office and records - the Punjab Education Code

Paper IV

Option I

History of Educational Thought

1. Contribution of the great educational thinkers - Rousseau, Fraebel, Montessori, Dewey, Tagore and Gandhi
2. Conception and aims of education in ancient India (Brahmanic, Buddhistic and Islamic contribution to Indian education).


4. Indigenous developments (Gurukulas, Vishwa Bharti and Basic Education).

5. Education after Independence (University commission, Development of Basic Education and Social Education)

or

Option II

Current Problems of Indian Education

1. Pre-basic education -- its need and development.
2. Basic education and post-basic education.
3. Social education - its need, concept and scope.
4. Teacher education, recruitment, classification and training.
5. Educational and vocational guidance - diagnostic, prognastic and aptitude tests.
7. Problem of rural education and universities.

or

Option III

Comparative Education


1. Compulsory Education -- its basic principles and organization.
2. Content of elementary education.
3. Equipment
4. Teachers
5. Teaching methods in vogue
6. Child literature
7. Financing of elementary education.
Papers V and VI

Teaching of English.
Teaching of Modern Indian Language.
Teaching of Mathematics.
Teaching of History and Civics.
Teaching of classical languages.
Teaching of geography.
Teaching of science.
Teaching of domestic science (for women only).

Paper VII (Optional)

Nature study.
Fine Art -- Drawing and painting.
Everyday science.
Music -- To be taken up by candidates who have passed the Intermediate or equivalent examination in Indian music.
Health and physical education.

Paper VIII

Simple language test in Hindi and Punjabi --
Marks 100 (50 for Hindi and 50 for Punjabi)
No syllabus prescribed.

Part II - Practice of Teaching

Every candidate shall undergo the following course of practical skill in teaching:

1. Observation of model lessons given by the staff of the college.
2. Two discussions lessons to be given by each student.
3. Internal school practice for at least one week during the period of training.
4. Six weeks' school practice under the supervision of the training college staff after completion of the Theory Examination.

The distribution of marks in the practical examination will be as follows:
| Marks for two charts or one chart | 20 |
| and one model for each subject | |
| Marks for notebooks of lessons | 20 |
| Marks for two lessons | 160 |

Each lesson having 80 marks

The Bachelor of Teaching program was a one-year course and the academic year was from October to June in which the distribution of time was as follows: study of theory courses in education from October to March, preparation and taking of external examination in Part I (theory course) from April to the first week of May, and practice of teaching from May to the end of June. During the first six months, it was required to complete courses in Part I (theory courses in education). Two criticism lessons were to be given by each student, and the student had one week of full-time practice teaching. The lecture method was used in instruction, supplemented with occasional questioning. The Punjab University syllabus was closely followed in all training colleges in the state because it prepared their students for standard external examination. All courses in professional education ran concurrently during the first six months.

In practice teaching every student was required to give at least two criticism lessons. The student prepared a lesson in advance and taught the class in the demonstration school while observed by a group of twelve to fifteen students and a professor.

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of the training college. After the teaching period, the performance of the student in the lesson taught was criticized (strengths and weaknesses) by all of those who observed it. This was called a criticism lesson. The students were divided into groups of 12 to 15 students. There was one period in the schedule for student teaching for five days a week. On every Saturday, the student teaching period was devoted to tutorial meetings and hobbies. During the student teaching period, one student out of each group taught a school class, turn by turn, and the other 13 or 14 students along with the professor of the training college, sat at the back of the room and wrote criticisms of the lesson in their practical lesson notebooks. There were ten minutes after the lesson in which students and the professor discussed the performance of the student teacher.

Another requirement was one week of full-time practice teaching near the end of January or at the beginning of February, which was called "internal school practice". During this practice, students taught three to four periods daily in some school in the town for one week. These were the two prerequisites for participation in a full-time week practice teaching period. There was no prerequisite of experience with children in different situations other than those of the classroom.

There was a final examination in theory at the end of April and the first week of May. Six weeks of full-time off-campus student teaching followed the theory examination. The college supervisor
was responsible for directing the student teaching activities of 14 or 15 students in one school in the town. The student teaching assignment consisted of teaching three periods daily for six weeks. Students were required to write lesson plan notes in their practical lesson notebook for every lesson they taught in class. The Harbaritian Method (five formal steps) was commonly used in writing lesson notes. There was a final examination in each of two teaching fields for awarding the final grade. The examination in the practice of teaching was conducted by a board which consisted of the training college staff and other members of the Education Department (people not connected with training college such as headmasters, principals and officers in the Education Department). The examination was graded on the basis of 200 marks for two lessons which were in turn divided as follows: 20 marks for illustrative aids, 20 marks for notebook and previous work; and 160 for two final lessons. Most of the weight was attached to final lesson in awarding the final grade.

Criticism of Teacher Education in the Literature

The syllabus for the training of teachers had been drawn up some decades ago and was not serving the needs of teachers of 1958. Changes made were slight during the years. K. G. Saiyidair wrote in 1935:

The present rather meager and formal curriculum is .... an importation from the west, and has not been formulated with reference to the special needs and conditions of the Indian people
and the Indian teachers. It attempts to give the students some idea of educational history and developments in the west; it is preoccupied with meticulous details and analysis of methods and school management. But it is not related to the important issues and problems of national life and does not give teachers a sympathetic understanding and insight into the elements of national culture.9

In 1944 the Central Advisory Board of Education criticized the work of training colleges in the following words:

The type of training which these institutions give is often open to serious criticism. It fails to keep pace with modern ideas in education and there is insufficient coordination between theory and practice. The curriculum tends to be rigid and conditions of training rarely afford the student in training or even his teachers an opportunity for ascertaining definitely whether or not he is really fitted for teaching.10

The syllabus for the Bachelor of Teaching program was too extensive, considering the amount of time devoted to professional education in the training college. In the May 6-12, 1957, conference of Principals of Training College which was held at Bangalore, K. G. Saiyidain in his speech said:

I am convinced that our syllabuses are, in some ways, patently over-loaded and a good deal of material is included in them which has ceased to have any significance today either on intellectual

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or social ground, even if it had any significance in the past. Unless we can courageously throw away the useless lumber which not only clutters our attics but crowds good material out of our educational bedrooms and sitting rooms, we will not be able to make the educational process pleasant and profitable.\[11\]

Another criticism of the educational system as a whole, and of teacher education in particular, was that it was too theoretical and needed to be supplemented with practical work. In 1957, Shrimali pointed out the defects of verbal instruction in his book Better Teacher Education, as:


education courses in the different universities were the same in all India. The University Education Commission 1948-49, in its survey, made the following comments:

There is not much of variation between the courses prescribed in the different institutions and generally they have compulsory papers on the principles (or Theory) of Education, Methods of Teaching, History of Education, School Management and Hygiene, provision being also made for practical teaching (criticism lessons and demonstration lessons). In addition to the compulsory courses, students generally specialize in the methods of teaching one or more of a number of optional subjects. Students have to pass in the written papers and the practical examination separately. While the training for the written papers follow more or less the same lines in all universities, there is some variation about the practical work. Some universities insist on 60 supervised lessons before the candidates are eligible to appear; others may not insist on more than 10.13

There was another criticism that too little time was devoted to practice teaching in some universities. The University Education Commission made a survey of university education in 1948-49 and wrote:

Our main criticism of the existing courses (but we repeat that it does not apply to them all) is that too little time is given to school practice, too little weight is given to practice in assessing the student's performance and conditions of school practice are often unsatisfactory. .... It is not surprising that under these conditions the schools do not regard the possession of B.T. Degree as the slightest real guarantee that its holder can either teach or control a class.14

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14Ibid., p. 213.
Saiyidain wrote that theory was divorced from practice:

The training colleges do not get any substantial opportunity of putting their theories and methods into practice and their teaching consequently lacks that touch with life and reality which only successful practical experience can give. And, what is worse, that living contact between theory and practice which alone can secure a progressive modification of the farmer and an illumination of the latter is irrevocably broken.\(^5\)

The students took no course in education before their admission to the training college. It became difficult for them to understand educational psychology, philosophy and other courses in education without any background in education and general psychology. As Menzel noted:

The writer has been impressed with the naivety and immaturity of B.A. students coming into the training college for B.T. course. One cannot go far in an educational course without a good grounding in the more elementary facts of educational psychology, and that is exactly what the B.T. students do not get until very late in the year, at which time their training course comes to an end. In other words it comes too late and it is extremely inadequate. So that students may benefit from the B.T. course of one year's duration, psychology must be studied in the B.A. course. Its main facts must have been digested before courses demanding its full understanding are energetically pursued.\(^6\)

The subjects included in the professional education program were taught without including their implications for education and school.


The University Education Commission commented on it as follows:

Education as a study, at university level is peculiar in this respect, that in whichever direction it is studied to an advanced level, the study tends to become something other than education, e.g. it turns into a study of philosophy or psychology, or history, or sociology. While this fact makes it easy for the pedantically-minded to deny that education is a real subject, it remains true that education is an essential focal point for the various studies and skills necessary for the tending teachers. It is also true that important but by no means always grasped in Indian training departments and training colleges, that those responsible for training teachers must themselves look at the whole course from this focal point, i.e. the place of the school in the nation's life and the right training of children in the school. If this outlook is lacking the course will become distorted even if the separate elements in the course are taught by quite learned and competent philosophers, psychologists, historians and sociologists.\(^{17}\)

That the amount of time devoted to student teaching was not sufficient in some universities had been pointed out by the University Education Commission. The committee which was appointed by the Ministry of Education in 1956 for Revision of the Bachelor of Education syllabus suggested that the amount of time and marks allotted to practice teaching should be increased.

The University Education Commission made a survey of the methods of instruction and pointed out the defects of using lecture alone as follows:

The common method of instruction at our universities is by mass lectures, but unfortunately at most places this is not supplemented by any

regular work on the part of the individual student
either by way of preparation for the lecture or by
library work after the lecture or any tutorial or
seminar work. There is no doubt that some teachers
make very effective use of the lecture method for
imparting instruction and their lectures are well-
prepared and interesting, but at several places
lecture consists merely of dictation of notes.
This latter method cannot be too strongly con­
demned as it deprives the students even of the
practice of trying to understand the lectures and
taking down their own notes, to be supplemented by
diligent students by what they read from books
afterwards. 18

In a speech at the Conference of Principals of Training
Colleges in India which was held at Bangalore in May, 1957, K. G.
Saiyidain said of lecture work:

".... that both in the universities and the
training colleges there is far too much spoon­
feeding in the way of lectures. This has two
undesirable consequences. It saps the intellec­tual independence of teachers who want to 'cover
the courses' instead of participating in the
thrill of creative learning and grappling with
fruitful ideas on their own. On the other hand,
the professors are so engrossed in writing and
dictating notes of lectures that they have little
time for other activities, particularly that
leisurely discussion in tutorial groups without
which ideas remain vague and confused and clarity
of understanding is never achieved. I, therefore,
welcome the proposal for reducing effectively the
number of lectures to be delivered. 19

He stressed supplementing lecture work with some other methods
in teaching.

18 Report of the University Education Commission, op. cit., 1949,
p. 103.

19 "The Journal of the All India Council for Secondary Education,"
Evaluation of the student's work was done at the end of each term by the college staff but no credit was given to this work in awarding a final grade in the external (final) examination. Kabir in his booklet "Letters on Discipline" noted the evil effects of undue emphasis on the final examination as follows:

The undue emphasis on the final examination has other and even more undesirable effects. ... that as a result of such undue emphasis, the pupils tend to neglect their work throughout the year. Since their future will be largely determined by the final examination without regard to what they may have done during the whole year, they place all their hopes in passing the examination. They, therefore, cram for the last few months or weeks, and sometimes do permanent damage to their health. Because they do not study steadily throughout the year, they lose the habit of continuous and sustained work. What is even worse, they are at times tempted to report to unfair practices to make up for the shortcomings of lack of work for the whole year. 20

The University Education Commission surveyed the evaluation situation and reported in 1949 that:

No credit is, at present, given for class work in courses, except sometimes in the case of practical work. It was strongly urged by a host of witnesses including teachers, students and outsiders that such credit should be given. We feel that it will be conducive to efficiency both in teaching and learning. It will make it possible to spread the work uniformly during the academic year and the very common practice of working at high pressure in the last few months immediately preceding the examination, which is

notoriously responsible for undermining student health and causing severe nervous strain, will be effectively discouraged.21

Essay-type examinations were used as a tool to test the achievement of students. Kabir wrote that it should be supplemented with objective-type tests because essay-type tests alone are not a valid measure of achievement.

Even as a test of intellectual attainment, the validity of the present pattern of examinations has been widely questioned. It has been repeatedly pointed out, for instance, that the present method of examining it by means of essay-type questions has obvious limitations, as the evaluation depends on too many subjective factors. The likes and dislikes of the examiner, the chance selection of topics of preparation by the examinee and the elegance of the style may have a decisive influence on the results. These examinations cannot, therefore, be relied upon as an accurate test even in their own limited field.22

The Investigator's Criticisms of Teacher Education Practices in the Punjab State

In this section of the chapter on the program for the education of teachers in the Punjab state, the writer has attempted to point out the strengths and weaknesses of that program. The discussion is given under the heading of structure of the program, selection of curriculum, instruction and evaluation. This analysis will be used as one basis for the recommendations which follow in Chapter VII.

22Humayun Kabir, Letters on Discipline, op. cit., p.18.
Structure of the Program. The teacher education program for secondary school teachers consisted of five years in the Punjab state. There was no integrated relationship between the four years of college study and the one year of professional study, because both programs were planned and organized in separate institutions. There was no planned cooperation or coordination existing between the arts and science colleges and the training colleges. The professional education program was concentrated in one year in the teacher training colleges. The provision of professional education in a separate college had the advantage that the education faculty had freedom to organize and schedule the one-week period of internal student teaching, field strips, and student activities in the college. On the other hand this arrangement had the disadvantage that professional education was not related to the rest of the preparation of the teacher for teaching and led to the misconception that teacher education should be a one-year program instead of a five-year program. No professional course could be offered as a prerequisite to other courses in the professional sequence, and all professional courses had to be offered concurrently. According to this organization there was no provision for education courses during the first four years of college, which had the disadvantage that induction into education work was not gradual, thereby leaving insufficient time to understand and assimilate the
practices in professional education.

The popular concept of teacher education or teacher training was one year of professional work in the Punjab state; such a concept of teacher education raised the serious question of whether teachers could discharge their responsibilities efficiently when their professional education was concentrated in a one-year period following a program of special study which was in no way related to the problems of teaching. It might be asserted that such a program has worked in the past, and such an assertion might be true. Education in a democracy, however, requires that an educational system not only work, but work to the best possible advantage of all concerned. The Indian people provided in their constitution that education shall be universal, free and compulsory. Therefore, the school population in the Punjab state has become much more diverse than it was before India became an independent nation. Effective teaching under the new constitution made it necessary that more attention be given to the individual differences which occurred within a school population. Since the majority of secondary school students would no longer be preparing for college, study or professional vocations, teachers needed a greater understanding of how their areas of specialization could be related to the learning of a non-selected secondary school population.

The lack of interrelationship between arts and science colleges and the teacher training college seemed to be a main drawback in the
teacher education program; but another factor mitigating against effective teaching was the highly centralized control of teacher education in the Punjab state. This centralized control had the advantage of maintaining external standards among all teacher training colleges, but such control did not allow the flexibility necessary for meeting the individual needs of teachers as persons and as teachers of an unselected population of school children. Centralized control made it difficult, if not possible, for training colleges to direct the undergraduates study of students in their special area. Graduates of arts and science colleges often came into the training college with areas of specialization which had little relationship to the subjects taught in secondary schools. Centralized control made it impossible for the teacher training colleges to carry out an adequate teacher recruitment and selection program, for all graduates of arts and science colleges had to be admitted into teacher training colleges if they showed high scholastic achievement.

Selection. The major selective factor in admission was scholastic achievement supplemented in certain colleges by interview and a medical examination. Scholastic achievement was demonstrated by passing an essay-type external examination. Relying on external essay-type examination, where the element of subjectivity, the chance selection of topics, and the expression of language were decisive factors, was inadequate for obtaining a useful picture of student achievement. The consideration of academic achievement presented only one side of the student's development; which would indicate,
therefore, it was not a sufficient criterion for the selection of students who were to become teachers. The academic development of students was important but also important were their physical, emotional, and social development. Besides academic achievement (which in itself is important) the physical, mental, emotional, and social development of a prospective teacher ought to be considered in order to obtain a complete picture of a student and to make selection more valid.

There was no continuous selection of students during the period of college study except in the external examinations. Even with careful selection at entrance it would be difficult to evaluate all things within a few days of interview and examination; therefore, selection ought to be a continuous process. It was relatively easy to maintain such high academic standards in the past but it will become more difficult year by year as the number of students increases. There were about 200 students who received a Bachelor of Teaching degree from the Punjab University in 1948, but the number went to 3,000 in 1956. The demand for increased numbers of teachers will increase in the near future as more children enter secondary schools which, in turn, will increase enrollment in the training colleges. A continuous program of guidance and selection will be needed in which personality tests, intelligence tests, speech tests, physical examinations, measures of emotional and social maturity and individual interviews are used
in order to get a comprehensive picture of the student and to help
guide him in his teacher-preparation studies.

**Curriculum.** Although it might be difficult to combine the
teacher education program in one college either in the arts and
science colleges or in the teacher training colleges, some time
could be given to the inclusion of such courses as psychology and
introduction to education in the upper division of the arts and
science colleges for students who wish to become teachers. Such
courses, at least, could help the student obtain some understanding
of the learning process and the profession of teaching. It seemed
to the writer that a student needed to have some understanding of
the content and responsibilities of his prospective vocation if
his choice was not to be made blindly. Under the existing program
the student had no opportunity to examine the teaching profession
before he actually undertook his professional study.

The curriculum of teacher education in the Punjab state con­sist­ed of courses in special and professional education. No pro­visions for general education were made either in the teacher
training colleges or in the arts and science colleges. Since the
program in teacher training colleges was already too extensive for
effective professional education, some steps could be taken in order
to make provision for general education courses during the first four
years of college in the arts and science colleges. In the complex
world of today, teachers need to have a broad background of understandings in order to participate creatively in the country's affairs as a citizen. Also, such a wide understanding of various fields of study can help the teacher interrelate his teaching with other teaching in secondary school classrooms. It also would help the student select his field of specialization because of exploratory experience in the various fields.

The courses in fields of specialization provided the student a thorough background in his field of specialization but they were not related to the totality of students' activities in a secondary school, because students decided to become teachers after graduation from colleges in which their studies led toward vocations other than teaching. There was another drawback in special education courses as well as in the educational system as a whole. There was too much stress on information and memorization of facts. There was no provision for exploratory experience before choosing a field of specialization. The student had to study the same field of specialization for at least two years and there was no flexibility in the curriculum for meeting individual needs. Flexibility in the curriculum ought to be provided in view of the increasing enrollment in schools and colleges every year.

**Instruction.** Instruction in theory courses in professional education was imparted during the first six months, but the syllabus was too extensive compared with the amount of time given to this
phase in the curriculum of teacher education. The syllabus for reading of the Bachelor of Teaching class was so extensive that students knew little of everything and memorized everything in order to score passing marks. There was no time to read things extensively and understand the significance of them for education. Another drawback of these courses was that most of them were not related to their significance for the teacher in the school. For example, philosophy, psychology, and sociology courses were taught as in their respective fields of specialization and not focused on their significance for the teacher education student. It became all the more difficult for students to understand and appreciate the significance of professional education courses because they entered training college without any background in psychology or education.

There were seven papers in professional education and one additional (course) in languages (Hindi and Punjabi) in the syllabus for a Bachelor of Teaching of the Punjab University. Some topics in each paper and some papers, e.g., comparative education, and current problems of Indian education, could be taken out in order to make the syllabus less extensive and more meaningful to the student under training.

There was too much stress on theoretical work in the instruction of professional education courses. Practical experience was not an integral part of the theory courses in the curriculum of teacher education in the Punjab state. Practical experience
was included in psychology courses but the nature of practical experience, e.g., experiments on learning, memory, and attention, in the laboratory, was such that it was not particularly useful for the prospective teacher. The teacher needed to understand and know how to work with children through observation of, and participation in experiences with children, rather than performing experiments on memory and learning on himself in the college laboratory. The practical experience in psychology courses and other courses in education ought to be a part of theory courses in order to make them more meaningful for the student.

The practice of criticism lessons during the course work was an excellent feature of student teaching in the Punjab state because the students gained confidence in their teaching ability and came to know their strengths and weaknesses. The student had an opportunity to improve during the full-time off-campus student teaching; therefore, the writer felt that such lessons had a useful function in teacher education. One week of full-time student teaching during the course work called "Internal School Practice" was useful for students in gaining more confidence in their teaching ability before proceeding to six weeks of full-time off-campus student teaching. The full-time student teaching assignment consisted of teaching three periods daily in school. A teacher is responsible for other duties as well as teaching in the school; therefore, student teaching assignments ought to provide experience
in which student teachers assume at least, in part, the responsibility of teachers in school. The college supervisor was assigned fifteen or sixteen students for supervision during student teaching. The school teachers were not held responsible for a supervision of student teaching. As the school teacher has much opportunity to work closely with the student teacher, he ought to share the responsibility of supervision with the college supervisor during student teaching.

The method of instruction followed in the training colleges in the Punjab state was the lecture. The lecture method was indispensable for imparting certain systematic information which the student could not get on his own because of lack of time. He had to have the time to do the extensive reading necessary. But the use of the lecture alone deprived both the lecturer and the student of active participation in the teaching-learning process and reduced the initiative in the student to investigate on his own. The lecture method ought to be used with other methods (reports, assigned readings, written work, audio-visual aids and practical work) of instruction so that students could share the responsibility of the teaching-learning process.

**Evaluation.** There was much dissatisfaction in the evaluation of student achievement. The causes of dissatisfaction were the long interval between examinations and the tools used in evaluation. The interval between examinations was two years in undergraduate work and
one year in professional work. Such long intervals led to inefficient and irregular study practices among students. Cramming for examinations during the three-or-four-month period before examinations became the pattern of study. The first six or seven months were not utilized effectively by students. Such an evaluation program led to the interpretation that learning was the retention of facts for a short period in order to score passing marks in an examination.

The examination consisted of eight or nine essay-type answers to questions. The student was required to answer five or six questions within a period of three hours. The exclusive use of essay questions increased the subjective element in evaluation. Passing the examination was sometimes a matter of chance. The course content covered in two years of undergraduate study and one year of professional study was so extensive that an adequate sampling of the curriculum was not possible in the examination questions. Examiners might ask questions on only one phase of the course or on a few of the many phases covered in the course curriculum. Another factor operating against effective learning was that all colleges had to follow the same syllabus in order to prepared students for the same external examination. It seemed obvious that such a program mitigated against provision for individual differences among students. The external examination did have the advantage that it tried to maintain uniform standards.
of achievement and teaching in the various colleges in the Punjab state. Although it may not be desirable to eliminate the external examination, at least, until effective programs of education can be maintained by other means in the educational institutions of the Punjab state, these examinations, it seems, could be supplemented with internal evaluations based on study within a given session of study. Such supplemental evaluations could counteract the defects present in a program relying solely upon external examinations which were given after so long an interval between the examination and the course studied.
CHAPTER VII

THE APPLICABILITY OF PRACTICES FOUND IN THE UNITED STATES
TO CHANGE IN PRACTICES IN THE PUNJAB STATE
WITH RECOMMENDATIONS FOR THEIR USE

In the final chapter of this dissertation, the writer presents a brief statement of the purposes of teacher education as a frame of reference, then a discussion of possible utilization in the Punjab state of certain practices in teacher education for secondary school teachers found in the United States, and finally recommendations for changes in the program for the preparation of secondary school teachers in the Punjab state. These three phases are discussed in this chapter in the order mentioned above.

The Purposes of Teacher Education

Teacher education might well be viewed as a continuous process starting from the first year in college and continuing till the student gets his professional degree. It is the total preparation in college which makes a teacher and not solely the professional preparation of one year. A five-year program of teacher education ought to be planned coordinated as a unit in order to relate practical experience and professional education to other phases of the curriculum of teacher education.
The program of teacher education ought to include elements which contribute to the competence of a teacher in discharging his responsibilities. The elements in a program of teacher education ought to develop in teacher attitudes, understandings, and skills which are necessary to become a good teacher.

The teacher ought to have broad general education in the area of natural sciences, social sciences, and the humanities in order to participate in the complex world today as a citizen, as a member of the community, and as a guide of future citizens. He should have thorough knowledge of one or two special fields which he would teach in the secondary school in order to assume effective mastery of accumulated knowledge in secondary schools.

Besides general and special education, the teacher ought to understand the significance of education in society, the nature of learner, and how to direct skilfully the teaching-learning activities of children. The teacher as a professional person ought to have some knowledge as to how his profession developed in order to have better understanding of the existing practices. He should know the aims, purposes, and values of education. Similarly a knowledge of society is necessary since the society has a powerful influence on the nature of education imparted in the school. The knowledge of the nature of the learner is as important as the knowledge of subject matter.
Practical experience in the teacher's work under supervision should be an integral part of the curriculum of teacher education. The student needs observation and participation experience with children in school as well as in out-of-school students so that he gains confidence before he is held responsible for student teaching.

Students ought to be selected carefully for teacher education because the effectiveness of the teacher education curriculum depends to a great extent on the quality of students admitted to the training college.

In summary, the purposes of teacher education are to educate broadly, to impart intensive knowledge in one or two fields of specialization, and to provide professional education courses which acquaint the student with the profession of teaching, the foundations of education, the nature of learning and adolescent development, the general and special methods of teaching, and the professional laboratory experience.

Analysis of Practices in Professional Education of Secondary School Teachers in the United States as To Their Applicability For A Professional Education Program in the Punjab State

The educational system was highly centralized in India in the sense that the same syllabus of courses was followed in all teacher education instruction for the Bachelor of Teaching degree in Punjab state. Another factor was an extensive examination which was given
at the completion of a particular course (after the first two years of college, after last two years of college in undergraduate work, and after one year in the Bachelor of Teaching program), for all institutions in the state. The worst feature of the extensive examination system was that the final grades were awarded on the basis of marks scored in this examination and no credit was given for work done during the session. There was a standard syllabus within the jurisdiction of Punjab University due to the external examination system. The use of a standard (the same) syllabus in all institutions and an external examination was a vicious circle which made it difficult to get out of them. There were the two main blocks mitigating against the initiation of rapid changes in the teacher education system. Any change must be for all institutions and not for only one.

Organization of the college studies for prospective teachers.
In the Punjab state work in education was separate from the first four years of college. Although the proposal to combine a five-year program was desirable, it was difficult to put into practice because Arts and Science colleges and training were usually located on separate campuses. The sequence in professional education courses in the United States could not be followed in the program of the Punjab state where the undergraduate program was separate from the professional education program. However, the practice which offered
an introduction to education course and a general psychology course before professional concentration in teacher education programs in the United States could be introduced in the undergraduate program in the Punjab state.

Admission and Selection. Selective admission was based mainly on academic achievement in the external examination in the Punjab state. The practices used in selective admission to an institution in the United States were: the high school cumulative record, recommendation from the principal, scholastic aptitude test records, good physical and mental health, freedom from physical defects and good personality. These practices were desirable and could be used in selective admission to an institution in the Punjab state. The points taken into consideration at selective admission to professional education in the United States were: cumulative record of college work, special aptitudes, physical and mental health, emotional stability, absence of speech defects, desirable personal qualities, good moral character, satisfactory scholastic achievement and good personality. These are highly desirable and could be introduced in selective admission to professional education in order to improve the quality of teachers in the Punjab state. Similarly, the practice of continuous selection and selective admission to student teaching were non-existent in teacher training colleges in the Punjab state and could be incorporated there.
General education. In the programs of the nine selected institutions studied in the United States, from one-fourth to one-half of the total time in the teacher education program was devoted to teacher education. The courses in general education consisted of the natural sciences, the social sciences and the humanities in teacher education programs in the United States.

There were no courses in general education in the curriculum of teacher education in the Punjab state, but they were to be offered in the near future. The variation in amount of time devoted to general education in the United States could not be introduced in the program of the Punjab state because of the centralized control of education. The Study Team\(^1\) recommended that one-third of the available time should be devoted to general education and the bulk of it should come in the earlier years. The University Education Commission\(^2\) in its report in 1949, and the Study Team in its report "General Education" in 1957, emphasized the need for introduction of general education courses in college education and recommended that courses in general education be taken from the area of the natural sciences, the social sciences and the humanities. It is desirable and possible to introduce general education courses from the three above-mentioned areas in teacher education program in the Punjab state.

\(^1\)See page 204 in this study.

\(^2\)See page 204 in this study.
Area of specialization. The proportion of time devoted to the field of specialization ranged from one-third to one-half of time in the programs of teacher education in the United States, whereas four years of college were devoted to this area in the Punjab state. General education courses will be introduced in the near future thereby decreasing the amount of time devoted to special education. As already mentioned, it was not possible to make variations in the amount of time devoted to different phases in the curriculum of teacher education because of the centralized control. The amount of time devoted to specialized education was the same in all institutions in the Punjab state. A student was required to take two majors in the field of special education. The field of specialization was not related to the level of adolescent development, and some students with inadequate or no background in the teaching fields were admitted to training college in the Punjab state.

Professional education. Professional education was a part of four years of undergraduate work in the United States, while there was a separate one-year program of professional education after the Bachelor's degree in the Punjab state. The amount of time devoted to professional education ranged from one-fifth to one-seventh of the total time in the nine selected institutions of teacher education in the United States. Professional education was highly
concentrated and the syllabus contained too much content compared to the time available for it in the Punjab state. It would be difficult to follow the same sequence in professional education in the Punjab state program because of the differences in the organization of teacher education in the countries. It was desirable to follow the professional sequence of teacher education in the United States, in the program of Punjab state but it could not be introduced there. The practice of offering general psychology and introduction to education before professional concentration as found in the United States, would be highly desirable and possible in teacher education program in the Punjab state.

There was an educational psychology course in the professional education program in the Punjab state, but it contained a number of separate topics which sometimes made it difficult for students to understand the relationship of the separate elements to the whole. The educational psychology course in most of the selected institutions, dealt with human growth and development and the nature of learning from infancy to adulthood but with the main emphasis on the adolescence level of growth. This practice of organization in the educational psychology course is desirable and feasible and could be included in the professional education program in the Punjab state.

Philosophy of Education, History of Education, and Sociology of Education, were included either in separate courses, or in one unit,
or part of unit in almost all programs studied. There was a
difference in the emphasis put on each of them in these programs.
In the professional education program for secondary school teachers in the Punjab state there were two papers (Paper I - Philosophical and Sociological in Bases of Education, and Paper IV - History of Educational Thought, or current problems of Indian education, or comparative education) required which included material similar to that found in the foundations of education course in the United States.

It was highly desirable and possible that topics which were included in general methods course in the institutions studied in the United States, e.g. curriculum, extra-curricular activities, methods for directing learning activities, a guidance, evaluation, classroom organization and management, use of audio-visual aids, and the professional needs of teacher, which were the direct concern of a teacher in school could be used in a general methods course in teacher education institutions in the Punjab state. Such material can be substituted for obsolete methods now taught in the general methods course, and for courses in general administration now taught.

There was a separate course in special methods in the two major fields in the professional education program in the Punjab state. This arrangement was fairly satisfactory.
There was no pre-student teaching experience as a requirement in the teacher education program in the Punjab state. Practical experience was an integral part of all theory courses or practical experience was offered separately and required for admission to student teaching in almost all the institutions studied in the United States. The practical experience program included: observation and participation experiences with children in school as well as out-of-school, paid employment in non-school occupations, and participation experience in school programs. Practical experience as a requirement for student teaching was urgently needed and could be provided in professional education programs in the Punjab state.

The amount of time devoted to student teaching in the program of the Punjab state was fairly satisfactory as compared with that offered in the institutions studied in the United States. The student teaching assignment in the Punjab state consisted of classroom teaching which could be improved by taking practices from student teaching (student teaching and participation in other activities of school) assignments of the institutions studied in the United States. The evaluation in student teaching could be based on the work done during the period of student teaching plus the two final lessons already given by the student.

The University Education Commission,³ and K. G. Saiydaine,⁴

³The University Education Commission, op. cit., p. 103.
already cited, in the study, had pointed out the defects of using
the lecture method alone in instruction. Other methods such as
committee and individual reports, discussion, assigned readings,
written work, observation and participation activities in school
as well as outside the school situation, audio-visual aids,
resource persons and panel discussion used in teacher education
institutions studied in the United States were desirable and
could be introduced in instruction in the Punjab state.

In the institutions studied in the United States the final
grade was based on the total work done by the student during a
given course. The final grade was awarded to a student on the
basis of marks scored in the final examination in the Punjab state.
Some portion of marks wisely could be allotted to sessional work in
the program of the Punjab state. The internal assessment was
desirable but not possible in the present set-up of organization
of education in the Punjab state. However, external and internal
evaluation could be combined by allotting evaluation in sessional
work as internal and final examination as external. The purely
essay-type examinations could be supplemented with objective-type
tests.

Placement and follow-up service was provided by almost all
teacher education institutions studied in the United States. The
college of education knew much about students and schools; there­
fore, they were able to place graduates in suitable employment.
The placement office had all pertinent information about the student's work during college which helped employers in the selection and appointment of teachers. Similarly, follow-up service helped students on jobs to improve their work and colleges of education to check the success of their programs and improve accordingly. There was no such service provided by training colleges in the Punjab state. It is desirable and feasible that such service could be provided by the training colleges there.

Recommendations for Teacher Education Practices in the Punjab State

Utilizing knowledge gained in the study of teacher education in the Punjab state and in the United States and reading about teacher education in other countries, the writer presents the seventeen recommendations for improving teacher education practices in the Punjab state. They indicate some of the possible ways in which teacher education practices could be improved. These recommendations follow:

1. A five-year program for the education of secondary school teachers should be planned and coordinated in the Punjab state.

To prepare competent teachers the program ought to be planned as a whole and every effort during the period of teacher education
should be directed toward this goal. Teacher effectiveness should be the outcome of five years of study in college and not one year of professional study as is the practice in the Punjab state; therefore, the whole program of teacher education should be planned together to bring out desired results. The three phases of the teacher education curriculum and practical experience can be conveniently scheduled and related to one another at every stage in the program if they are planned together. Almost all the teacher education programs studied in the United States planned their teacher education program as a whole. There does not seem to be any necessary cultural factors in India which would make such practice impossible.

As stated previously, there was in 1958, a five-year program of teacher education for secondary school teachers in the Punjab state. The program of teacher education was in two unrelated parts in two separate colleges. The students studied four years of undergraduate work in an arts and science college and one year of professional work in a teacher training college.

In this recommendation, the writer does not mean that the program of teacher education should be necessarily combined in one college in the Punjab state. It might be difficult to combine both programs into a five-year program in a single institution because the arts and science college and the training college are located on separate
campuses. However, the writer did mean that general and special education in the arts and science college, and professional education in the training college should be coordinated to make provision for experiences wherever necessary and feasible in the sequence of studies for the education of prospective secondary school teachers.

2. The program in the Punjab state should include a variety of devices for attracting the best possible people into preparation for teaching.

Better teachers can be obtained than are now secured if a variety of methods of attracting people into the profession are used, since different people are attracted by different approaches. The income from teaching and the public esteem of the teacher will be the most potent factors in leading people to choose or to avoid teaching as a career. Any program focused on recruitment will almost certainly get more good prospects into teacher preparation than will chance factors. Many people know nothing about the position of the teacher. Perhaps some could be influenced to choose teaching if they are made aware of what teaching really is like in its satisfactions and annoyances. Many teachers unthinkingly discourage others from teaching even though they really prefer teaching to any other profession. The estimate of present and future demand for teachers could be another factor in recruiting people to the teaching profession.
because a strong demand would give security of employment to prospective teachers.

There was no particular effort made to recruit capable people for the teaching profession in the Punjab state. The student who could not get employment anywhere else joined the training college to become a teacher in secondary school as a stepping stone to some other job. There was scarcity of teachers immediately after the independence of Punjab state, but so many training colleges have been opened within the last few years that there was an oversupply of teachers in 1958 in the Punjab state. As more secondary schools are being opened every year, there will be demand for more teachers in the near future, therefore, strong recruitment measures are needed to recruit capable people to the teaching profession.

Recommended practices include increased salaries for teachers, a program for "selling" teaching as a profession, information about teaching furnished to secondary school students and to their parents, teachers urged to influence able prospects to go on to prepare for teaching, guidance of college students into teacher preparation, scholarships provided for intending teachers, and better recognition by authorities of the importance of teachers in the state. Many of these practices are found in one or more of the United States.
3. The selective admission program in the Punjab state should take into consideration many factors of personality along with scholarship, in order to get a comprehensive picture of the student. The selection should be a continuous process during the period of a student's stay in the college.

The improvement in the quality of teachers depends not only on the improvement of the curriculum for teacher education, but also on the improvement of the quality of students admitted to the training college. The physical, mental, emotional, and social development of the teacher is as important as his academic achievement for the development of healthy, wholesome personality. The teacher with a sound wholesome personality might, in turn, develop the wholesome personality in students because the teacher has considerable influence on children through direct and indirect contacts with them. The different phases of a teacher's development should be measured through various means to get a more valid picture of his personality. The students should be selected carefully at admission to the college, to professional education, and to student teaching because the quality of teachers depends on the quality of students admitted.

Even with careful selection at entrance to an institution, there are certain qualities which are difficult to evaluate within
a few days during an admission program. Teachers develop many qualities during the period of pre-service education; therefore, there should be some concern for that fact at initial admission. The student who has not developed the essential qualities and competencies needed should not be allowed to proceed further in his work at certain periods of evaluation. There should be continuous selection of students during their stay in college. Some teacher education institutions studied in the United States had an extensive program of selective admission to the college and continued selection of students during the program; there seems to be no reason why similar programs could not be included in the training college in the Punjab state.

There was no state requirement to admit all high school graduates in state-supported institutions in the Punjab state as there was in many of the United States. The pattern in selective admission for entrance to the college of arts and sciences, and the training college is based mainly on academic achievement (marks in an external examination), an interview, and in certain colleges a medical examination. There is no program of admission to student teaching and no continuous selection in colleges in the Punjab state. At present an external examination determines admission, such practice should be extended to include a student's work during college study, e.g. if he fails to maintain a certain grade average during quarterly examinations he should not be allowed to proceed further in his work.
Recommended practices in selective admission to an institution include: the use of a cumulative record card (personal history of student, social history, academic history, participation in school activities; and family history); matriculation certificate; the administration of intelligence, aptitude and personality tests; the use of recommendations from the principal of the high school attended, tests of mental and physical health, and personal interviews. The above-mentioned items should be considered in selective admission in order to get a better picture of the student through the various means stated above and to provide remedial help to students who show possibilities of improvement.

There is not now enough time to make improvement by remedial methods because the professional education program consists of one year in the Punjab state. The students should be selected carefully at admission to professional education and only cases of positive improvement should be admitted to training colleges in the Punjab state. The recommended practices at selection to professional education include: scholastic achievement (demonstrated in external examinations and sessional work); achievement in intelligence, special aptitudes and personality tests; check-up of physical and mental health; emotional development, absence of speech defects; check-up of personal and professional qualities required of teacher, visual and auditory abilities; and an interview. The case of each student should be checked carefully before admission to student teaching.
because it is the final phase of professional education and check-up of the student's ability to teach. Similarly, there should be continuous selection of students during the period of pre-service education in order to weed out unsatisfactory cases.

4. One-third of the curriculum in teacher education should be devoted to general education and include courses from the areas of the natural sciences, the social sciences, and the humanities. These courses in general education should be offered during the first and second year of college study.

A well-balanced curriculum of teacher education would include general, special, and professional education. Ideally, perhaps, a teacher should have pan-sophic knowledge, but it is impossible for one person to master all fields since there is such an enormous amount of knowledge which has accumulated in each field. However, there is a need for a teacher to have acquaintance with all fields of study in order to participate intelligently as a citizen, as a member of the community and as a teacher in this modern world. Courses in general education should be offered during the first two years of college because they serve as a broad base on which to build the special and professional education experience of students and also to help each select his field of specialization. In the Punjab state a student is required to take two majors in the field
of specialization in the teacher education program. One year of study is devoted to the study of professional education. Since it seems important that teachers have a thorough knowledge of their fields of specialization it would be difficult for students to devote more than one-third of their time to general education in a curriculum of teacher education.

All the programs studied in the United States included general education courses in their teacher education curriculum. There was much dispute as to the nature and purpose of general education and it was interpreted differently by different people. However, the American Council on Education in its book "Evaluation in Teacher Education" defined general education as:

Increasingly, general education is defined as a program of experience which enables a student to gain a broad perspective on individual and social problems, so that he approaches with clear understanding and insight his responsibilities as a worker, a future parent, citizen and human being. It is concerned with students' personal, social, and emotional adjustments, attitudes, appreciations, just as much as with their acquisition of knowledge, or the truth.5

The need and importance of general education in the curriculum of teacher education cannot be over-emphasized. It has been recognized all over the world. As reported by a recent study team appointed

by the Ministry of Education of the Government of India, general education programs transcend the limitations of any national education system. The study team wrote:

.... how the developments which led to the emergence of the movement of General Education in the United States cannot be regarded as essentially American; their significance seems to transcend the limitations of any national educational system. The enormous increase in knowledge in our times is a factor of universal significance and cannot admit of any geographical or political limitations. There is similarly an unmistakable trend everywhere in the direction of an increasing adoption of modern technology and the development of modern industry. It is obvious that all societies will not and cannot be expected to reach the same level in this respect; but it is also undeniable that all will have a high, though varying, degree of complexity.6

There were no courses in general education in the curriculum of teacher education in the Punjab state. The need to introduce general education courses in this curriculum had been emphasized by the University Education Commission in 1949 and the study team on "General Education" appointed in 1956 by the Ministry of Education, Government of India. Today a teacher needs to know more than his field of specialization in order to be a good teacher and citizen. A provision for general education in the curriculum of teacher education is essential in the Punjab state. Perhaps the experience with such programs as practiced in the United States could be utilized in the planning of such programs in the Punjab state.

The writer's recommended content in general education would include courses from natural sciences, social sciences, and the humanities. One-third of the time would be devoted to general education.

That the teacher should have experience in general education in the area of natural sciences, social sciences and the humanities was also recommended by the Radkakrishnam report as follows:

Any one who wishes to live intelligently in the modern world should have some knowledge of selected materials from the three fields of (1) Science and Technology, (2) Social studies including History, (3) Humanities including language and literature, fine arts, ethics, philosophy and religion. Our education is incomplete if it is limited to the knowledge of the masterpieces of thought and imagination, ignoring altogether other expressions of the human spirit, the exact sciences.\(^7\)

The Study Team appointed by the Ministry of Education, Government of India, surveyed higher education in India and made a similar recommendation:

Hence we recommend that General Education covering basic studies in the fields of (a) natural sciences, (b) social sciences and (c) humanities, together with training in communication skills be made compulsory for all undergraduates studying for a degree in a non-professional faculty such as the faculties of arts, science and commerce.\(^8\)

\(^7\)Report of the University Education Commission, op. cit., p. 41.
\(^8\)Report of the Study Team, op. cit., p. 56.
The Study Team made a similar recommendation to place general education courses in the earlier years:

It should, however, be dominant in the beginning and should then taper off in later years when specialization should become dominant.9

The time spent on general education varied from one-fourth to one-half of the total time devoted to teacher-education among the institutions studied in the United States. These programs commonly devoted one-third to one-half of the total college time to general education. Liberal arts institutions generally devoted one-half of their time to this phase in the curriculum of teacher education. Such variation in practice was accounted for, in part, by the decentralized control of education in the United States, therefore, each institution's number of credit hours varied from one to another. Since variation in the different phases of teacher education is not permissible in the Punjab state where education is centralized and since decentralization of the control of teacher education programs in India does not appear likely the writer recommends as a beginning program that at least one-third of the study in the arts and science programs be devoted to general education.

5. The five courses in the field of specialization should be related to the age level of pupils a teacher prepares himself to teach.

To make the field of specialization more meaningful for the student it should be related in college classes to adolescent development. If a field of specialization is taught with the sole purpose of preparing specialists in a given subject area, it may be difficult for many prospective teachers so taught to relate their teaching to the needs of adolescents, which in turn could lead to a lack of interest on the part of high school students because of their lack of understanding. A lack of understanding of the subject being taught could lead to serious disciplinary problems in the classroom.

As already mentioned, students decide to become teachers after college graduation, therefore courses in the field of specialization were taught from the point of view of a specialist and not related to the adolescent learning, because no one knew who would become a teacher.

No student with an inadequate background in his field of specialization should be admitted to a training college in the Punjab state.

The student with an inadequate background in the field of specialization should not be admitted to a training college because the period of study in the training college is devoted exclusively to professional education. Such students should meet the minimum requirements in the field of specialization prior to their admission to the training college. It seems evident that a student with an inadequate background or with no background in the field of specialization is likely to be a poor teacher. A thorough knowledge in the
field of specialization as related to the age level and the student is an essential factor in secondary school teaching. Even students who have graduated with a major in political science, philosophy, psychology, economics, and commerce (these subjects are not taught in schools) were admitted to the training college.

The writer's recommended practices include a minimum requirement in the field of specialization for students who wish to teach in a secondary school in the Punjab state such as was practiced in the teacher education programs studied in the United States.

The field of specialization should be related to the age level of children a teacher is preparing to teach. Such preparation can be facilitated if education courses are to be introduced in the college of arts and science because it would be known who will become a teacher and at what level.

Commenting on the inadequacy of background in the field of specialization of certain students admitted to training college, the Secondary Education Commission made the following recommendation:

During this one year of training, the graduate teacher should be trained in methods of teaching at least two subjects. The subject so chosen should have been studied at least up to the intermediate or Higher Secondary Certificate standard. This point is important. For we are told that in many instances graduates with a combination of subjects which have nothing to do with schools come for training. Such
graduates, even with training, can hardly make good subject teachers. They should, therefore, be discouraged from joining the teaching profession.\textsuperscript{10}

The Committee appointed by the Ministry of Education for "Revision of the B.Ed. Syllabus" made the following recommendation for students in fields of specialization:

Candidates for training should have studied at least one of their special school subjects at the graduate level and another at the high school level or higher secondary school level, except in the case of social studies and general science. Trainees who were found to be deficient in their knowledge of the content of their special school subjects, specially those who were opting for general science and social studies, should be stimulated to acquire the necessary content.\textsuperscript{11}

7. Professional study should be related to other phases in the curriculum of teacher education.

Since the program for the B.A. and B.Sc. degrees do not necessarily lead to the profession of teaching, it is difficult to relate the field of specialization and the professional education of teacher education students in the Punjab state. A basic factor which needs to be considered in relating special and professional curricula is the possibility of the inclusion of certain educational courses in the arts and science college program so that a student could be better able to decide whether or not he wishes to become a teacher before graduation from the arts and science college.


The professional education of secondary school teachers was neither a part of undergraduate work nor a part of graduate work in the Punjab state. It was a one-year program after the Bachelor of Arts or Bachelor of Science degree leading to the degree Bachelor of Teaching. In this set-up the professional work was placed at the top of the undergraduate work without being related to it at any stage. It was not possible to combine both special study and the professional work of teacher education student in the Punjab state as is practiced in the institutions studies in the United States because both were organized in a separate institution leading to separate degrees. However, a few of the professional education courses could be offered in the undergraduate program so that a student could decide to become teacher and also acquire adequate background in professional education to work efficiently in the training college.

Teacher education becomes more meaningful for the student if all phases in the curriculum are related to one another at appropriate points in his program of studies. Professional education courses have more significance for the student if they are related to his field of specialization and to work in the secondary school. Teacher education institutions studied in the United States had professional education as an integrated part of the total curriculum of teacher education and a college student decided to become a teacher at entrance or after one of two years of college, therefore, there was ample
opportunity to relate the student's professional work to other phases of the college curriculum.

The writer's recommended practices include the provision of a few professional education courses in the undergraduate study in the Punjab state so that it would be known earlier who will be future teachers, thereby facilitating interrelationship among different phases in the curriculum of teacher education. By the inclusion of a few courses in professional education, the writer means courses such as "psychology" and "introduction to education"/

8. The student should have some background of professional education before entering the training college.

The student must have background in education before entering the training college so that he understands the ins and outs of the teaching profession before deciding upon teaching as a career. It would also help the student to do his work more efficiently during his professional concentration in the training college. It is now possible to provide introductory courses in the professional concentration because all courses were offered concurrently. It seems essential to have an elementary knowledge of psychology before a student can understand fully the implications of educational psychology for the teacher. Similarly, the course in introduction to education in the undergraduate work is necessary in order to
enable a student to make the decision, whether he should become a teacher or not, to relate the field of specialization with professional work, and to give a background in education which will provide a base for professional work in the training college. The writer feels that there is urgent need of introductory courses in education in the undergraduate program in the Punjab state.

There is no introductory courses in the professional sequence of teacher education in the Punjab state while almost all the teacher education institutions studied in the United States include general psychology and introduction to education courses as prerequisite to professional concentration thereby indicating the desirability for such practice. About the need of a psychology course in the undergraduate work Menzel wrote:

The writer has been impressed with the naivety and immaturity of B.A. students coming into the training college for the B.T. course. One cannot go far in an educational course without a good grounding in the more elemental facts of educational psychology, and that is exactly what the B.T. students do not get until very late in the year, at which time their training course comes to an end. In other words, it comes too late and it is extremely inadequate. So that students may benefit from the B.T. course of one year's duration, psychology must be studied in the B.A. course. Its main facts must have been digested before courses demanding its full understanding are energetically pursued.12

12E. W. Menzel, op. cit., p. 74.
No student should be admitted to training colleges who has not studied general psychology and introduction to education courses in his undergraduate program in the Punjab state. Education should be offered as an elective subject in the B.A. or B.Sc. curriculum in the Punjab state. When the majority of students in the arts and science college turn to teaching, there is no reason why education should not be offered as a subject there. The student who wishes to become a teacher should be required to take education courses in the third and fourth year in the college of arts and sciences. The student who decides to become a teacher after graduation should study and complete the requirements for these courses before admission to the training college. He can meet this requirement by study of these courses from May to August and by appearing for the September examination to demonstrate mastery of their content.

9. The educational psychology course included in the professional sequence should be organized into large units. Practical experience such as observation of and participation with children should form an integral part of the psychology course.

According to the Gestalt psychology, learning takes place faster if things are taught as a whole (parts in relationship to one another) rather than in atomistic parts. The latest trend seems to be to organize the curriculum in large integrated units. The
teacher needs to know the nature of the child and the nature of learning in order to direct the teaching learning activities of children successfully. Following from the above point of view it would seem that a student can do his work better if educational psychology is focused and related to human growth and development and the process of learning than if everything is learned in separate topics in the psychology courses. In the Punjab state where educational psychology courses were organized under separate topics, some students found it difficult to see the relationship between the various topics and the significance of them in teaching.

The writer feels that it is difficult for students to understand the significance of theory taught in educational psychology if it is not coupled with practical work, therefore, theory and practice in the psychology course should go hand in hand in order to make the psychology course more meaningful to the student. Since the writer suggested that the educational psychology course be organized around human growth and development and the process of learning, practical experience should also be related to them.

The educational psychology course in the Punjab University syllabus for the Bachelor of Teaching, includes 16 topics and many sub-topics in the theory course and six experiments in laboratory work which include experiments on the learning curve, trial and error learning, preservation of memory, span of immediate auditory and visual memory, attention and a case history of a school child.
Most of the programs studied in the United States organized educational psychology courses around human growth and development, and the nature of learning. Observation and participation experience with children in formal and informal situations was also an integral part of such courses. The educational psychology course in the Punjab state could be organized in the same way in order to make it more meaningful for students. The significance of the experiments included in the educational psychology course at the training colleges in the Punjab state is difficult for students to understand since such experiments are presented as a sequence of unrelated topics. These experiments are not of direct use to the student in discharging his responsibilities as a teacher in school and he performs most of these experiments on himself. The student gains more confidence and understanding through participation with children in directing teaching-learning activities than in performing experiments on himself in the college laboratory.

That there was a need to relate educational psychology to the work of teachers in secondary school teacher education was noted by Shrimali. He wrote:

The academic psychology in the Training Colleges should therefore give place to functional psychology and the teachers must make a careful study of child growth and behavior. The life of the child — his needs and interest, his physical, social and emotional development, his attitude toward learning, his ideals and ambitions — these are some of the concrete
problems which should form an essential part of the curricula of Training Colleges.\(^\text{13}\)

10. The Paper I (Philosophical and Sociological bases of education) and Paper IV (History of Educational Thought or current problems of Indian Education or comparative education) offered in the Bachelor of Teaching syllabus of the Punjab University should be combined as one paper course) under the title "Foundations of Education". The course should include elements from the area of history of education, philosophy of education and sociology of education.

There are many reasons for this recommendation. There has been a need to reduce the number of courses on account of the extensiveness of syllabi for Bachelor of Teaching degree in the Punjab University. The nine programs studied in the United States included foundations of education either as a separate unit or in separate courses but no program studied in the United States offered comparative education or current problems of education as required course in the professional education of secondary school teachers. There has been a need to reduce the number of courses in the syllabi for the Bachelor of Teaching degree in the Punjab state. It seems to the writer that this could be done by combining history of education with Paper I and taking out comparative education or current problems

of Indian education from the professional education curriculum of secondary school teachers in the Punjab state. As already discussed, the curriculum should be organized into large integrated units to make it more meaningful for students. Therefore, the foundations of education should be offered in one unit in the curriculum of teacher education in the Punjab state. The philosophy and sociology of education were already offered in one paper (course). History of education could be combined in the same course in order to facilitate interrelationship among three areas included in the foundations of education.

There are two papers (courses) labeled as Paper I, and IV, in the syllabus of Punjab University. The first paper consists of philosophical and sociological bases of education, and the fourth paper has three options: history of education, or current problems of Indian education, or comparative education.

The recommended practices include combining of material from the three areas, namely philosophy of history, and sociology of education into one course titled "Foundations of Education". The course should include the historical development of Indian education with focus upon its significance for modern education; aims, purposes and values in education, and the role of the school in the social order.
11. In the course in general methods in the syllabus of Punjab University the emphasis on the general methods of teaching and school organization should be lessened and more topics should be added which are pertinent to the needs of student as teacher in the school.

The purpose of general methods course is to deal with competencies and skills needed among all teachers who teach in secondary school. The General Methods of Teaching and School Organization course in the Punjab University program over-emphasizes teaching methods and school organization. There were many methods included, e.g. project method, Dalton plan and Heuristic method in the course which students do not find anywhere in practice in school. There are so many methods included in the course that students do not have comprehensive knowledge of anyone of them. Why should all these methods be taught when students were not going to use them in the school? The students often think that the purpose of studying so many methods is to memorize the course content and to write an examination in which they must score passing marks rather than help them understand the significance of different methods of teaching. The second half of the course deals with school organization. There is no doubt that teachers should know school organization but not to the extent it is emphasized in the general methods course of the Punjab University, and at the cost of other important values lost to teachers. The teacher needs to be familiar with the curriculum
of the secondary school, extra-curricular activities, purposes of secondary education, guidance, and audio-visual aids, organization and selection of instructional materials, professional advancement of the teacher, and evaluation. He should have knowledge of the above-mentioned topics because they also contribute toward helping him discharge his responsibilities in school.

Besides general methods and school organization topics such as the curriculum of the secondary school, the recommended practices include the purposes of the secondary school, the place of extra-curricular activities in the school, guidance, the use of audio-visual aids, the personal and professional advancement of the teacher, and evaluation. Practical experience in the form of visitation to different types of schools, and observation and participation in the classroom should be an integral part of the course. The varied responsibilities of the teacher suggest that he should be familiar with all his future work during training (with the teaching demands likely to be made upon him later as a teacher).

12. Practical experience should be an integral part of theory courses in professional education and should be a prerequisite to student teaching.

Practice and theory are two different phases of the same thing. It is very important to impart theory in order to lay a rich background
and understanding of the principles which underlie professional study. But theory becomes more clear and meaningful for the student if it is coupled with practice. In an ideal situation theory and practice should go hand in hand and neither should be emphasized at the cost of the other. In most of the programs studied in the United States, practical experience was an integral part of theory courses. Such practice could be used very easily in the professional education program of Punjab state. There is almost no practical experience included as a part of theory courses in the program of the Punjab state. There has been an urgent need to supplement the theoretical instruction with practical experience to make the professional education courses more meaningful for the teacher education student.

The recommended practical experience includes observation and participation experience with children in formal and informal agencies of education, participation in community life, visitation in different types of schools, field trips, participation in school programs, participation in professional meetings, assistance in making and using audio-visual aids, in construction and administration of tests, in selecting and placing orders for textbooks and other equipment needed to use in teaching the field of specialization, in participation in parent teacher associations, and in measuring student achievement.

In a similar recommendation, the University Education Commission emphasized the need of practical experience in education and said:
A second peculiarity of education as a university study, though this it shares with other professional courses, is that it cannot possibly consist of theoretical instruction alone. Theory and practice must go hand in hand and each must support and throw light upon the other.¹⁴

Saiyidain writes:

Practice and theory must both be visualized as growing entities; theory illuminating practice and ensuring its progressive improvement; practice constantly modifying, re-interpreting and strengthening theory, and checking its tendency to become more airy, persiflage.¹⁵

It is important that a student have experience in working with boys and girls before he is held responsible for directing the learning activities of children in school. The student builds confidence by working with children in formal and informal situations which, in turn, helps him to be successful in his work during his student teaching assignment. Most of the institutions studied in the United States provide much experiences as a part of theory courses or as separate courses before student teaching. These help the student to work confidently with children while student teaching. Such a practice could be used in the professional laboratory experience of Punjab state to improve work there.

13. The student teaching assignment should be extensive to include teaching and other duties of the teacher in school.

The teacher's work in school consists of many responsibilities. The student should have such responsibilities during his student teaching. This will help him to know and to accomplish successfully work of teachers. The student has the opportunity to learn the responsibilities of teachers under constructive supervision during the period of student teaching, therefore, he should be provided many of the experiences which teachers have in school.

That a student should be provided with varied professional laboratory experiences which include, was also recommended by the American Association of Teachers' Colleges as follows:

"... All those contacts with children, youth, and adults (through observation, participation, and teaching) which make a direct contribution to an understanding of individuals and their guidance in the teaching-learning process ... within these experiences would also be those known as student teaching, which was defined as the period of guided teaching when the student takes increasing responsibility for the work with a given group of learners over a period of consecutive weeks."\(^{16}\)

The student teaching program in the Punjab state has consisted of two discussion lessons to be given by each student, internal

\(^{16}\)American Association of Teachers' Colleges, School and Community Laboratory, Experiences in Teacher Education (Omoeota: New York, 1943), p. 7.
school practice for one week (one week of full-day student teaching during course work) and six weeks of practice teaching full-time in off-campus schools. The amount of time devoted to student teaching in the Punjab state compares favorably with that in teacher education programs in the United States. The student teaching assignment which usually consists of only three periods of teaching daily in the program of the Punjab state needs improvement. In the United States, student teaching assignments usually consisted of observation, participation and teaching in classroom, observation and participation in a school program (as a teacher) and community activities. This practice could be used in student teaching assignment in the Punjab state. The student must get experience of all the work involved in teaching during his practice teaching.

14. The final grades in student teaching should be based on the work done during the period of student teaching and two final lessons given by the student.

Evaluation should be based not only on the final two lessons but should be supplemented with work done during the entire period of student teaching so that there an adequate evaluation of student progress. The evaluation of student teaching for awarding a final grade was based on the student's work throughout the period of student teaching in program of teacher education in the United States. The evaluation for awarding a final grade in practice teaching was based
mainly on the final lessons in the Punjab state. It is not possible to do away with the final examination in practice teaching at present but weight given to final lessons should be decreased.

The writer's recommended practice include evaluation of student teaching based on the whole work done during that period plus two final lessons, and allot 50 per cent marks to work done during the period of student teaching and 50 per cent to two final lessons. In 1958, 160 marks out of 200 were allotted to the final two lessons in student teaching. There should be more weight given to student's work in practice teaching during his professional year. It is not desirable to evaluate the student's ability by awarding a grade on the basis of the final lesson. To get a better understanding of a student's achievement 50 per cent of the marks should be allotted to sessional work and 50 per cent to the final lesson. The committee appointed by the Ministry of Education in 1956, for "Revision of the B. Ed. Syllabus" made a similar recommendation:

With regard to practice teaching, it was agreed that 50 per cent of the marks should be reserved for the sessional work.17

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This method of awarding grades will help students improve their work continuously. When the grade is awarded solely from the final lesson, a student does not make much effort to improve his work during the early part of his practice teaching period. He puts all his effort in the final lesson. The final lesson is like a big show provided by the student with a special purpose in mind, therefore, it was not a real test of his ability. As Saiyidain said, "It is true that under ordinary conditions a teacher does not make use of so many beautiful diagrams, models and illustrations as is done in 'tamasha' lessons at the colleges." The marks should be fairly distributed to demand steady improvement in a student's work. To this part Saiyidain wrote:

The system of examinations has also an important bearing on the success of practice teaching. I have no doubt that in assessing the value of a teacher, his entire record of teaching throughout the session should be taken into consideration. The two final lessons, given before the Board of Examiners, do not provide a fair test of the many-sided capacity required of a teacher. It is the honest, efficient and steady work done from day to day and the improvement made by the boys under the stimulus of the teacher's influence and personality that determines his quality as a teacher.¹⁸

The Conference of Principals of Training Colleges in India held at Bangalore in May, 1957, the committee on "Revision of the B. Ed. Syllabus" made the following recommendation as to the assessment of practical work:

The assessment of practical work should include as many aspects of work as possible, including (1) classroom teaching, (2) preparation of teaching aids, (3) laboratory work and experiments, (4) practical assignments in the students' fields of specialization.\textsuperscript{19}

15. The lecture method used in imparting instruction should be supplemented with other methods of teaching in training colleges in the Punjab state.

The use of the lecture method alone seems to make students passive listeners, therefore it would not be desirable to rely mainly on this method, especially in a democratic country, where indoctrination is not the major purpose of education. With the use of other methods in teaching the professor and students participate actively in the teaching-learning process. The use of different methods of teaching lead to better motivation among students because it provides a variety of activities and inspires different students to become interested in learning through the use of different methods. The use of other methods also provides an opportunity for the student to learn critically and creatively.

The common method of instruction used in universities and colleges in India at present has been the lecture. The method of instruction found used in American institutions were lecture, discussion, group, 

and individual reports, assigned readings, projects, field trips, written work, use of a resource person to speak on some topic, observations and committee work. The methods used in teaching were not prescribed in American institutions but it was left up to the instructor to teach courses the way he liked or thought best within the general prescription of the course. The University Education Commission, 1948-49\textsuperscript{20} surveyed and pointed out the harmful effect of the lecture method in the hands of some instructors where it consisted merely of dictation of notes. Similarly, K. G. Saiyidain in the conference of Principals of Training Colleges in India held at Bangalore in May, 1957,\textsuperscript{21} said that both in the universities and the training colleges there is far too much spoon-feeding in the way of lectures.

The recommended practices include group and individual reports, assigned readings, discussion, projects, field trips, written work, the use of resource persons, observations and participation with children in school as well as out of school situations required in certain courses, the use of audio-visual aids, and committee work. There should not be any prescription as to the number of lectures and other methods used in teaching in teacher education institutions in the Punjab state. It should be left up to the institution and the instructor to select the methods to be used in teaching to suit

\textsuperscript{20}The University Education Commission, op. cit.
\textsuperscript{21}K. G. Saiyidain, op. cit.
their need. Some people can use the lecture method better than other methods in teaching. Some courses can be taught best by the lecture method and vice versa.

The B. Ed. revision committee appointed by the Ministry of Education also recommended that the amount of lecture work should be reduced. The revised B. Ed. syllabus was discussed in a conference of the Training College Principal held in Bangalore in 1957, and the use of other methods in instruction was recommended. At the conference of the Principals Training Colleges in India held at Bangalore in May, 1957, the Committee on "Revision of the B. Ed. Syllabus" made the following recommendation:

Formal lectures should be considerably reduced and increasing use should be made of discussions, seminars, workshops, independent reading and tutorial work.22

Similarly, the Committee appointed by the Ministry of Education, Government of India, to revise the B. Ed. Syllabus, made the following recommendation:

Lecture work should be cut down to the minimum possible. Annotated and topical bibliographies should be prepared by the staff and supplied to the trainees to enable them to study at their own.23

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16. Evaluation should cover the work done by the student during the session as well as the external examination.

It is not fair to grade a student only on the basis of one examination held after a long interval. The evaluation would be more valid if it were distributed evenly and based on what a student does in the given course. The evaluation based only on the final essay-type examination has the disadvantage that the element of chance plays a major role in scoring passing marks, e.g., if the student has prepared ten topics out of twenty or twenty-five required topics in one course and if there are five to six questions out of his prepared topics, he can score the passing marks even though he may not know half of the course content.

Another disadvantage of the external examination plan is that the student is graded after a long interval between study and the examination. This leads to irregular study habits in the work of students. Another disadvantage is that the tool used in the examination is only the essay examination often containing an element of subjectivity in evaluation. Expression in writing often affects the marks scored. These disadvantages could be overcome if external essay-type examinations were supplemented with internal evaluation based on objective-type tests and work done during the session in the college.

In the United States in teacher education programs observed the final grade was often based on written work, assigned readings, participation in class, and performance in quizzes, mid-term,
and final examinations. There was internal assessment and a final evaluation in courses at the end of each quarter or semester. The system of evaluation in the Punjab state is completely different from that in the United States. There is external assessment and a final evaluation at the end of the first two years of college, the last two years of college and at the end of the Bachelor of Teaching course. As already mentioned in Punjab, there are quarterly examinations but no credit is given for them in awarding the final grade. The external examinations are purely an essay-type, while in the United States, both essay-type and objective-type tests are used, although the emphasis was on the latter type. There should be a combination of essay-type and objective type tests in the program of Punjab state as each has its own advantages and limitations.

The recommended practices include continuation of external examination but supplemented with work done during the session which include written work, assigned readings, participation in class, performance in weekly or fortnightly tests. Objective-type tests should be used in evaluation to supplement essay-type tests.

The objective-type tests possess characteristics such as objectivity, reliability, wide sampling, and accuracy of scoring. Essay-type tests provide opportunity for expression and organization
of thinking. Both should be used in order to obtain more valid results than could be obtained by the exclusive use of either. Analyzing the merits and demerits of essay and objective-type tests, Naidu said:

Psychological tests possess characteristics which essay type examinations lack. Objectivity, reliability, accuracy of scoring, wide sampling capacity and diagnostic value are to be found only in psychological tests. Essay type examinations are utterly lacking in these qualities. But the psychological tests have certain serious limitations which we cannot ignore. Let me quote Prof. Rinsland again in this context: 'Objective tests provide little or no opportunity for the organization of thought and its expression in grammatically correct sentences, paragraphs, and compositions. The nature of the objective test unit requires a brief response. No one in the field of psychological measurement has ever made a plan for objective tests which cover organization and expression. ... The ability to organize and express thought in sentences and paragraphs is essential in every subject, and this ability should be measured. The essay-type examination offers the best opportunity for securing the responses of organization and expression ...' In my own experience I have found it almost impossible to fit into the framework of any psychological test of attainment questions which will probe the capacity of boys and girls for original and creative thinking. 24

A certain grade average is required in American institutions in undergraduate and graduate work but there is no such practice in the Punjab state institutions. At present, any one who passes the university examination is admitted for undergraduate and graduate work and the result has been that sometimes a weak student has spent three to

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five years in one class.

The external examination should continue in use because it has been intricately related to the educational system of India. Sudden change from external to internal assessment could create chaos in the country, therefore, changes should be made slowly. Benjamin Bloom, an American, who conducted seminars and workshops on evaluation in 1957, in different states of India wrote:

Examinations are a powerful force -- for good or evil -- in the educational system of this country. They cannot be eliminated at this time, no matter how much this may be desired by some individuals. They are intricately interwoven with the syllabus, with student motivation and learning, with teacher's motivation and teaching methods, and are closely tied to status and selection procedures in the country. These relationships are so strong that they may be regarded as even more central and significant than any of these separable parts of the educational system. Attempts to change the examinations must take full cognizance of these relationships or the entire educational system may be thrown out of balance.²⁵

two-thirds of the evaluation should be based on the external examination and one-third on work done during the session. The work done during the session should include participation in class, written work, assigned readings, projects, directed observations, and achievement in quarterly examinations. The University Education Commission made a similar recommendation:

We recommend, therefore, that one-third of the marks allotted to each subject be reserved for work done during the course of instruction and that this be adopted forthwith in the teaching universities. The affiliating universities should also take immediate steps to evolve a method of more or less uniform marking for this internal award at the affiliated colleges.

The Committee appointed by the Ministry of Education, Government of India for the "Revision of the B. Ed. Syllabus", made the following recommendation:

With regard to theory, it was recommended that 25% of marks in each paper should be reserved for sessional work relating to the papers. The record of work should be carefully kept so that it presents no difficulty of assessment at the end of the course. The assessment should be made by the training colleges themselves.

The external examination is given after two years of college. This interval should be reduced either to one year or six months. This would be very easy to do because the Punjab University holds


examinations in the months of April and September of each year for second year and fourth year students. This benefit could be extended to first year and third year students.

17. The training colleges should provide placement and follow-up service in the Punjab state.

Pre-service education teacher training institutions should project their influence into the field, coordinating their resources with those of the schools and the communities they serve. The purpose of teacher education should be to promote the best interest of public education. The training college professors should be familiar with the problems encountered in public education. They should be competent academically and professionally to gain the confidence of public schools. Since teachers are prepared for public schools, close cooperation between training institutions and public schools is necessary for successful work in schools and training institutions.

The responsibility of the training institution is not complete unless it places a teacher in a position where he can do his best. There was no placement, and follow-up service in training colleges in the Punjab state. As the scope of teacher education has broadened there is a need to provide placement and follow-up service in the teacher education institutions in the Punjab state. The Secondary Education Commission made a similar recommendation:
Training institutions should be in close liaison with the Department of Education and the schools. Such close relationship will be fruitful in many ways specially in regard to the placing of student teachers. Except in the case of deputed teachers, training institutions are not now in a position to do anything for placing other students in educational institutions. It would be to the advantage of all concerned if training institutions could keep in touch with their alumni and follow their subsequent careers. In recruiting teachers, therefore, training colleges should be consulted by the department as well as by the other agencies.

In the United States, the college placement office gathers information about the student, e.g. socio-economic status, cultural background, participation in student activities, academic record, personality, personal qualities and hobbies. It furnishes this information to employers of teachers. It also nominates teachers to fill specified teaching vacancies. It keeps information about the supply and demand of teachers in general and special areas, the philosophy of school, the nature of the community, living conditions, denominational preference and the working conditions in school. This information is gathered through visits, questionnaire, correspondence and personal contacts.

The follow-up service should be a regular feature of training colleges in the Punjab state. There are many advantages in a follow-up service, e.g. to help the student, to check the effectiveness of

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training college program, and to maintain good relations between
the college of education and the public schools. The contributions
of the follow-up program as reported by the American Council on
Education follow:

Depending on its scope, the follow-up study
can contribute to many phases of the college's
program. From it, suggestions can be drawn for
the selection and guidance program, the general
education program, the professional program. It
can contribute to staff members' understanding of
in-service needs. It can help students gain
keener appreciation of what is likely to face
them after they leave school. It can contribute
substantially to the improvement of college
instruction.²⁹

Practice recommended by the writer in placement and follow-up
service include, collection of information pertinent to the
student's personal and professional development, furnishing the
needed information to employers of teachers, keeping information
on supply and demand of teachers, providing information about
public (government) schools to make suitable placement of students,
and following new students on the job to help them in improving
their work, and to determine the effectiveness of the teacher
education program.

Conclusion

It is not desirable or possible to transplant the educational

²⁹Maurice E. Troyer and C. Robert Pace, op. cit., p. 233.
system of one country in another, since education should be closely related to the political, economic and social conditions in a country. It is possible to take certain practices of education in one country and incorporate them in original or modified form to suit the educational system of another country. The centralized control and an external examination system are the two main hinderances in initiating desirable change in the educational system of India. This does not mean that no changes can be initiated. Sudden changes are not desirable because they upset and injure the program. Slower changes permit enough time for understanding and assimilating new ideas and practices.

It is hoped that incorporation of the practices suggested and recommended by the writer in teacher education program in the Punjab state can help to improve the education of teachers in that state as well as in all India.
APPENDIX
APPENDIX A

CHECK-LIST

General Information

1. a. How many students are enrolled to become teachers?
   b. How many students are enrolled in general secondary school curricula?

2. What place in the university organization does college of Education occupy -- a separate college, a department in liberal arts college, or department in teachers' college?

3. How many credit hours in total are required to graduate from college?

4. How many credit hours are required in professional education?

5. How is professional education placed in the curriculum of teacher education -- starts from freshman, sophomore or junior year?

6. How many credit hours are devoted to general education, and major and minor or comprehensive teaching field?

Admissions, Selection

1. Is there selective admission at entrance to the institution or not?

2. What is the criteria used in selection of students?

3. Is there selective admission to professional education and student teaching?

4. Do you have program of continuous selection?

5. What are the points considered at admission to professional education and student teaching?

Professional Education Courses

1. What professional education courses are required in the curriculum of secondary school teachers?

2. In all the required professional education courses the following questions were asked:
a. What is the purpose of offering this course in professional education program?
b. How is it placed in the professional sequence?
c. Is there some prerequisite in this course -- or is it prerequisite to some other course?
d. What are the contents of this course?
e. What are the teaching methods used in this course?
f. What is expected of student during the course?
g. What is the basis of awarding final grade to student?
h.

Professional Laboratory Experience

1. Do you require pre-student teaching experience?
2. What is the nature of pre-student teaching experience?
3. How many credit hours are required in student teaching?
4. Is there full-time or part-time student teaching?
5. Is there on-campus or off-campus student teaching?
6. What is the nature of student teaching assignment?
7. Who is responsible for supervision of student teaching?
8. What is the role of college supervisor in student teaching assignment?
9. Who awards the final grade and on what basis?
10. What do you do with unsatisfactory cases in student teaching?
Placement and Follow-up Service

1. What is the purpose of placement and follow-up service?

2. What type of records are kept by placement office about the student to recommend him for a job?

3. What is the role of placement office in the appointment of a student?

4. How is placement service financed?

5. What methods are used in follow-up program?

Current Major Concerns of the College
APPENDIX B

CATALOG STATEMENTS REGARDING PROFESSIONAL EDUCATION

COURSES OR CURRICULA IN INSTITUTIONS

The Ohio State University

Education 408. Introduction to the study of Education. Three credit hours. Required of all freshmen and transfer students enrolled in General Secondary, Elementary, and in most of the special curricula in teacher education. Freshmen and transfer students will enroll for this course in the earliest possible quarter.

An introductory study of the cultural factors that effect education, with students helped to an understanding through an examination of their own lives.

407. Educational Psychology. Five credit hours. Five lecture hours each week. Lectures, discussions, laboratory exercises, and reports. Prerequisite, Psychology 401.

The course begins with a brief study of the capacities, abilities, and interests of children, individual differences, and total development through the school years. It then proceeds to a study of learning and the results of investigations regarding the progress of learning in school. Throughout the course experimental data are stressed and practical problems emphasized, with frequent laboratory exercises.

Required in the College of Education.


A study of the secondary school in the light of its historical development, the procedures for providing for individual differences among pupils, the
organization of instructional materials, classroom management, general methods, and the planning for pupil activities; also a critical evaluation of current principles and procedures.


This course is based on the principles developed in Education 533 and consists generally of a study of the place of extra-curricular activities in the school program, guidance and school control, measurement, records, and reports; also a study and evaluation of current principles and procedures.

677*. The Teaching of the Social Studies, I. Five credit hours. One Quarter. Autumn, Winter, and Spring. Five lectures each week; observations. Open to Juniors and Seniors specializing in the social studies and, with the permission of the instructor, to other properly qualified students. Required for those who intend to complete a teaching major in the social studies. Prerequisite, twenty hours in the social studies and Education 533 or its equivalent. Mr. Jewett.

An examination of different theories of the role of social studies materials within the learning process, with particular attention to their impact upon the beliefs, attitudes, and values of secondary school students. Illustrative material will be drawn primarily from history, with some attention to the other social studies. Special emphasis is given to the use of social studies materials in clarifying the contrast between authoritarianism and democracy, to the function of information within the reflective process, and to the possible contribution of the social studies teacher within the core curriculum.

NOTE: Normally this course should precede student teaching, but with the consent of the instructor it may be taken concurrently.
678. The Teaching of the Social Studies, II. Three credit hours. One Quarter. Autumn, Winter, and Spring. Lectures, discussions, observations. Open to Juniors and Seniors majoring in the social studies and, with permission of the instructor, to other properly qualified students. Required of all who intend to complete a teaching major in the social studies. Prerequisite, twenty hours in the social studies and Education 533 or its equivalent. Mr. Jewett.

A continuation of Education 677. The illustrative materials will be drawn primarily from the fields of economics, sociology, and political science, with some attention to geography and anthropology.

NOTE: Normally this course should precede student teaching, but with the consent of the instructor it may be taken concurrently.

632. The History of Western Education. Four credit hours. One Quarter. Autumn, Winter, Spring. Required in the College of Education. Prerequisite, junior standing. Mr. Sutton, Mr. Mehl.

Development of educational systems in the Western world since ancient times. Emphasis on education in its relation to other social institutions and on the continuity of its evolution through the centuries.

607. Philosophy of Education. Three credit hours. One Quarter. Autumn, Winter, Spring. Prerequisite, senior standing in teacher education curricula. Open to other senior students and to graduate students only on permission of the instructor. This course should be taken after student teaching or concurrently with it. Required of all candidates for the degree Bachelor of Science in Education except that it is open to, but not required of, students who have credit for Education 501 (not to be confused with Education Survey 501). Mr. Hullfish, Mr. Kircher.

A consideration of the distinctive function or purpose of education in the social order and the bearing of this purpose on problems of organization and administration, the selection of subject matter, and classroom procedures.

536. Student Teaching in Secondary Schools. Three to fifteen credit hours. Autumn, Winter, and Spring Quarters by special permission of the Coordinator of
Student Field Experience. A minimum of nine credit hours is required. Students will determine by consulting with area advisers and the Coordinator of Student Field Experience the number of credit hours for which registration is to be made. Initial registration may be for as little as three credit hours, but in no case may a student accumulate more than twenty-two hours under this course and Education 502, 505, 520, and 537. Open only to students in the College of Education. Mr. Andrews and others.

Observation, participation, responsible teaching, individual and group conferences.

This course is offered in the following different individual subject areas and students should register under the appropriate section number. Double placements should be indicated accurately with the proper numbers of hours of credit in each of the sections.

502. Interpretation of Field Experience in Schools. Two credit hours. Autumn, Quarter. Prerequisite, approval of Coordinator of Student Field Experience. Mr. Andrews.

Designed particularly to capitalize upon the results of the experiences of students in full-time participation in schools during September. Open only to students who participated not less than two fulls weeks in a public school in the September immediately preceding the Quarter of enrollment.

505. Field Service Projects in Education. Two to fifteen credit hours. Autumn, Winter, and Spring Quarters. Prerequisite, permission of the Coordinator of Student Field Experience and definite arrangement for sponsorship and supervision by an instructor. Initial registration may be for as little as two credit hours but in no case may a student accumulate more than twenty-two hours under this course and Education 502, 518, 536, 537, and Nursing 661.

This course is to provide opportunity for practical field experience in public and private social agencies and in schools. Registrants are placed in responsible positions in the field and required to attend a conference group each week. The field service will be integrated with professional courses in the College of Education in an effort to increase the student's understanding of problems in education and his faculty in meeting them effectively.
Both group work and case work are involved in this program. A prospectus of typical projects which student may undertake is obtainable along with the appropriate application form in Room 103 Arps Hall.

Students enrolling for this course may spend one full quarter off the campus or a part of each school day or week in active service. In each case the activities must be carefully planned by the student and supervised by a teacher of the University staff. The course will include a final written evaluation of the field experiences.

Capital University

204. Educational Psychology. First or second semester. Three hours credit.

The application of psychological principles of learning and developing attitudes, appreciations, character and personality at the junior and senior school age. Three periods per week.

301. School Administration and Management. First or second semester. Two hours credit. Study of the duties of the high school teacher and the teacher’s relation to the principal, the superintendent, the school board, and the community; problems of discipline and classroom economy, the junior high school and reorganization of curricula; school laws, schedules, programs, reports, salaries, and other statistics. Two periods per week.


A survey of classical, medieval, and modern educational theory and practice, with emphasis on the development of the American public school system. Three periods per week.

401. Principles of Teaching. Three semester hours.

A study of methods and principles in secondary education involving directed study, projects, units, questioning, and an evaluation of various procedures and the underlying philosophy. Prerequisite, Education 204. To be taken concurrently with student teaching.
500. Special Methods in High School Teaching.
Special methods are offered in the majors and appear as Course 500 under the various departments. The credit allowed for this course does not apply to the requirements for the major. The head of the department in which the major is taken should be consulted at the end of the sophomore year to determine the semester in which Course 500 should be taken.

405. Student Teaching. First or second semester. Three to six hours credit.

After observation the student teaches in a junior or senior high school in Columbus, Bexley or Whitehall under the supervision of a critic teacher. One group conference per week is held and individual conferences with the critic teacher and college supervisor are arranged. A student is not assigned to teach a major or a minor unless approved by the department concerned. A student must register for student teaching in the semester in which he will have no conflicts or commitments which will prevent him from teaching daily in the public school including vacations. Sixteen semester hours is the maximum load to be covered during the semester in which this course is taken. Prerequisite, Education 204. To be taken concurrently with Education 401.

Central State College

100. Introduction to Education. (I, II; 2,2)

To acquaint the student with the American school system, the occupational opportunities in education, the prerequisites for success in educational work. Scheduled observation in various schools and on different grade levels.

220. Human Growth and Development. (I, II; 3, 3)

An analysis of the development changes of the total life span of the human being. Course requirements include observations in pre-school, elementary, and secondary schools. Analyses and interpretation of selected case material covering the college years, adulthood, and old age.
350. The Secondary Curriculum. (I, II; 2, 2)

A study of curriculum patterns and trends in the American high school and principles of curriculum construction and revision. Special consideration is given to core and junior high school curriculums.

420. Principles of Education. (I, II; 3, 3)

Guidance in helping the student in the mastery of basic principles underlying acceptable educational practice.

440. The School in Relation to Society. (I, II; 2, 2)

A study of the responsibilities of society to provide educational services, the organization and administration of those services, and the role of the teaching profession in carrying out the educational objectives of society.

460. Evaluation in Education. (I, II; 2, 2)

A study of changing concepts of student growth and development. A consideration of weaknesses and strengths inherent in the use of a number of evaluation techniques and instruments. A survey of mental and educational tests. Emphasis on the continuous evaluation of the school by all persons concerned with the educative process. A study of procedures for gathering data concerning learners, reporting pupil progress to parents, record-keeping, pupil promotion, parent-teacher relationships, and other pupil accounting.

*480. Materials and Methods in Teaching the Special Subjects. (I, II; 3, 3)

*490. Student Teaching. (I, II; 6, 6)

Ball State Teachers College

226. Human Growth and Development. (4) Development of personality from infancy through maturity with application to life in the family, in the school, in the community, and in broader social situations. Not open to students who have credit in Education 224.1, 323, 324, or 423. Prerequisite: Education 121. This course should be taken during the sophomore year.

*These courses are taken concurrently within the period of professional concentration.
226. Human Growth and Development. (4) Development of personality from infancy through maturity with application to life in the family, in the school, in the community, and in broader social situations. Not open to students who have credit in Education 224, 323, 324, or 423. Prerequisite: Education 121. This course should be taken during the sophomore year.

327. Educational Psychology. (4) Psychological principles underlying learning and the improvement of teaching; tests and measurements. Not open to students who have had either of the educational psychology courses 320 or 322. Prerequisite: Education 121 and 226, except that students on the Curriculum for the Preparation of Dietitians need not take 226.

350. Principles of Teaching and Classroom Management: Secondary School. (4) The purpose of the course is to induct the student into the teaching act. Prerequisite: Education 121, 226, and 327, except that students on the Curriculum for the Preparation of Nurses need not take 226 and 327.

395. The Teaching of Geography. (4) Survey of the field of geography, and such problems facing the geography teacher as selection of textbooks, organization of laboratory work, conduct of field trips, and methods of teaching geography. No regularly scheduled laboratory.

413 (382). The Principles and Practices of Secondary Education. Role of the secondary school in the social order, the secondary school's changing purposes, its curriculum organization, and the relationships of its personnel. Prerequisite: Must be taken with or after student teaching.


Education 10:

Introduction to Education

This course aims to identify the central problems of education through a study of the impact of society upon the development of the child. Students will have opportunities to observe the behavior of children and the ways personality is shaped by cultural forces, institutions, and social processes. The student's ability to interpret his observations in terms of major objectives of modern education will be furthered through selected reading, discussion, and the use of audio-visual materials. Provision will also be made, through group discussion and individual counseling by the instructor, for the development in the student of a fuller knowledge of himself and of the role he is to play as a teacher. 2 recitations, 2 field and conference hours; 3 credits.

Education 25.1

Human Development and the Educative Process
(For students in Junior and Senior High School Education)

Study of the individual from birth to adulthood, with major emphasis on the adolescent years: interrelation of motivation, learning and behavior; mental hygiene and problems of adjustment. Techniques of psychological evaluation. The learning process with special reference to application on the junior and senior high school levels.

As an integral part of the course the student will participate in an approved community activity for a minimum of 30 hours each semester.

Prerequisite: Ed. 10
Corequisite: Ed. 30.1 3 hours; 3 credits

Education 25.2

A Continuation of Education 25.1

Prerequisite: Ed. 25.1
Corequisite: Ed. 30.2 3 hours; 3 credits
Education 30.1

Education in Modern Society

Education forces of modern culture: the schools as a social undertaking, against the background of institutions and values in contemporary society; interrelation between current educational theory and practice in terms of needs and ideals. The role of the teacher in promoting learning and a better quality of living.

Prerequisite: Ed. 10
Corequisite: Ed. 25.1 2 hours; 2 credits

Education 30.2

A Continuation of Ed. 30.1

Prerequisite: Ed. 30.1
Corequisite: Ed. 25.2 2 hours; 2 credits

Education 60.1

Methods and Practice Teaching in the Secondary School

Objectives, curricular practices and their evaluation, resources and methods of teaching the specific subject; together with observation and participation.

Prerequisite: Ed. 25.2, Ed. 30.2 and 12 credits in advanced electives in the specific subject. Open only to students who have been recommended by the Department of their functional major and who have met the standards of the Education Department with respect to speech, health, personality, and general scholarship.

2 class hours, 2 hours of observation and participation per week. 3 credits

Education 60.2

Continuation of Education 60.1; teaching techniques, source materials, visual aids, special problems and evaluation of learning, together with supervised responsible classroom teaching in secondary schools.

Prerequisite: Education 60.1

2 classroom hours, 8 laboratory hours per week - 4 credits
APPENDIX C

Handa Electric Press,
Jullundur City

APPLICATION FOR ADMISSION TO
GOVERNMENT TRAINING COLLEGE FOR TEACHERS,
JULLUNDUR

For the Session _________

N.B.—Incomplete applications will not be considered

College Roll No.*_______ Tutor*_______
Punjab (I) University Registered Number________________________
Name in full________________________________________________
Father's name and address_____________________________________
Applicant's permanent address (State Village, Town and District)

___________________________________________________________
Applicant's local address______________________________________

Occupation of father or guardian. If guardian is not father, give
his full name and address and your relationship to him.

___________________________________________________________
Date of applicant's birth______________________________________
Married or single____________________________________________
If married, number of children________________________________

*These will be entered by the College Office after admission.

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### UNIVERSITY EXAMINATIONS PASSED

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<th>Examinations</th>
<th>Roll Number, Division and Marks</th>
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<th>School or College from Which Passed</th>
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<tbody>
<tr>
<td>1. Matriculation</td>
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<tr>
<td>2. Intermediate (Arts or Science)</td>
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<td>3. B.A. or B.Sc.</td>
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<tr>
<td>4. M.A. or M.Sc.</td>
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<td>5. Any other Exams.</td>
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## EXAMINATIONS PASSED BY GRADUATES THROUGH LANGUAGE TITLES

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<th>Subjects</th>
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<td>2. B.A. (English only)</td>
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<td>3. B.A. with two subjects</td>
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<td>4. M.A.</td>
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<td>5. Any other Exams.</td>
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</tbody>
</table>
DEPARTMENTAL EXAMINATIONS USED

1. J. T. Certificate Year of Passing____ Division____
2. S. T. Certificate Year of Passing____ Division____
3. J.S.T. or J.A.V. Certificate Year of Passing____ Division____

TEACHING EXPERIENCE

___________ years as a private tutor.

___________ years in unrecognized schools as follows:

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Date of Joining</th>
<th>Date of Leaving</th>
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</thead>
<tbody>
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<td>5.</td>
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</table>

___________ years as a whole/part-time teacher in recognized schools as follows:

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Date of Joining</th>
<th>Date of Leaving</th>
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<tbody>
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<td>1.</td>
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</tbody>
</table>
If not teaching state present employment _________________________

_________________________________________________________________

Distinctions in Studies _________________________________

_________________________________________________________________

Distinctions in games or athletics______________________________

_________________________________________________________________

Other interests apart from school or college studies such as music, painting, handicrafts, etc. _________________________

_________________________________________________________________

Relations to any past or present teachers_________________________

_________________________________________________________________

Relations to any members of the Education Department___________

_________________________________________________________________

Any other special claims for admission __________________________

_________________________________________________________________
SUBJECTS SELECTED FOR STUDY

(Please consult university regulations in this connection)

(a) Special Subjects:

1.

2.

3.

(b) Optional subject: _____________________

I append to this application certificates of physical fitness and character and attested copies of the certificates of the University Examinations which I have passed.

I promise not to take part in any activities prejudicial to the interests of the State.

Date_________________________ Signature of the applicant

I promise that my son/ward named _________________________

I further certify that I am in a position to pay his college and hostel dues regularly.

Signature of father or guardian of the applicant

Date_________________________ Address_________________________

________________________________________

Admit

Principal
Government Training College of Teachers,
Jullundur
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AUTOBIOGRAPHY

I, Jagjit K. Sandhu, was born in the District of Lyallpur, Punjab state, March 16, 1930. I received my secondary school education in the Government Girls High School Lyallpur and matriculated in 1945. My undergraduate education was obtained at the Government College for Women at Lyallpur, and the Government College for Women at Ludhiana, Punjab state and I received the degree Bachelor of Arts from the Punjab University in 1949. For my Master of Arts degree of the Punjab University, I worked at the Government College Ludhiana and received the degree in 1951. I studied at the Government Training College for Teachers at Jullundur and obtained the Bachelor of Teaching degree and Master of Education degree in 1954, and 1955, respectively from the Punjab University. I served on the teaching staff of the Government Training College for Teachers at Jullundur for the academic year 1955-56.

In June, 1956, I came to The Ohio State University, Columbus, Ohio, and studied there for two years, toward the degree Doctor of Philosophy.