Prior to the establishment of the Gauhati University in 1948, the colleges of Assam were affiliated to the Calcutta University and the Calcutta University Syllabus for the Bachelor of Teaching Examination was followed by the two training colleges of Assam - the St. Mary's College and the St. Edmund's College. Even after the establishment of the Gauhati University, the same syllabus was followed by the training colleges till 1963. In 1964, certain minor changes were made in the syllabus. Formerly, the essay paper was a full paper and the English Method teaching paper was a half paper. From 1964, the essay paper was divided into two parts - one half of 50 marks for the Current Problems of Indian Education and the other half for an educational essay of 50 marks. English method paper was made a full paper equivalent to two half method papers like Geography or Natural Science. Slight changes were made in the History of Education paper also. Formerly internal assessment for teaching practice and written exercises was for 50 marks. Under the new rules, this has been raised to 100 marks. However, these changes did not in any way make the syllabus more practical or useful to the teachers-in-
training. The total marks and other rules and regulations of the examination remained same.

Although the teachers' training colleges of Assam are affiliated to the Gauhati University and the Dibrugarh University, the syllabus at present is same for both the universities as the University of Dibrugarh has not prepared a syllabus of its own till now. According to the present syllabus for the Bachelor of Teaching Examination, a candidate is required to study the following subjects:

2. Educational Psychology and Educational Statistics: One paper - 100 Marks.
3. History of Indian Education: One paper - 100 Marks.
4. General Methods, School Organization and School Hygiene: One paper - 100 Marks.
5. Contents and Methods of Teaching any three school subjects (English, Geography or General Science being considered as equivalent to 2 subjects): Three half papers - 150 Marks.
7. One additional subject if desired by the candidate. 100 Marks.

1. Regulation and Syllabus of B.T. Examination, Gauhati University, 1964.
9. Internal assessment on lesson notes, discussions, participation in extra-curricular activities etc. 100 Marks.

From a study of this syllabus it appears, out of the total marks of 950 (without the additional paper), 300 marks are allotted for practical work. There is no internal assessment in the theoretical papers. B.T. students are required to study a variety of subjects within one academic year which virtually consists of less than five or six months from the 1st week of February to 15th May and 15th July to 30th August. September is devoted to teaching practice and then the Puja Vacation commences. No classes are generally held after the puja vacation.

For such a short period, the course is too heavy. Students and teachers are required to be in a hurry to complete the course. This affects both teaching and learning. Teachers do not find any time for discussion, seminars and tutorials. The only method they had to follow is the lecture method with all its shortcomings. Students also find it very difficult to make a comprehensive study of the syllabus and as such they are compelled to resort to short-cut methods such as studying cheap market notes, memorising what is important from the examination point of view etc. This is a real obstacle to learning. During training a teacher should find ample time for discussion. In the words of the Mc Nair Report, the students in the training
colleges do not mature by living, they survive by hurrying. It is admitted by all that what is learnt should be learnt thoroughly and it is better to learn few things thoroughly than to learn many things perfunctorily. The teacher-in-training cannot do this due to the present heavy syllabus.

As pointed out in the last chapter, practical training in teaching is neglected. Less than one-third of the total marks, 300 out of 950, is earmarked for practical training in teaching. There is, therefore, no balance between the theoretical and the practical parts of the training programme. The theoretical knowledge acquired by the students has no bearing on the practical training. What the students learn in theory, are not applied in practice. The organization of teaching practice leaves much to be desired.

Another weakness of the present syllabus is that many of the things learnt or supposed to be learnt in a training college are irrelevant to the day to day problems of the teacher. A detailed study of History of Indian Education or even the Current Problems of Indian Education is absolutely inessential for a teacher of a secondary school. The secondary school teacher is not a research worker nor he is supposed to solve the burning problems of Indian education. His training is meant to make him a better teacher. The training
college entrants are all graduates and it is not necessary to test their ability to write an essay as that was already done in their degree examination. These studies neither help the trainees in their personal development nor do they help them in creating a personal interest in the subject.

These are the days of specialization. When there was the class-teacher system, there was justification in including three method subjects for the teacher-in-training. Now almost all teachers are specialist teachers and no one is required to teach more than two subjects in a school. It is neither desirable to teach more than two allied subjects to enable the teacher to keep himself up-to-date in his knowledge in his subject or subjects. Under the existing rules, a teacher is supposed to study three methods (except in Geography, English or General Science each of which is treated as equivalent to two method subjects).

There are also anomalies in the study of these method subjects as far as the content and method of teaching the subjects are concerned. In some subjects like Geography or English or Natural Science, a trainee is required to study both the content and the method of teaching the subject whereas in the other subjects, the trainees study only the methods of teaching the subjects.
It is a controversial subject indeed. Whether the content course should be taught to the graduate trainees who have studied the subject during the whole of secondary school stage and for four years at the collegiate level is an important question. If after 11 years of studying a subject, one cannot be competent to teach a subject at the school level, can he be a better teacher by studying the content course hurriedly for a period of five or six months? The writer thinks the content course should not be taught to a teacher-in-training. The teaching of the content course will not solve this problem. Those who insist on such courses are naturally influenced by the system of teacher education in England and America. There the duration of the course is 3 or 4 years and the entrants are admitted after the completion of their school stage. It is necessary to teach them the content course for some years in the training colleges. In India, all trainees for the secondary schools are graduates in Arts or Science or Commerce. A trainee is supposed to be trained in such subject or subjects which he studied at the collegiate level for three or four years. In this regard, the recommendation of the Education Commission that 'there should be provision in the training programme at both primary and secondary levels for a study of the subjects to be taught in depth as well as in range' needs some explanations. The Commission rightly had in mind the deficiencies and limitations with which the teacher
trainees come to join the training colleges. We have to admit them under the existing circumstances. If we really want to improve the teacher training programme, the quality of the entrants must be improved first. If a candidate is bad in the subject he is going to teach in a school or if he has no aptitude for teaching, he should not be admitted into the course.

It is a fact that there is rapid growth of knowledge specially in the science subjects during the recent decades. To keep the teacher up-to-date in his subject, there is the necessity of 'in-service' training which should be provided to all teachers after a reasonable time. If we want to include the content course in a training of five or six months' duration, the trainees will neither learn the content nor the methodology of teaching. It is argued that what a student learns in a college is sometimes not relevant to the school curriculum. If a teacher's college education has no bearing on the school curriculum, such teachers should not be appointed in a school. Moreover, no institution can teach a man everything he needs in his life, professional or otherwise. The teacher must be a learner throughout his life and he must learn to keep himself abreast in the recent developments in his subject of specialization. What is needed is that the teacher education programme should
develop in the student insight and understanding, the capacity
to learn, and resourcefulness.

The existing B.T. syllabus of the Gauhati University
is more or less similar to those of the other universities, to
which a reference has been made in chapter IV of this thesis.
Attempts are being made all over India to revise the B.T./B.Ed.
Syllabus to make it more practical and useful to the secondary
school teacher. A reference to the syllabus prepared by the
Committee appointed in 1956 by the Ministry of Education, Go-
vernment of India may be made in this connection. The Commi-
tee unanimously decided that no course in History of Educa-
tion should be offered at the B.Ed. level and that the number
of papers in theory in the B.T. examination should not be
more than four. It was also of opinion that equal weightage
should be given to theory and practical work in the course and
that 400 marks should be allotted to each. The Committee,
therefore, suggested a model syllabus for the B.Ed. course as
follows:  

1. Paper I : Principles of Education and School
   Organization ... ... 100 marks.

2. Paper II: Educational Psychology and Health
   Education ... ... 100 marks.

3. Paper III: Methods of Teaching two school
   subjects ... ... 100 marks.

Practical work

In terms of marks, it was recommended that 400 marks should be allotted to theory and 400 marks to practical work which should include the following:

(a) Practice Teaching;
(b) Observation lessons;
(c) Criticism lessons;
(d) Study of different types and grades of schools;
(e) Organization of and participation in co-curricular activities;
(f) Follow-up assignments given to school children;
(g) Preparation of a case-study;
(h) Construction of scholastic achievement tests and administration of tests.

On the question of practice teaching, the Committee felt that a minimum of 30 supervised lessons should be prescribed for the course. Every training college or university department of education should provide a period of about 3 weeks' continuous block practice teaching during which period the trainees will be attached whole-time to the selected schools. The schools for practice teaching should be so chosen as to provide varied and challenging situations to the trainees.
Regarding the practice teaching examination, it was suggested that 50% of the marks should be reserved for the sessional work. In theory, also, 25% marks in each of the paper should be reserved for sessional work relating to the papers. The assessment should be made by the training colleges themselves. The external examination in practice teaching should continue.

With regard to the pass percentage in the examination, it was recommended that it should be 45 in the aggregate and 35 in each of the written papers.

The Conference of Principals of Training Colleges which was held in Bangalore later on endorsed this report of the committee. Many universities have already made certain changes in the B.T. syllabus in the light of these recommendations. For example, the Utkal University has prepared a syllabus in 1968 which consists of the following:

<table>
<thead>
<tr>
<th>Paper I: Principles of Education and School Organization</th>
<th>...</th>
<th>...</th>
<th>100 marks.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper II: Educational Psychology and Health Education</td>
<td>...</td>
<td>...</td>
<td>100 marks.</td>
</tr>
<tr>
<td>Paper III: Methods of teaching two school subjects</td>
<td>...</td>
<td>...</td>
<td>100 marks.</td>
</tr>
<tr>
<td>Paper IV: Current Problems in Indian Education</td>
<td>...</td>
<td>...</td>
<td>100 marks.</td>
</tr>
<tr>
<td>Paper V: Practical Test in Teaching</td>
<td>...</td>
<td>300 marks.</td>
<td></td>
</tr>
</tbody>
</table>

The Delhi University made similar changes in the B.Ed. syllabus. Part A of the syllabus consists of the following:

Paper I: Principles of Education ... 100 marks.
Paper II: Educational Psychology ... 100 marks.
Paper III: Modern Indian Education ... 100 marks.
Paper IV: Methods of Teaching Two School Subjects ... 100 marks.
Paper V: Optional ... 100 marks.

Total ... 500 (theory)

Part 3

I. Practical Teaching:
(a) Two examination lessons ... 200 marks.
(b) Lessons given during session ... 50 marks.

II. Sessional Practical work:
(a) Practical school assignments ... 50 marks.
(b) Visual Education Projects ... 50 marks.
(c) Tutorial work ... 50 marks.
(d) Psychology practical ... 50 marks.
(e) Co-curricular activities ... 50 marks.

Total ... 500 (practical)

4. Ordinance & Syllabus from the B.Ed. Examination, Delhi University.
The B.Ed. Syllabus of the Benaras Hindu University is as follows:

**Part A : Theory of Education**

Paper I : Principles of Education.

Paper II : History of Education.

Paper III: Methods of Teaching.

Paper IV : School Management and Hygiene.

**Part B : Practice of Education**

(a) attendance at demonstration.

(b) observation lessons.

(c) practice teaching.

(d) two criticism lessons.

(e) art and craft work.

(f) visit to educational institutions.

(g) gardening.  

These courses of studies are similar to the courses of studies of the Colleges of Education in England for the Certificate in Education which include:

A. Theory of Education.

B. Study of one or two subjects according to the choice of the students.

C. Study of English.

D. Observation and Teaching Practice in schools.

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During the recent years, the National Council of Educational Research and Training has been trying to evolve a uniform pattern of teacher education at the secondary level throughout the whole country. The Department of Teacher Education of the N.C.E.R.T. held a conference of Teacher Educators and Administrators in Calcutta according to which the maximum marks for the B.Ed. examination should be 1000 marks distributed between theory and practical work as follows:

<table>
<thead>
<tr>
<th>Theory Papers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paper I</strong> : Philosophical and Sociological foundations of Education and School Organisation</td>
</tr>
<tr>
<td><strong>Paper II</strong> : Educational Psychology and Statistics</td>
</tr>
<tr>
<td><strong>Paper III</strong>: Problems of Indian Education</td>
</tr>
<tr>
<td><strong>Paper IV</strong>: Methods of teaching two school subjects</td>
</tr>
<tr>
<td><strong>Paper V</strong>: An optional paper</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practical work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical work</td>
</tr>
<tr>
<td>(out of this practice teaching should account for at least 250 marks)(^6)</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

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In a similar conference organised by the Teacher Education Department of the N.C.E.R.T. held at Gauhati in June 1970, the following syllabus was suggested.

<table>
<thead>
<tr>
<th>Paper</th>
<th>Title</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Philosophical and Sociological foundations of Education</td>
<td>100</td>
</tr>
<tr>
<td>II</td>
<td>Educational Psychology and Statistics</td>
<td>100</td>
</tr>
<tr>
<td>III</td>
<td>Problems of Indian Education</td>
<td>100</td>
</tr>
<tr>
<td>IV</td>
<td>School Organization and Health Education</td>
<td>100</td>
</tr>
<tr>
<td>V &amp; VI</td>
<td>Methods of teaching two school subjects</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>Teaching Practice</td>
<td>250</td>
</tr>
<tr>
<td></td>
<td>Other sessional work</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

From a comparative study of these syllabuses prepared by the different Indian Universities and the Teacher Education Department of the N.C.E.R.T., it appears that the model syllabus prepared by the Committee appointed by the Ministry of Education of the Government of India is more in tune with the present-day needs and circumstances of the country.

It is necessary here to refer to the observations and the recommendations of the University Commission of 1948-49.

According to this Commission, "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 and 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. For if they are continually aware of the professional needs of their students, their students will rightly feel that there is no unity in the course and the different specialists are simply trying to drag them in different directions, and this in a course whose length is all too short for what must find a place therein."

The University Education Commission, therefore, re-
commends that 'theory and practice must go hand in hand and
each must support and throw light upon the other. In the
ideal training course something like equal amounts of time
and equal weight in assessing the student's result should be
given to theory and practice.' A question naturally arises
regarding the utility of the theoretical courses for the
teacher-in-training. The University Education Commission
rightly points out that 'if skill in practice were the sole
aim, there would be no need for a course in theory, and a
year's practical apprenticeship in a school could take the
place of the existing training courses; but this is far from
the truth, and unguided practice, or the unintelligent follow-
ing of rule-of-thumb methods may do the beginner more harm
than good, and is all the more likely to make him close his
eyes permanently to all the truly satisfying elements in
teaching as a worth-while and life-long vocation. It may well
be that a young teacher whose initial training had been wholly
practical would be of greater immediate use to a school than
one who had taken a full course in Education. But the latter
ought both rapidly to overhaul the former in the continued
acquisition of skill, and also to be far less likely to sink
into a routine and subsequently into discontent with the
groove in which he finds himself.'

10. Ibid., p.213.
The Commission's observations on teaching practice are in conformity with those stated earlier by the present writer. 'Our main criticism of the existing courses (but we repeat that it does not apply to them all) is that the Commission says, '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, sometimes quite grossly unsatisfactory. In some places a student is required to give only five lessons during the whole of the course. We ascertained that in fact students were never failed on their practical test, and we enquired what happened if his five lessons were not deemed satisfactory. We were told that in that case the student gave another lesson, or even another, till he gave one that passed muster. It is not surprising that under these conditions the schools do not regard the possession of the B.Ed. Degrees as the slightest real guarantee that its holder can either teach or control a class. We consider that in a year's course not less than twelve weeks should be spent by the students in supervised school practice. This does not mean that supervisor should be present throughout the twelve weeks. Far from it. The student can only find his feet when he is left, from time to time, to his own unaided efforts.'

The Secondary Education Commission recommends that the present one-year graduate training course should be increased to two years in future. During this one year of training, the graduate teacher should be trained in methods of teaching at least two subjects. The subjects so chosen should have been studied at least up to the Intermediate or Higher Secondary Certificate standard. 12

On the question of practical training of the teacher-in-training, the Secondary Education Commission believes that it will be conducive to sound training if every Teacher-Training College has a demonstration school - more commonly called a model school - as well as a certain number of other schools at a reasonably near distance associated with it for purposes of practical training. 13

The Commission also emphasises the importance of in-service training for the secondary school teacher. 'However excellent the programme of teacher-training may be, it does not by itself produce an excellent teacher. It can only engender the knowledge, skills and attitudes which will enable the teacher to begin his task with a reasonable degree of confidence and with the minimum amount of experience. Increased efficiency will come through experience critically analysed

and through individual and group efforts at improvement. The teacher-training institution should accept its responsibility for assisting in this in-service stage of teacher-training. Among the activities which the training college should provide or in which it should collaborate are: (1) refresher courses, (2) short intensive courses in special subjects, (3) practical training in workshop, (4) seminars and professional conferences. It should also allow its staff where possible to serve as consultants to a school or group of schools conducting some programme of improvement.  

The Education Commission also emphasises the importance of the revision of the curriculum for the Secondary School teachers. The views of the Commission in this respect are expressed in the following words. 'At present the course at this level comprises a study of the foundations of education - philosophical, psychological and sociological - school organization, methods of teaching, practice-teaching and practical work. There is need here to eliminate irrelevant matter and to relate the curriculum closely to the teacher's responsibilities and to Indian conditions, problems and studies. The professional as well as general education courses should enable the student to understand and appreciate the nature of forces - social, political, religious, economic and technological -

which are tending to transform modern Indian society, and the educational problems emanating from this transformation and the role of education in giving direction and purpose to it. Moreover, student-teachers at this level need to be provided with specific learning experiences in constructing achievement and diagnostic tests, in spotting talent, in developing enrichment programmes, in diagnosing difficulties of underachievers and in planning remedial programmes.\textsuperscript{15}

The Education Commission rightly thinks that it is not possible for a training college to provide all the knowledge, skills and methods that will be required for carrying out various programmes. \textquote{We cannot aim at turning out a finished product - a teacher who would be equipped fully with all that he may need for carrying out his responsibilities for all time. A complete training to meet all anticipated situations is neither possible nor desirable. The more dynamic a vocation, the less chances there are of giving a complete initial training. What is important in a teacher education programme is to develop in the student insight and understanding, the capacity to learn, and resourcefulness. When there is need for specific orientation, in-service programmes can be organized.\textsuperscript{16}}

\begin{flushleft}
\textsuperscript{15} Report of the Education Commission, p.75.
\textsuperscript{16} Ibid., p.76.
\end{flushleft}
From a study of these syllabuses and reports of the different Commissions, it is evident that the syllabus for the training programme should not be made heavy and irrelevant to the teacher. It is, therefore, necessary to revise the present syllabus for the secondary school teachers as follows:

**Theory**

- **Paper I**: Principles of Education ... 100 marks.
- **Paper II**: Educational Psychology and Elementary Statistics ... 100 marks.
- **Paper III**: Indian Education & School Organization including School Hygiene ... 100 marks.
- **Paper IV**: Methods of teaching two school subjects ... 100 marks.

Total ... 400 marks.

**Practical**

1. Two examination lessons ... 200 marks.
2. Lessons given during session ... 50 marks.
3. Tutorials ... 50 marks.
4. Participation in co-curricular activities ... 50 marks.
5. Construction and application of scholastic tests ... 50 marks.

Total ... 400 marks.
STATEMENT OF THE SCOPE OF THE SYLLABUS

The purpose of studying these subjects are as follows:

**Principles of Education:** Through a study of the principles of education, the students will be acquainted with the history and development of ideas on education and the knowledge thus acquired will enable them to examine critically educational theory and practice and the underlying assumptions. It is also desirable in this connection to 'emphasize that children are members of a community, and that their development and the satisfaction of their needs can only be adequately viewed in the light of the groups and societies of which they are members. There is not only the contribution made by the school but also by the other social services to the welfare of children.'

**Educational Psychology and Elementary Statistics:** The purpose of this part of the course is to enable the students to understand the nature and needs of the children they are expected to deal with. The nature of intelligence, the learning process, attention and interest, individual differences, personality development etc. should be studied under this paper. A knowledge of elementary statistics such as mean,
median, mode, frequency distribution, graphical representation of data, correlation etc. is indispensable for a teacher of to-day to interpret the results of scholastic and other tests.

**Indian Education and School Organization including Hygiene:**
Although a detailed study of the history of education is not necessary for a teacher-in-training, the teacher is supposed to know the present educational system and the history of its development for a critical appreciation of the educational system of the country. The teachers should also know about the organization of different schools in the country and a knowledge of the principles of time-table construction, management of extra-curricular activities in schools, the need and use of audio-visual aids, diagnosis of the common ailments of children will help a teacher in the solution of his day-to-day problems in the school. All these should find a suitable place in this paper.

**Methods of Teaching any two School Subjects:** Every teacher-in-training should be acquainted with the different methods and approaches of teaching the two subjects he had selected as his method subjects and which he had studied in his degree course. The trainee must be able to apply these methods during his practice teaching.
Apart from the theoretical studies, the trainee should get some practical experience in the preparation of simple teaching aids, the organization of extra-curricular activities, construction of scholastic tests and their application, case studies, school administration, maintenance of cumulative record, cleanliness of the school building, minor repairing works relating to furniture, electricity and sanitary equipment, diagnosis of minor ailments of school children etc. For all these activities there should be a system of internal assessment. There should be an attempt on the part of the training colleges to explain the theories and the methods of teaching in actual practice.

It is not necessary for all the training colleges to follow the same syllabus. The broad outline should be prepared by the Universities in consultation with the training colleges and a training college should be at liberty to frame their detailed syllabus in conformity with the broad outlines prepared by the University concerned. The purpose of studying a subject should be clearly stated in the syllabus. A training college should also specialize in the teaching of a particular subject. For instance, one college may specialize in the teaching of music, another in craft, another in mathematics, another in physical education and so on. The same method subjects may not be taught by all the training colleges of a State.
There should be some machinery to assess the needs of different schools under the jurisdiction of a training college and the training programme should be adjustable to the needs of the locality and interests of the students.

It is relevant here to refer to the syllabus on the professional subjects prepared by the Institute of Education of the University of London for the guidance of the Colleges of Education under its jurisdiction.

THEORY OF EDUCATION

Statement on the Scope and Content of the Syllabus

Note:
The following syllabus is not intended to be comprehensive; it outlines broad categories of thinking about education and indicates the nature of the topics which may be included in the course. Colleges will make their own approach to the subject, emphasizing some aspects and developing others, as the needs and interests of their students may determine.

It would clearly be artificial and indeed undesirable if some overlap did not take place in the three papers of the examination, but this syllabus indicates the general scope of each paper.
I. PRINCIPLES OF EDUCATION

The aim of this part of the course is to introduce students to the history and development of ideas on education, and to give them a sufficient basis of knowledge to enable them to examine critically educational theory and practice and the underlying assumptions.

1. The concept of education and its aims: A critical examination of various philosophies and their influence on educational ideas and aims. The importance of values (moral, aesthetic, religious, and intellectual) and their role in education.

2. Educational Practice as developed from philosophies of education, including some study of the thought and practice of famous educators, and of the history of educational ideas.

3. Education and Democracy: The nature of democracy and the relation of the individual to democracy. An examination of such concepts as freedom, equality, authority and responsibility.

4. The School Curriculum.

5. Current educational issues and experiments.
II. EDUCATIONAL PSYCHOLOGY AND CHILD DEVELOPMENT

The aim of this part of the course is to enable students to acquire knowledge and understanding of children, and reference to psychological and educational experiment should be closely related to children in and out of school. Opportunity will be given for students to acquire specialized knowledge of the age range they intend to teach.

(1) Human development from birth to maturity with particular reference to psychological theory.

(2) Individual Differences: Heredity and environment. The effects of differences - temperament, ability, aptitude, motivation and achievement.


III. EDUCATION IN ITS SOCIAL ASPECTS

This part of the course will emphasize that children are members of a community, and that their development and the satisfaction of their needs can only be adequately viewed in the light of the groups and societies of which they are members. There is not only the contribution made by the school but also by the other social services to the welfare of children.

(1) The present educational system in England and Wales and the history of its development, including, if desired, some reference to the educational system of other countries.

(2) The social environment of children (family, school, church, club, gang, class, etc.). Problems of social behaviour.

(3) The function of the school in society: The preparation of children to take their place in an adult society and as members of the world community.

(4) The principles and practice of Health Education.18

It is not the intention of the writer to suggest that we should also follow this syllabus of the University of London. The syllabus has been reproduced to show the current changes in

the content and the scope of teacher education in the educationally advanced countries of the world.

In the suggested revised syllabus for our teacher training colleges, equal weightage has been given to theoretical studies and practical work. The total marks have been reduced from 950 to 800, four hundred marks for theoretical studies and four hundred marks for practical work. The irrelevant portion of the present syllabus has been dropped. Instead of three methods of teaching, two methods have been included. It might be necessary to prescribe only one method when the schools will be converted into the 12-year pattern if persons with post-graduate degrees are appointed to teach a particular subject.

These proposals are in conformity with the recommendations of the Committee on the revision of the B.Ed. Syllabus appointed by the Ministry of Education of the Government of India, the Bangalore Conference of Principals of Training Colleges, the University Education Commission, the Secondary Education Commission and the Education Commission.

Along with the revision of the syllabus on the lines suggested, it is necessary to change the rules and regulations of the B.T./B.Ed. examination of the two universities of the State suggested in the next chapter. For the sake of uniformity, the B.T. examination may be called the B.Ed. examination.