

Chapter XIII

THE THEORETICAL ASPECT

As indicated in the previous chapter, this chapter deals with the theoretical aspect of the training course. Theory forms an important part of the training programme. Any amount of practical training without a sound theoretical background will not prove satisfactory. Theory and practice go hand in hand and supplement one another. A proper theoretical knowledge will go a long way in establishing confidence in the teachers, especially the newly recruited ones, facilitating their study of the children and their dealings with them. We have, therefore, to see that there is ample co-ordination in the subjects offered for the theoretical preparation of the teacher under training. Secondly, the theory taught should not be deprived of its practical significance, because in such a case it will be forgotten as soon as the trainees leave the portals of the training college. Thirdly, attempts should be made to maintain a balance between the different aspects of knowledge that is required for an efficient teacher.

Hence, the discussion that follows will centre round factors relating to the subjects to be included, the essential requirements of teachers, facilities to be provided for the development of the theoretical knowledge and the records to be

maintained by the trainees.

1. Subjects to be included.-

In the light of the above factors, let us consider the subjects that should be included in a satisfactory course of study for teacher education. Before arriving at a decision, let us also see what suggestions have the training colleges to offer in this regard. The following table will throw light on this aspect.

Table No. 87
Subjects as Part and Full papers

Sl. No.	I t e m s	Full papers			Part papers		
		No. of Training Colleges			No. of Training Colleges		
		Trad.	Ba- sic	Total	Trad.	Ba- sic	Total
1	2	3	4	5	6	7	8
1.	Principles and Philo- sophy of Education	25	4	29	15	6	21
2.	Special Methods of Teaching	22	4	26	5	1	6
3.	Educational Psychology	17	4	21	12	1	13
4.	School Organization & Administration	12	2	14	13	4	17
5.	Current problems in Indian Education	3	1	4	16	3	19
6.	History of Indian Educa- tion	7	1	8	13	2	15
7.	Educational Measurements & Evaluation	1	-	1	10	4	14
8.	General Methods of Teach- ing	7	2	9	10	3	13
9.	School Hygiene & Health	4	1	5	10	3	13

1	2	3	4	5	6	7	8
10. History of Western Education		3	-	3	10	2	12
11. Adolescent Psychology		3	-	3	10	2	12
12. Tests and Measurements		2	-	2	10	2	12
13. Organization of Co-curricular activities		1	-	1	9	3	12
14. Vocational & Educational guidance		3	-	3	9	2	11
15. Physical Education		1	-	1	8	3	11
16. Principles & Practice of Basic Education		4	1	5	7	2	9
17. Educational Sociology		2	1	3	8	1	9
18. Child Education		2	-	2	7	2	9
19. Experimental Psychology		-	-	-	7	2	9
20. Educational Statistics		3	1	4	7	1	8
21. Educational Administration		2	1	3	7	1	8
22. Applied Psychology		1	-	1	7	1	8
23. Audio-visual Education		1	-	1	6	2	8
24. Pedagogical Drawing		1	-	1	6	2	8
25. Education of Backward children		1	-	1	5	2	7
26. Rural Education		1	-	1	5	2	7
27. Comparative Education		-	-	-	6	1	7
28. Education of Exceptional children		-	-	-	6	1	7
29. Adult Education		3	-	3	4	2	6
30. Social Psychology		1	-	1	5	1	6
31. Social Education		-	-	-	5	1	6
32. Nursery Education		2	-	2	3	1	4
33. School Library Orgn.		1	-	1	2	2	4
34. C r a f t		1	-	1	2	2	4
35. M u s i c		-	-	-	2	1	3
36. Experimental Education		5	-	5	2	-	2
37. Phonetics		-	-	-	-	1	1

The table suggests a variety of subjects to be included in the training college programme. It also reveals that the suggested subjects could be classified into three categories:

- (a) These approved as full papers by majority of the colleges.
- (b) Those considered as only part papers by Traditional and Basic Training Colleges.
- (c) The rest of the subjects.

To the first category belong subjects like Principles and Philosophy of Education, Special Methods of Teaching and Educational Psychology. Under the second category, we may consider Educational Measurements and Evaluation, History of Western Education, Adolescent Psychology, Tests and Measurements, Organization of co-curricular activities, Vocational and Educational Guidance, Physical Education, Child Education, Experimental Psychology, Applied Psychology, Audio-visual Education, Pedagogical Drawing, Education of Backward Children, Rural Education, Comparative Education, Education of exceptional children, Adult Education, Social Psychology, Social Education, Nursery Education, School Library Organization, Craft, Music and Photetics. The rest of the items may be considered under the third category.

(a) While 25, i.e. 50% of the Traditional and 4 i.e. 20% of the Basic Training Colleges consider Principles & Philosophy of Education as full papers, 15 Traditional and 6 Basic Training Colleges, i.e. 30% suggest it as part paper. Coming to

Special Methods of Teaching, it is found that 22 ie. 44% of the Traditional and 4 ie. 20% of the Basic Training Colleges consider it as full paper while only 5 ie. 10% of the Traditional and 1 ie. 5% of the Basic Training Colleges take it as part papers. From the responses to this aspect in the questionnaire, it is further revealed that while not even a single Basic Training College has suggested the subjects to be included under the Special Methods, the Traditional Training Colleges have suggested English, Hindi, Classical Indian Language, Mother Tongue, Mathematics, Science or its special branches, Social studies, Geography and History for inclusion. As regards Educational Psychology, 17 ie. 34% of the Traditional and 4 ie. 20% of the Basic Training Colleges are in favour of considering it as full paper, even though 12 ie. 24% of the Traditional and 1 ie. 5% of the Basic Training Colleges suggest it as part paper.

On the whole, it is found that a majority of both types of colleges favour Special Methods of Teaching and Educational Psychology as full papers. As regards Principles and Philosophy of Education, even though 30% of the Basic Training Colleges have suggested it as part paper, it could be considered as full paper as there are 20% of the Basic Training Colleges along with a majority of the Traditional Training Colleges in its favour as full paper.

(b) Coming to the second category, namely, those considered as only part papers, we may classify them again as (1) those considered as part papers by both types of colleges and (2) those considered as part papers by only Basic Training Colleges. Under these two categories, we may include the following subjects :

(1) Those considered as part papers by both Traditional and Basic Training Colleges.

- (a) Experimental Psychology, (b) Comparative Education
- (c) Education of Exceptional Children, (d) Social Education, (e) Music.

These are suggested by 4 to 14% of the Traditional and 5 to 10% of the Basic Training Colleges.

(2) Those considered as part papers by only Basic Training Colleges.-

- (a) Educational Measurements
- (b) History of Western Education and ~~Evaluation~~
- (c) Adolescent Psychology
- (d) Tests and Measurements
- (e) Organization of co-curricular activities
- (f) Vocational & Educational guidance
- (g) Physical Education
- (h) Child Education
- (i) Applied Psychology
- (j) Audio-visual Education
- (k) Pedagogical Drawing
- (l) Education of Backward Children
- (m) Rural Education
- (n) Adult Education
- (o) Social Psychology
- (p) Nursery Education
- (q) School Library Organization
- (r) C r a f t
- (s) Phonetics

The above subjects are indicated by 5 to 20% of the Basic Training Colleges. It may also be pointed out that Phonetics

is considered as neither part nor full paper by the Traditional Training Colleges.

(c) Under the third category, namely, the rest, a variety of subjects are indicated. These may again be classified as :

- (1) Those considered by majority of both types of colleges as part papers.
- (2) Those considered by majority of only Traditional Training Colleges as part/full papers.
- (3) Subjects with equal frequency.

As a matter of further clarification the details under each of the above categories have been found to be as follows:

1. Those considered by majority of both types of colleges as part papers :
 - (a) School organization and administration
 - (b) Current problems in Indian Education
 - (c) History of Indian Education
 - (d) General Methods of Teaching
 - (e) School Hygiene and Health
 - (f) Principles and Practice of Basic Education

These are supported by 7 to 16 ie. 14% to 32% of the Traditional and 2 to 4 ie. 10 to 20% of the Basic Training Colleges.

In view of the frequency against school organization and administration a word may not be out of place. Regarding this subject, even though 13 ie. 26% of the Traditional Training Colleges have suggested it as part paper, yet, there are 12 ie. 24% of these colleges which considered^{it} as full paper. As regards Basic Training Colleges, while 4 ie. 20% consider it

as part paper, 2 ie. 10% suggest it as full paper. From this frequency against this subject, it may be inferred that this is a subject which should find a place in the training programme and not by-passed.

2. Those considered by majority of only Traditional Training Colleges as part/full papers :

<u>Part Papers</u>	<u>Full Papers</u>
(a) Educational Sociology	(a) Experimental Education
(b) Educational statistics	
(c) Educational Administration.	

The part papers are supported by 7 to 8 ie. 14% to 16% as against 2 to 3 ie. 4% to 6% of the colleges. The full paper indicated is supported by 5 ie., 10% as against 2 ie. 4% of these colleges. Experimental Education is neither considered as part nor full paper by Basic Training Colleges.

3. Subjects with equal frequency.-

Traditional Training Colleges:

nil

Basic Training Colleges:

- (a) Educational Sociology
- (b) Educational statistics
- (c) Educational Administration.

The frequency against the above subjects is only 5%.

It is further revealed from the table that items like Commercial, Technical and Agricultural subjects, Teacher education and Educational Administration and Supervision do not find a place in the table.

Further, it is surprising to find such low support for craft even from Basic Training Colleges. The low frequency may perhaps be due to craft being considered more as a practical aspect rather than as a theoretical aspect.

In the light of the data obtained and the above discussion, it may be inferred that subjects like Principles and Philosophy of Education, Special Methods of Teaching, Educational Psychology and School Organization and Administration should find a definite place in the theoretical aspect of the training course. Other subjects indicated may either be considered as optionals or as part of some subjects mentioned above.

As regards the combination of subjects, further responses to the questionnaire reveal a variety of suggestions as indicated below :

Theory or Principles of Education includes aspects like (a) Basic Education, (b) General Methods, (c) School Organization, (d) Educational Sociology, (e) History of Indian and Western Education including current problems in Indian Education, Comparative Education, Rural Education and Great Educators.

Educational Psychology includes (a) Educational Statistics, (b) Physical and Health Education, (c) Educational Sociology, (d) Tests and Measurements, (e) Experimental Psychology, (f) General Methods of Teaching, (g) Social Psychology, (h) Education of Exceptional Children, (i) Educational

and Vocational Guidance.

Where School Organization and Administration has been considered as full paper, it is inclusive of any one of the subjects like (a) School Hygiene and Health (b) Principles of guiding and testing programme (c) General Methods of teaching (d) Educational and Vocational Guidance (e) Co-curricular activities and (f) School library organization.

Special methods of teaching includes pedagogical drawing.

The above data further reveals that while General Methods of teaching and educational sociology are considered by 3 to 6% of the Traditional Training Colleges and 5% of the Basic Training Colleges under Principles of Education, they are included under Educational Psychology by about 6% of the Traditional and 5% of the Basic Training Colleges. General methods of teaching are also considered under School Organization and administration by a couple of Traditional Training Colleges. Similarly while Physical and Health Education and Educational and Vocational Guidance are included under Educational Psychology by 5% of the Traditional Training Colleges, they are combined with school organization by 8% of the Traditional and 10% of the Basic Training Colleges.

But before arriving at a definite decision in this regard, it may not be out of place to consider some of the

essential requirements of teachers.

2. The essential requirements of teachers :

These requirements of teachers may be classified as follows :

- (a) Every teacher should have some mastery over the language in which he is to teach and should be able to express himself clearly.
- (b) He should have a grounding in the fundamental principles of the Philosophical, Sociological and Psychological aspects of education.
- (c) He should possess the necessary competence in the art of teaching.
- (d) He should possess the required competence to deal with specialised areas.

Provision will have to be made for the training in these essentials. Therefore let us elaborate a few details under each of these aspects.

(a) Language and Speech.-

Language is an instrument through which teachers both teach and educate. Unless the teacher possesses sufficient competence in reading, writing, speaking and listening, he is naturally handicapped at every turn. This competence is far from being acquired in the secondary schools and even in our degree colleges very little attention is paid towards this aspect. There are three things involved in it. Firstly he should have the capacity to understand the speeches and

writings of other people correctly. Secondly, he should be able to express himself in speech with clarity and if possible with wise humour. Thirdly, he should have the power to say and write what he means. In other words he should be able to express his thoughts precisely both in writing and speech.

This power of expressing and understanding is facilitated to a great extent by his intellectual ability and his familiarity with the material with which he deals. Therefore, it is very essential to train every student to acquire a sufficient mastery over his language so that he is able to use it as an effective instrument for educating himself as well as his future pupils. Children are sensitive to teachers' voices and unconsciously imitate their manner of speech. Hence it is very essential that this aspect is paid special attention at the training level.

(b) Philosophical, Sociological & Psychological foundations of education.-

Turning to the second essential factor, it may be made clear that the fundamental principles of education embrace a wide range of studies. There is an important purpose behind these studies so far as a teacher is concerned. They enlighten him regarding the nature of educational process, help him to appreciate their historical and social significance and finally, they make him a real teacher because the object of his teaching

is not a subject but a person.

Therefore, in view of these factors, the fundamental principles of education should include certain specific aspects. Regarding the philosophical and sociological aspects it may be said that no two cultures are based on the same belief and institutions. Each culture has its own distinctive beliefs which find an outlet in its social, political, social, economic and religious institutions. People belonging to a particular culture should have a clear insight into its dominant beliefs, attitudes and practices, for, when clearly articulated, these become the subject matter of philosophy. Philosophy and education have a very close relationship, for while philosophy attempts to articulate the beliefs of a culture, education helps to carry them out, thus promoting the process of articulation. The study of educational philosophy is all the more important under the present circumstances. All our old beliefs, traditions and values about society, morality and religion are in a process of transformation. Therefore, it is important for teachers as educational leaders in society and as interpreters of its culture to have a clear grasp of the philosophical basis of our social structure.

The course should further include some of the great classical contributors to education. This is desirable just

to impress upon the trainees and enable them to realise that they will be the trustees of a great tradition and the profession has engaged the serious attention of the minds of some of the greatest men of the past.

The trainees should also be acquainted with the history of the educational systems in general and with a more detailed picture of their own country in particular with special reference to the place that their own institution has in it. This will then be inclusive of the study of the responsibilities of their own government and local authorities and the part played by voluntary effort in developing and building up the system. In order to make this study more effective and meaningful it should be combined with the study and observation of the educational practice in the country. Also, it should be studied in close relation with the surrounding conditions and their impact on schools.

Another aspect which needs to be included as a part of the understanding of the principles of education is a study of the home circumstances of their pupils and the impact of the social services on the lives of the children and their parents. Even though this aspect is better learnt through actual observation and participation. Yet it should be supplemented with a theoretical background in order to facilitate understanding.

Instruction in the principles of education generously interpreted will afford an opportunity for the staff of the training colleges to explain and stress the duties of a citizen and to equip the teacher in his turn to act in a similar manner. But this does not mean that specific instruction in these duties should form a separate and compulsory subject for every trainee.

Further, it may also be pointed out that general pedagogical principles underlying teaching are essential to all the teachers and hence they should be equipped with them. In view of the stress on social and physical environments in modern education, we should also include methods of exploiting natural and social environments for educational purposes.

Coming to the psychological principles of education, it is seen that much abstract and irrelevant aspects are taught which have little bearing on the every day problems of children or on the needs of contemporary society. The result is that when once the trainees leave the portals of the college, much of the knowledge that is imparted is soon forgotten. Unless the academic psychology is replaced by functional psychology, the introduction of the psychological aspects of education will have little meaning.

There are certain aspects which need to find a place and an important place too. These should cover as vast a field as possible comprising of all the necessary knowledge pertaining to social psychology, experimental psychology, educational statistics, tests and measurements and evaluation. Teachers should be encouraged to make a thorough study of the child, his growth, behaviour, social and emotional developments and his interests, aptitudes and needs. This study must be related to the student's personal experience and observation of children. Therefore, it must have an intimate connection with their school practice. These concepts should be combined with the results of biological and sociological studies also, for the former will help to realise that the child is a human organism while the latter give a picture of the child in the community and the various factors that influence his growth. These will further help in realising that the psychological studies of child behaviour and growth have to be related to our pattern of living.

Another important factor to be considered with regard to the content of this aspect is that it should be determined from the point of view of the needs of the teachers. Psychology should be useful to him in his teaching work. This is more important than the academic principles of psychology.

In view of the present system of education and from the point of view of the needs of the teachers, this aspect should also include topics like psychology of learning through productive activities, psychology of crafts, psychology of co-operation and psychology of productive work.

Physical development of the children is another important aspect which goes hand in hand with mental development. Hence, the teacher trainee should be equipped with the necessary knowledge in this regard. The physiological aspect should cover the health, hygiene and physical education of children including the organization of co-curricular activities.

(c) Competence in the art of teaching.-

The theory of education should cover much of the art of teaching, for this will equip the trainees with a background for their practical experience in the actual field. In order that the teachers are fully confident of the job that they undertake, mastery of the subject matter is also essential.

With the development of psychological and educational theory, modern educationists have realised the importance and educational value of arts and crafts and their place in the school curriculum. In our own country, the impact of Basic education has provided additional strength to these aspects so much so that they now occupy a significant place in our elementary and secondary schools. The training colleges can

no more ignore these aspects. Secondly, these are not introduced in our schools as mere skill subjects. Besides the skill, stress is also laid on their educational significance. Thirdly, they are not merely optional subjects in schools. They do occupy an important and central place. Under these circumstances, it becomes necessary for the training colleges to equip their trainees with the required theoretical as well as practical knowledge connected with it.

1. No. of special methods to be selected.-

Our secondary education has expanded to a very great extent. After the necessary training, every teacher should be able to handle any class and any aspect. But still, in order to give his best and to be able to devote as much attention as possible, in the interest of the children and in the interest of the trainees themselves, it becomes essential to specialize in certain definite aspects. The duration of time is also another factor which has to be taken into consideration. Therefore, restricting to a definite number of fields becomes necessary. Some of the training colleges have put forth their views regarding the number of special methods that the trainees should select during their training period.

Table No. 88

No. of Special Methods to be selected by a trainee.

No. of Special Methods	No. of Training Colleges		
	Traditional	Basic	Total
2	35	12	47
3	6	-	6

According to the table 70% of the Traditional and 60% of the Basic Training Colleges insist on two methods while 12% of the Traditional Training Colleges feel that these methods should be selected. One college, according to the responses to the questionnaire, has also pointed out that out of the two methods, one method should be of the academic subject while the other should be craft. When we consider the different types of secondary schools and the variety of subjects introduced into the secondary field, we need teachers who would be able to deal with as many aspects as possible. But in view of the time factor this will not be practicable. Under these circumstances, it may be suggested that the trainees may specialize in three aspects instead of two as suggested by the majority of the colleges. These three aspects may be decided in the light of the vocational bias stressed at the secondary level and the curriculum suggested by the Secondary Education Commission for the secondary stage of education (Page 86-88).

Accordingly, one of the aspects could be the method of teaching craft. As regards the number of crafts, in view of efficiency and time factor, and as revealed by the majority of responses to the questionnaire, the trainees may select any one craft out of the provision made by the college.

As regards the other two aspects, it may be pointed out that the training college should be able to guide the trainees in almost all the fields that are introduced in the secondary schools. This means that the scope of this should be considerably widened. Under this, we could choose the fields according to the suggestions of the Secondary Education Commission and hence group the subjects not as suggested on Page 376 but as follows :

- | | |
|------------------------|-----------------------|
| 1. Languages | 2. Humanities |
| 3. Sciences | 4. Technical Subjects |
| 5. Commercial subjects | 6. Fine Arts |
| 7. Home Science | |

In view of the discussion on Page 382 , languages may form one of the compulsory methods for all and the trainees may select only one language under this group as selection of two languages does not serve any practical purpose of the schools.

The third compulsory method may be one of the remaining six items. The subjects under each of these groups will be the same as suggested by the Secondary Education Commission. As regards the number of subjects to be selected under each group, it may be suggested as three in accordance with the Commission's Suggestion.

As pedagogical drawing is an important part of teaching, this may be included under all aspects of special methods of teaching.

2. Conditions for selecting the special methods.-

The choice of special methods leads to another interesting aspect. How should the trainees be allowed to select the various methods? Should there be any conditions for their selection or should a free choice be allowed? If the trainees are to be on surer grounds and if they are to derive the maximum benefit, it becomes necessary to impose certain minimum restrictions. The following are some of the conditions suggested by some of the training colleges.

Table No. 89
Qualifications & experience for selecting the
special methods.

Sl.No.	Suggestions	No. of Training Colleges		
		Traditional	Basic	Total
1.	Graduation	27	6	33
2.	School experience in teaching the subject	20	2	22
3.	Intermediate pass in subjects of special methods	7	2	9
4.	50% of marks in the Degree Exam. in English for choosing that method	4	1	5
5.	Success in the subject knowledge test of the S.S.L.C. level for persons who have not studied that subject at the collegiate level.	1	-	1

From the table it is found, that two kinds of restrictions are outstanding namely, collegiate experience and teaching experience in the subject. 54% of Traditional and 30% of the Basic Training Colleges feel that in order to choose the subjects, one should have a degree in the subject while 14% of Traditional and 10% of Basic Training Colleges restrict it to intermediate level. 40% of Traditional and 10% of Basic Training Colleges feel the need for teaching experience in the subject. The fourth suggestion offered by 8% of the Traditional and 5% of the Basic Training Colleges is confined to

one particular method, namely English. This restriction might have been suggested perhaps in view of English being a foreign language. But sufficient competence is necessary to teach any language and this competence does not depend on certain percentage of marks in the subject alone.

Only one college of the Traditional type has suggested that a subject knowledge test should be administered at the beginning to those who did not have any collegiate experience in the subject. This implies that the candidates may be allowed to choose a subject even without having taken it at the collegiate level. This suggestion might have been put forth in view of a large number of teachers teaching in schools subjects for which they did not have sufficient collegiate background but still have gained sufficient insight into the subject in view of their school experience. However, in these days of specialization, merely to depend on experience without a strong foundation in the field may not seem very sound. If this is supplemented by school experience it is all the better.

Since admission into the training colleges is not restricted and is open to all kinds of graduates, to impose a restriction that they should have collegiate experience, preferably a degree, in the subject will not be unfair. But in view of some of the subjects introduced such as technical subject, craft,

fine arts etc., a degree or a diploma in the subject may be demanded.

In some cases, experience of teaching the subject in schools may also be stressed. As per the data collected in this regard, some of the colleges have even suggested that this experience should be for a period of 100 days to 3 years. If it is a matter of experience, it is better to insist on a minimum of one year for it is only then that the trainee will have some idea about the subject.

Therefore, in the interests of the children and in view of doing full justice to the job, the candidate selecting the subject should have :

- (1) sufficient collegiate experience - either a degree or a diploma according to the subject selected,
- (2) and school experience in the subject - a minimum of one year.

As regards the second condition, while it may be preferable in all cases, it should be insisted upon in the case of those having only intermediate level qualification and diploma holders in the subject.

(d) Competence in specialised areas.-

The next important aspect pertains to making provision for areas of specialization in the training college programme.

There are various specialized fields which demand specialized study. In view of tremendous development in various branches of knowledge, the need for specialization is greatly felt. Therefore, in addition to the other aspects, provision should also be made for undertaking a study of one's choice. This study will differ from trainee to trainee according to his interest and tastes. Such a provision will serve two purposes. On the one hand, it will satisfy the interests and aptitudes of the trainee while on the other hand, it provides the necessary personnel for ~~one~~ schools and administration. Subjects under this category may, therefore, be treated as compulsory optionals.

The question now arises as to how many subjects under this should be chosen by a trainee during the training period. The following table will throw light on the views of the training colleges in this regard.

Table No.90
No. of Optional Subjects to be selected

Suggestions	<u>No. of Training Colleges</u>		
	Traditional	Basic	Total
1	20	3	23
2	2	-	2

From the table it is revealed that 40% of the Traditional and 15% of the Basic Training Colleges are in favour of only one subject. Only a couple of Traditional Training Colleges suggest two subjects.

Taking into consideration the duration of the training period and the other aspects of the training programme, we may agree with the majority opinion and can allow only one subject for a trainee. More than this will hamper the work in other directions.

With regard to the subjects that should be included under this, it may be pointed out that this should provide as vast a scope as possible, of course, with due regard to the limitations of the training college and the needs of the educational world. This aspect may embrace most of the subjects indicated in Table No. 87, on page 373 and also those under special methods (of course not selected by the candidate). Also, teacher education and educational administration and supervision in modern times are becoming specialized areas. Hence, they should also be considered as optionals.

In the light of the responses from the training colleges and in view of the above discussion the following may be suggested as the course in theory.

(A) Principles and Philosophy of Education including:

- | | | |
|--|---|--------------|
| (a) Principles and Philosophy of Basic Education, History of Educational systems including our own; contributions of great educators; educational sociology including the study of the impact of the home and social services on children. | } | One
Paper |
| (b) General Methods including the study of the method of exploiting the social and physical environments. | | |
| (c) School Organization and administration including the observation of the educational practice in the country. | | |

(B) Educational Psychology including:

- | | | |
|--|---|--------------|
| (a) Study of the child-growth, behaviour, social & emotional development, interests & needs etc., Social psychology, experimental psychology; educational statistics; tests and measurements and evaluation. | } | One
Paper |
| (b) Psychology of teaching; psychology of craft; psychology of productive work; learning through productive activities; psychology of co-operation. | | |
| (c) Educational & Vocational Guidance. | | |
| (d) Physical & health education including organization of co-curricular activities | | |

(C) Special Methods of Teaching including pedagogical drawing:

- | | | |
|------------------|----|-----------|
| (1) One craft | .. | One paper |
| (2) One language | .. | One paper |

- (3) Any three subjects out of one of the following:

(a) Humanities	}	One paper
(b) Sciences		
(c) Technical subjects		
(d) Commercial subjects		
(e) Fine Arts		
(f) Home Science		

(D) Optionals - Only one One paper

This means that the course in theory will consist of six papers in all. According to the responses to this aspect in the questionnaire, the majority of the training colleges (ie. 64% of the Traditional and 30% of the Basic type) have suggested 5 papers. But in view of the expansion of the knowledge, changing educational programme at the secondary level, in the light of the discussion^{on} theory and the suggestion for an increase in the number of special methods, to have six papers instead of five would facilitate a more thorough preparation for the profession and also would result in better assessment of the trainees.

This will naturally lead us to the duration of time for each paper and the following are the views of some of the training colleges in this regard.

Table No.91
Duration of time for each paper

Duration	No. of Training Colleges		
	Traditional	Basic	Total
3 hours	32	6	38
2½ hours	6	1	7
2 hours	7	1	8

According to the table, the majority of the training colleges (ie. 64% of the Traditional and 30% of the Basic type) are in favour of 3 hours for each paper. Only 12 to 14% of the Traditional and 5% of the Basic Training Colleges suggest 2 or 2½ hours. This suggestion according to the responses, is offered only for methods and optionals and not for other papers. For the rest, they also suggest 3 hours.

Since all the papers are of equal importance, equal duration would facilitate an equally thorough assessment in the subjects. Moreover, this would also introduce a sort of uniformity. If 3 hours duration is accepted, it may be suggested that there should be only one paper a day and not two papers.

3. Facilities for the advancement of theoretical knowledge.-

Merely imparting of knowledge in certain fields will not provide efficient theoretical background. Sufficient facilities should be created whereby the knowledge gained is utilized for gaining further knowledge and for retaining what is already gained. These facilities are of two kinds.—One pertaining to the provision of necessary equipments for developing the theoretical knowledge and the other pertains to provision of certain activities. As regards the first category, every training college should be provided with at least the minimum facilities. According to the responses from the training

colleges, the following may be considered as the minimum facilities.

- (a) A well-equipped and well organised library with all modern and latest publications.
- (b) A separate reading room.
- (c) A library period in the time-table.
- (d) Educational magazines and journals.
- (e) Well-equipped subject laboratories.
- (f) A good museum.
- (g) A good craft section.
- (h) A good art section.

To the above list we may also add that there should be well equipped workshops for technical subjects, that the library should have a reference section and that the reading room should be separate for staff and the students.

Under the second category of facilities, namely, provision of certain activities, the following items are suggested by the various training colleges.

Table No. 92
Suggestions for the advancement of theoretical knowledge.

S.No.	I t e m s	<u>No. of training colleges</u>		
		Traditional	Basic	Total
1.	Lectures	29	6	35
2.	Tutorial groups	28	6	34
3.	Seminars	26	6	32

S.No.	I t e m s	No. of training colleges		
		Traditional	Basic	Total
4.	Study circles	20	6	26
5.	Symposia	20	6	26
6.	Books, fairs & exhibitions	19	5	24
7.	Inter-training colleges Students' meet.	19	5	24
8.	Organization of how to study weeks.	19	4	23
9.	Subject union meetings	19	4	23
10.	Contribution of articles to magazines.	17	6	23
11.	Debates and panel discussions	16	6	22
12.	Educational forum.	8	2	10

With the exception of the last item, namely, educational forum, all the other eleven items are supported by more than 34% of the Traditional and 20% of the Basic Training Colleges. Also, the first four items, namely, lectures, tutorial groups, seminars, study circles and the ninth item ie. subject union meetings may be organised by the concerned members of the staff as part of their routine programme and the rest of the items such as debates, discussions, symposia, organization of how to study weeks, book exhibitions, contribution of articles to magazines, inter-colleges meet, and educational forum, could be organised as part of co-curricular programme of the college.

It may be pointed out here that in the interest of both the training programmes and the development of the trainees, sufficient scope should be provided for these activities which should form a part of the actual training programme. The main aim of organizing these activities should be to provide scope for the trainees to express themselves freely on educational problems and thus exchange views on various topics of interest. This will not only enlarge their outlook and knowledge but motivate them for further and deeper study of the problems. If these activities are considered as an essential part of the training programme, it should not be difficult to organize them in every training college.

4. Records to be maintained by the trainees.-

The various activities suggested will lead to the maintenance of a certain number of records. Every training colleges should insist on the maintenance of records of all activities, undertaken by the trainees whether individually or jointly. This will not only provide them with the record of work done but train them in the method of maintaining the various records. They will also help the staff to assess the work of the trainees and to overcome their deficiencies in progressing further. It also facilitates the staff to improve upon their work. The following are some of the items of

records suggested by the training colleges.

Table No. 93
Records of work in theory

S.No.	Suggestions	No. of training colleges		
		Traditional	Basic	Total
1.	Essay writing or assignments	23	4	27
2.	Term Papers	18	3	21
3.	Tutorial work record.	18	3	21
4.	Class tests.	17	3	20
5.	Record of self-study.	16	3	19
6.	Record of lectures attended.	13	3	16
7.	Class discussion record.	13	3	16
8.	Laboratory work record.	11	5	16
9.	Reports of the various experiments conducted.	10	6	16
10.	Album of educational news cuttings	11	2	13
11.	Record of project work.	9	4	13
12.	D i a r i e s.	10	2	12
13.	Group work records.	10	2	12
14.	Log book	7	3	10
15.	Book reviews.	3	2	5
16.	Scrap book	3	2	5

In all, 16 items of records are suggested by the training colleges. Some of the records such as record of lectures and class discussions suggested by 20% of the Traditional and 15% of the Basic Training Colleges indicate the work of the members of the staff undertaken for the benefit of the trainees. Items

like essay-writing or assignment, term papers, tutorial work record and class tests suggested by 34 to 46% of the Traditional and 15 to 20% of the Basic Training Colleges indicate the extent of progress attained by the trainees in various fields and thus help the staff in the further guidance of the trainees. Record of self-study suggested by 32% of the Traditional and 6% of the Basic Training Colleges and book-reviews put forth by 6% of the Traditional and 10% of the Basic Training Colleges may be considered under library work record. 20 to 22% of the Traditional and 10 to 25% of the Basic Training Colleges have suggested laboratory work record and reports of work done, experiments conducted or projects undertaken. These may be considered as records of practical work in relation to various aspects of the training programme. Album of educational news cuttings, diaries, log book and scrap book suggested by 6 to 22% of the Traditional and 10 to 15% of the Basic Training Colleges may be classified as records for personal information.

Thus, the items of records indicated by the training colleges may be classified as :

- (a) Class work record, (b) Progress record,
- (c) Library work record, (d) Practical work record and
- (e) Personal records.

Whatever might be the type of records insisted upon by the training colleges, it may be pointed out here that there should be a systematic maintenance of the same on the part of

the trainees. Secondly, there should be a regular evaluation of these records on the part of the staff. Without these, the very purpose of these records will be negatived.

It may be pointed out here that some of the facilities and items of records suggested in this chapter may find repetition in subsequent chapters. This is but natural as one aspect is closely related to another. But the items repeated should be considered in relation to the topic under discussion.

Thus this chapter deals with a definite theoretical programme ^{for} of the training colleges. For theory to become effective, it should be tested on the hard rock of practicability. Hence, in the next and the following chapters a detailed discussion will be held on the practical aspect of the training programme. In the chapter that follows immediately, the school teaching experience of the trainees will be considered.