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ORGANISATION, MANAGEMENT AND PHYSICAL FACILITIES

"The training college teachers have not been contributing much to the educational thinking in the country; the general directions, coming either from the Government or persons without pedagogical training, are accepted uncritically. Lack of laboratory facilities and teaching equipment is another factor which discourages the members of the staff to take research projects. Very few institutions have got well-qualified staff and some record of research publication"

- "Study team of the Planning
 Commission on Teacher Training"
 (Fourth Plan)

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the current common emergent picture of the physical facilities of the B.Ed. Colleges of Gujarat. The dimensions that will be discussed are :

- Location and planning;
- Leadership and its motivating factor;
- Management : Composition and policy-making;
- Physical Facilities : College building and internal organisation, playground facilities, hostels, etc;
- Equipment and furniture; and
- Admission procedures.

An attempt will also be made to evaluate the adequacy and effectiveness of the general equipment of Gujarat's B.Ed. Colleges as they are today.

4.2 LOCATION AND PLANNING

In July 1972, there were 40 colleges of education for graduate secondary school teachers in Gujarat. Table 4.1 shows the districts, talukas and the actual places where these colleges are at present located.



LEGEND.

- SERIAL NO. INDICATES THE LOCATION OF EACH COLLEGE OF EDUCATION
- () FIGURES IN BRACKET SHOWS THE NUMBER OF COLLEGES LOCATED IN THE CITY.

LOCATION OF COLLEGES OF EDUCATION IN GUJARAT STATE

Table 4.1

Location of Colleges of Education in Gujarat
(June 1972)

Sr. No.	District	Total No. of Coll- of Ed.	Taluka in which the College located	Population of the Taluka	Actual place of Location	The Character of the College of Education
1.	Ahmedabad	11	Ahmedabad City (11)	1,803,035	Ahmedabad City	Urban
2.	Banaskantha	1	Palanpur	288,944	Palanpur	Semi-urban
3.	Vadodara	3	Vadodara City (2) Dabhoi	467,487 145,160	Vadodara City Dabhoi	Semi-urban
4.	Bhavnagar	2	Bhavnagar Palitana	225,974 105,874	Bhavnagar Setrunja	Semi-urban Urban
5.	Bharuch	1	Nadod	148,294	Rajpipla	Urban
6.	Valsad	1	Gandevi	159,483	Bilimora	Urban
7.	Jamnagar	2	Okha Mandal Jamnagar	76,803 360,133	Dwarka Aliabada	Urban Rural
8.	Junagadh	2	Mangrol Porbunder	107,268 225,524	Mangrol Porbunder	Urban Urban
9.	Kheda	7	Anand (3) Borsad Mehmedabad Petlad Khambhat	399,076 301,054 173,152 256,693 221,139	Anand & Vidya- Borsad -nagar Kheda Petlad Khambhat	Urban and * Semi-urban Semi-urban Semi-urban Semi-urban
10.	Kutch	1	Mundra	57,079	Mundra	Rural
11.	Mehsana	3	Mehsana Patan Visnagar	246,212 254,117 160,729	Mehsana Patan Visnagar	Urban Urban Urban
12.	Panchmahals	1	Godhra	269,357	Godhra	Urban
13.	Rajkot	1	Rajkot	392,084	Rajkot	Urban
14.	Sabarkantha	2	Idar Modasa	194,364 153,409	Darmali Modasa	Rural Semi-urban
15.	Surat	2	Chorasi Valod	654,827 51,999	Surat Vedachhi	Urban Rural

* Semi-urban

The Table 4.1 reveals several interesting facts about the location and planning of colleges of education in Gujarat. Firstly, there seem to be no planned efforts of expanding teacher education facilities in Gujarat State - the colleges of education have sprung up at places, at the time and at the speed which do not reflect any pre-thinking on balanced development and safeguard of standards of quality. Secondly, they are unevenly distributed among the districts of the State. One-fourth of the total number of colleges are in Ahmedabad City alone; the Kheda District has 17.5 per cent of these colleges in it; some districts like Vadodara and Mehsana have each 3 colleges; some like Sabarkantha, Bhavnagar, Jamnagar and Junagadh have each 2 colleges and there are other six districts which have each only one college; and districts like Surendranagar, Amreli, Dangs and Gandhinagar have no college of education at all. Thirdly, most of these colleges - 67.6 per cent are located in cities, 20.0 per cent in semi-urban areas and only 2.5 per cent in rural areas. Thus, the B.Ed. college in Gujarat, as in most other States of India, is an urban institution. Fourthly, some colleges have come up in areas that have a small size population - around 50,000. Lastly, neither the universities nor the State Government seem to have been effective in controlling the establishment of small uneconomical and inefficient B.Ed. colleges.

Size

Another dimension of the planning aspect of the colleges of education is their size in terms of the total intake capacity. In Gujarat, when a new teachers' college is recognised for affiliation by a University, it usually sanctions a strength of about 60 for it, and gradually it permits extension upto 100 or so. In 1965, the Gujarat Government offered a per capita grant of Rs. 50 for additional enrolment in colleges of education. Therefore, most of the colleges that were in position in 1965 raised their enrolment beyond 100 upto 200 or 250. Table 4.2 gives the distribution of the enrolment of the colleges of education in Gujarat as was the case in 1972.

Table 4.2

Size of Enrolment in Colleges of Education in
Gujarat in 1972

Range	No. of Colleges	Percentage
255 - 205	3	7.5
204 - 155	2	5.0
154 - 104	10	25.0
103 - 64	11	27.5
Below 64	14	35.0
Total	40	100.0

The mean strength of the colleges of education in Gujarat is 93.17. This would mean that a college of education in Gujarat is badly planned or not planned at all. It is rather to be too small to be economically viable and academically effective. The recent trend in many countries is to set up a smaller number (where a large number is economically not feasible) but larger sized teacher education institutions. The recent study of Virbala Patel of the colleges of education in England and Wales shows that the majority of the colleges have at least 750 students in each of them (3). The Robbins Committee of Britain on Higher Education had also favoured larger sized training colleges in the country.

"We refer to the future supply of teachers and recommended that by 1980 the number of students in the colleges should increase from the present total of about 50,000 to about 130,000. This would enable the average size of the college to be raised well beyond the 1970 figures. We appreciate that there are a good number of colleges that could never grow beyond a modest size; but we are convinced that in the long term a college with less than 500 students should be regarded as exceptional. Indeed such a development is essential if the total number of colleges is to be kept to a reasonable figure and if the colleges' claim to a higher status is to be made good".(4)

In the United States of America, a number of University Schools of Education have more than ^a thousand students, and this is true also of a good many teachers' colleges in that country.(5)

Brian Holmes, in his one of the comparative studies on teacher education, observes "many pedagogical Institutes in the U.S.S.R. huge, enrolling many thousands of students and hundreds of

staff.(6) Dongre puts the average size of a teachers' college in West Germany at 300 to 500 (7). The teachers' colleges in Canada are fast approaching the American Schools and colleges of education in size of their enrolment.(8)

In Asian and African countries training colleges are smaller in size than their counterpart in Europe and America. In Asian countries, the recent trend is towards increasing the size of a teachers' college. In Philippines, as gathered by the Investigator from an Interview with Principal M.M. Chokshi who recently returned from Philippines after one year's graduate study in education there, the average size of a teachers' college in Philippines is 500 .(9) The University College of Cape Coast in Ghana had 238 students in the final year.(10) African countries recently favour a size of 500 or so.(11) Professor M.S. Patel, UNESCO Expert on Teacher Education currently stationed in Quezon City, Philippines, makes some significant observations and suggestions on the desirable size of secondary teachers' colleges of Asia.

"Small training colleges with an enrolment of a hundred or a little more are uneconomical and far from being most efficient. A college of education should have facilities for enrolling a thousand or more student teachers after secondary school graduation. It should be organised as an autonomous institution with a president or rector as its executive head and a number of faculties of general, academic and professional disciplines with deans as their heads. Each faculty should comprise a number of departments with heads or chairmen. The division of the institutions should aim at its smooth and efficient working, but the approach to teaching should be inter-disciplinary".(12)

In India, the average size of enrolment in a secondary teachers' college in 1964 was around 93 (13). In 1966, a study revealed that "approximately one-third have a student enrolment between 101 and 150, another one-third enrol more than 150 students".(14) The COOP Team had subsequently conducted a sample survey of 50 colleges of education in India. It had found that 49 per cent of these institutions "did not have sufficient strength equal to their admission capacity".(15)

The burden of the discussion is that ^{the} secondary teachers' colleges in India in general and in Gujarat in particular are quite small in size. As Professor M.S. Patel has rightly observed, such small training colleges are 'uneconomical and far from being most efficient'. In order that their claim to a higher status is to be made good, their size should be, as recommended by the Robbins Committee of England, raised effectively. The Mysore Study Group on Teacher Education that met at Vadodara in 1964 had recommended a size of 300 enrolment in the B.Ed. classes.(16) This can only be accomplished if some of the small sized colleges in some districts which are served by more than one teachers' college are amalgamated. The Gujarat State Government can force such shifting and reorganisation through its grant-in-aid policy to private B.Ed. Colleges, and expanding the G.B.T.C., Rajpipla in a full fledged College of Education with at least 200 to 300 intake.

Table 4.3 shows from which districts each college of education draws its strength. The data are from the case studies of the sixteen colleges done in 1972.

The Table shows that all colleges excepting the college of education at Khambhat have one main feeder district. The reason for the college at Khambhat being the exception probably is that the Kheda District, to which the college at Khambhat belongs has seven colleges of education. The Khambhat College, even then, has the highest number of students from the Kheda District, the next best Valsad, and Surat, and Bharuch Districts coming next to it respectively.

The Bharuch district has no B.Ed. college but it has one G.B.T.C. College at Rajpipla with an intake capacity of around 40 students. The Rajpipla College cannot meet the needs of the whole of the Bharuch district in respect of secondary teachers' training. Its teachers can go to Vadodara or to Surat for their training. Most of them prefer to go to Vadodara because of the great reputation of the M.S. University of Baroda and ^{also because} ~~further~~ that the Faculty of Education and Psychology at Baroda is located near the railway station and the railway trains from Bharuch to Vadodara are more conveniently

timed than those from Bharuch to Surat where the college of education is situated at the distance of more than five miles. At the Faculty of Education and Psychology, Baroda, there has been heavy rush of students for admission - in the last five years the number of students who seek admission has increased from two and a half times to five times the sanctioned strength of 115 in it. Consequently, the untrained teachers of the Bharuch district could not all be absorbed at Baroda. They have to try at all other colleges where they can get admission - Khambhat, Vidyanagar, Petlad, Surat, Ahmedabad, Modasa, etc. There seems to be no planning for training graduate teachers of the Bharuch district.

In 1972, Shri Rang Shikshan Mahavidyalaya at Bilimora had nearly 80 per cent of its students drawn from the Valsad district. But it could not take in all the teachers from the Valsad district. Nearly half of its teachers had to seek admission elsewhere - at Surat, Khambhat, Petlad, Vidyanagar, Ahmedabad, etc. The college at Surat could absorb only about 70 per cent of the candidates from the Surat district; the Faculty of Education and Psychology at Baroda could absorb about 74 per cent from the Baroda district, the college at Godhra about 70 per cent from the Panchmahals district; the college at Modasa about 68 per cent from the Sabarkantha district; the college at Patan about 50 per cent from the Mehsana district; the college at Bhavnagar about 80 per cent from the Bhavnagar district; the college at Porbunder about

72.5 per cent from the Junagadh district; the college at Mundra about 91.0 per cent from the Kutch district; the college at Aliabada about 72.5 per cent from the Jamnagar district; the same must be true for the college at Rajkot. It is clear that so far as the provision of the training of secondary graduate teachers is concerned, certain districts like Bharuch, Surendranagar, Amreli, Gandhinagar and Dangs are not happily placed. The needs of the Gandhinagar and the Dang districts are yet to grow. But Bharuch, Amreli and Surendranagar districts will have to plan for establishing graduate teachers' colleges in light of the fact that in the Bharuch district, Amreli and Surendranagar districts in 1970-71, the percentage of trained high school teachers ^{was} ~~were~~ 82.5, 79.9 and 71.5 respectively (1) and that in the year 1980-81 additional enrolment of 0.57 lakh, 0.29 lakh and 0.60 lakh respectively of children will have to be made at the lower secondary stage in them (2) and a sizable additional enrolment at upper secondary stage will be taking place in the Fifth and Sixth Plan periods.

The Table further shows that some colleges of education serve the needs of not one district but two districts. Of course, in that case the second district is not so well-served as the first district. For instance, the college at Porbunder serves the needs of the Junagadh district mainly but of the Rajkot district (17.7 per cent) subordinately; the college

at Surat principally of the Surat district and the next best of the Valsad district (10.4 per cent); the college at Bhavnagar mainly of the Bhavnagar district and then of the Amreli district (12.8 per cent); the college at Khambhat mainly of the Kheda district and then of the Valsad district (23.08 per cent); the college at Mundra of the Kutch district and then of the Rajkot district (23.7 per cent); S.T.T.C. College, Ahmedabad of the Ahmedabad district and then of the Surendranagar district (11.4 per cent); the Faculty ~~at~~ Baroda of the Baroda district and ^{then} of the Bharuch district (14.2 per cent); the college at Modasa of the Sabarkantha district and then of the Baroda district (12.0 per cent); the college at Aliabada of the Jamnagar district and then of the Rajkot district (13.9 per cent); and A.G. Teachers' College at Ahmedabad of Ahmedabad City and ^{then of the} Mehsana District (17.4 per cent).

The planning of the colleges of education has another dimension in Gujarat. All student-teachers of the colleges of education are not resident or local students. In the case studies of the sixteen colleges of education, the mean percentage of local students was found to be 62.75 and that of the students who daily travel by bus, train or other modes of transport from round-about areas are 37.25. Table 4.4 gives the details of this fact college-wise.

Table 4.4

Local and Outside Students who daily come and go in Colleges
of Education
(1972)

Sr. No.	The Place of College of Education	No. of local resident students	Percen- tage of (3)	No. of students who daily come and go from outside	Percen- tage of (5)
1	2	3	4	5	6
1.	Porbunder	90	100.00	-	-
2.	Surat	69	60.00	46	40.00
3.	Patan	43	65.39	23	34.61
4.	Bhavnagar	44	62.86	26	37.14
5.	Khambhat	74	71.16	30	28.84
6.	Mundra	80	100.00	-	-
7.	Ahmedabad (S.T.T.C)	31	39.24	48	60.76
8.	Godhra	60	53.26	43	41.74
9.	Petlad	50	47.17	56	52.83
10.	Ahmedabad (Prakash)	52	36.67	8	13.33
11.	Vadodara	75	48.39	80	51.61
12.	Bilimora	31	29.81	73	70.19
13.	Vidyanagar (M.B.Patel)	85	59.86	57	40.14
14.	Modasa	63	63.00	37	37.00
15.	Aliabada	30	51.73	28	48.27
16.	Ahmedabad (A.G.Teachers')	52	60.47	34	39.53

It will be seen from Table 4.4 that only at Porbunder and Mundra, the teacher trainees are mostly local or resident students. At all other places, the percentage of trainees who travel from surrounding towns or villages ranges from 13.33 per cent in Prakash College at Ahmedabad to 70.19 per cent in the Shri Rang College of Education at Bilimora, the mean percentage being 37.25. Thus, it could be observed that, by and large, 4 out of every 10 B.Ed. student-teachers daily travel by bus, train or other modes of transport to attend their teacher education college classes and participate in the training programme. This fact is very important for the location of a college of education at each centre. It should be either near the railway station, on the local bus-stop road or on or near a bus-stop on State or National highway. Considering from this angle, the location of the colleges of education included in the Case Study is far from being satisfactory. Table 4.5 gives the location of 19 colleges of education (i.e. 3 more than those included in the Case Study) in terms of distance from the railway station, the S.T. Bus stand on the highway and from the local town or city. In this respect, the colleges in Ahmedabad City, Surat, Porbunder, Khambhat, Bilimora and Vidyanagar are not quite happily located. The best located colleges are at Baroda, Visnagar and fairly located ones are at Modasa, Petlad, Aliabada. The range of distance from the railway station is from $1/8$ K.M. to 10 K.M. with a mean of 3.4 K.M., from the S.T. Bus Stop $1/8$ K.M. to 6 K.M.

Table 4.5

Location of the College in terms of Distance from Railway Station, S.T. Bus Stand and from the City

Sr. No.	Name of the College	Distance from Railway Station	Distance from S.T. Bus Stand on High Way	Distance from Main City
		Km.	Km.	Km.
1.	Faculty of Education, Vadodara	1/8	1/8	1/8
2.	College of Education, Modasa	No Rly.St.	1/2	1/2
3.	College of Education, Mundra	-	1/2	1/2
4.	College of Education, Petlad	1	1	1/2
5.	College of Education, Khambhat	3	3	3
6.	S.T.T. College, Ahmedabad	8	5	4
7.	Prakash College, Ahmedabad	10	6	5
8.	A.G.Teachers' College, Ahmedabad	6	3	2
9.	College of Education, Surat	6	3	3
10.	College of Education, Bilimora	3	3	3
11.	C.N.G.B.T.C., Ahmedabad	6	6	2
12.	Bhavnagar	2	2	Heart of the City
13.	D.G. College, Aliabada	1	1	10
14.	R.B. Sagar, Ahmedabad	8	6	5
15.	Vivekanand, Ahmedabad	1	1/8	1/8
16.	Vidyanagar	2	1	6
17.	Anand	2	2	2
18.	Visnagar	2	1/8	1
19.	Porbunder	4	4	3

Note:- The Table includes 3 colleges more than the 16 colleges of case studies about which these data are available.

with a mean of 2.52 K.M. and from the downtown 1/8 K.M. to 10 K.M. with a mean of 2.73 K.M. These details further corroborate the fact that the location of colleges of education in Gujarat is not planned with any foresight. When the Investigator raised this problem with several heads of the colleges, he was told that this kind of planning was not possible because the land was not easily or cheaply available at the places which could be considered suitable from these considerations and there was so much shortage of buildings suitable for housing educational institutions that to locate a college at the right place was almost impossible. Further, most of the colleges of education were established after 1965 when the shortage of land and buildings had begun to be felt more acutely.

Unfortunately, neither the affiliating universities nor the State Government paid any attention to the location of colleges of education at any time. The role of the State Government was unfortunately very passive in this respect. The State Board of Teacher Education also could not do any thing in this respect for two main reasons, viz., it came into existence very late - in 1971 and further it had practically no say in the recognition of colleges of education in the State. In Gujarat, there has been no machinery for planning teacher education at any level, more at the secondary level.

Some broad conclusions about the location and planning of graduate colleges of education in Gujarat can be drawn.

Firstly, the colleges of education are not established in a planned way. In many cases they have not come into existence as a result of any specific realisation of or have not been inspired by the motive of meeting the needs of the district in respect of either trained graduate teachers or of clearing the backlog of untrained teachers. They have come into existence as, when and where some donation was available for starting a B.Ed. college or some other motive, other than educational, was operating in the mind of the management.

Secondly, each of the most of the colleges has one district as the main and another district as the minor feeder districts.

Thirdly, the districts of Bharuch, Amreli, Surendranagar, Gandhinagar, and Dangs do not have any college of education either located in them or principally meant for them.

Fourthly, 4 out of every 10 student-teachers in the 16 colleges that were studied in depth daily travelled by train, bus or by other means of transport to participate in the training programme from villages or towns situated in the surrounding areas.

Fifthly, the exact location of the colleges was not properly planned for or taken care of.

Sixthly, most of the colleges of education are small sized - their average enrolment is around 91 student-teachers. They are therefore less economical and educationally less efficient. The present international trend is towards large sized colleges with enrolment ranging from 500 to over 1000.

Lastly, it will be in the best interest of secondary education and secondary school teacher education in the State to close down some colleges, amalgamating some so that larger sized colleges of education emerge in the State. But such reorganisation appears to be a difficult task and long distanced possible achievement.

4.3 LEADERSHIP AND ITS MOTIVATING FACTORS

It was mentioned earlier that a large measure of expansion in teacher education took place in Gujarat after 1965. It would be interesting to study how this expansion was engineered, who gave a lead in establishing this type of colleges which till that time was considered to be financially a heavy undertaking and what the motives of those founding leaders were.

The leadership in many cases is local and in some cases operating even on the district plane. In a number of cases, the leadership operated through the aegis of the Education Society or the Education Trust of which the leaders were the

~~the~~ office bearers. This happened at Surat, (Shri Lalitmohan Gandhi, Prof. K.L. Desai and Shri Chandravadan Shah), Modasa (Principal Dhirubhai Thaker, Shri R.K. Shah, Shri M.G. Shah, Shri R.P. Soni and Shri V.P. Mehta), Ahmedabad - A.G. Teachers (Shri Kasturbhai Lalbhai, Shri Amritlal Hargovindas and Shri L.R. Desai), Ahmedabad - C.N. GBTC (Shri Zeenabhai Desai, Kum. Indumatiben Sheth), Palanpur (Shri S.C. Parikh, Shri K.C. Mehta, and Shri K.K. Mehta), Vidyanagar (H.M. Patel), Bhavnagar (Shri Harbhai Trivedi, Shri Jadvaji Mody), Dabhoi (Shri B.C. Mehta, Shri Ambalal Shah, and Shri Chandubhai Shah), Patan (Sheth Tulsidas Kilachand, Shri Bhogilal Laherchand), Vedachhi (Shri Jugatram Dave), and Bilimora (Shri I.B. Naik, Shri N.R. Trivedi, and Shri V.P. Patel). In many cases, the motives of these leaders were educational - they wanted to provide for the teacher education facilities for the untrained old and new teachers of their district or a complex of talukas. The establishment of a college of education was a further step in their chain of programme for establishing institutions of higher education and/or school education. In some backward and isolated parts of the State like North Gujarat, Kutch, and Western Saurashtra, the Philanthropists among the business community were prevailed upon by some local leaders or social workers to provide funds for starting such institutions that could improve the standards of education and develop economy of their backward region. But in some other cases the motives were not educational and social welfare oriented - they were

ulterior. The leader who established the colleges of education at Khambhat and Godhra wanted to consolidate his own political influence in the Gujarat University by bringing a number of the affiliated colleges under his control. Similarly, the leaders who brought some colleges of education at Ahmedabad - the S.T. College, Vasna ~~and Vinodchand College~~ and the S.T. College, Kheda in existence wanted to use them for commercial purposes. It is true that the percentage of such leaders is small - it is about 12 per cent - but the very fact that such leaderships and forces have had a scope for successful operation constitutes a serious threat to the healthy growth of teachers' colleges in Gujarat and maintenance and promotion of higher standards in them.

4.4 MANAGEMENT OF THE PRIVATE AIDED

COLLEGES OF EDUCATION IN GUJARAT

Of the total 40 colleges of education for graduate teachers of high schools, 4 are government and 2 are university departments of education. The remaining 34 colleges are private aided. These colleges are governed by members of the Managing Committee.

The size of the Management Board is different with different types of management. Of the 34 private aided colleges, the Investigator could collect data of about 22 colleges through the Case Study and a Questionnaire. The number of members of

Management Board ranges from 3 to 41. Table 4.6 below gives the frequency distribution, mean and S.D. of the strength of membership of the Management Boards of the 22 colleges of education.

Table 4.6
Size of the Management Boards of Private
Aided Colleges of Education

Members (C.I.)			f
45 - 41	...	...	1
40 - 35	...	...	0
34 - 30	...	...	3
29 - 25	...	...	1
24 - 20	...	...	4
19 - 15	...	...	1
14 - 10	...	...	3
9 - 6	...	...	5
5 - 1	...	...	4

N = 22

Mean = 16.85

S.D. = 11.55

It would be seen that the management boards of colleges are rather fairly big sized.

Five categories of members sit on these management boards. The two dominant groups are educationists and business^{men}. They each constitute totally 27.27 per cent. The next big group is of donors who constitute a percentage of 22.72. Pleadars constituting 9.10 per cent are also members of these boards. Quite a number of them are politicians or political local leaders. Social constructive workers are also represented on these boards to the extent of 13.64 per cent of the total memberships. This structure or composition of the 22 private colleges of education follows a pattern generally to be found in many private institutions of secondary schools and higher education institutions. The proportion of elected membership on these management boards is 27.28 per cent. Thus, a large number of nominated or appointed members sits on the management boards of private aided colleges of education and they control their policy and functioning. It is not known how many of the 'educationist' members are well-versed with the needs, recent trends and issues of teacher education. But the hunch is that most of them are either ignorant or they have superfluous knowledge. Such is broadly the composition-pattern of the management in colleges of education in Gujarat.

In the private aided colleges studied, 88.99 per cent of them had service conditions rules and 11.01 per cent colleges had no such rules. These rules were framed by their management boards. Constituting a requirement of the condition of affiliation; the service conditions rules are approved by the respective

universities in the case of 81.49 per cent colleges and these rules compare well with the university rules or government rules. Most of the colleges - 88.99 per cent of them give printed copies of these rules to their staff.

The managements of the private teachers' colleges are registered Education Societies or Trusts. In Gujarat, there are some finest educational societies inspired by noblest ideals like the Sarvajanic Education Society of Surat, the Charutar Vidyottejak Mandal of Vidyanagar, Anand, the Ahmedabad Education Society, the North Gujarat Education Society, the C.N. Vidyalaya Trust, which run colleges of education, besides colleges in other disciplines and schools. Some of the managements are local education trusts like the Gandhi Higher Education Trust of Modasa, the Jain Education Trust of Palanpur, The Bhavnagar Kelavani Mandal of Bhavnagar, the Baroda District Education Society of Dabhoi, and the Bilimora Vibhag Kelvani Mandal of Bilimora. These Trusts or Kelvani Mandals are constituted by local leaders, who are, in many cases, inspired by the selfless ideals of spreading school education and higher education in their cities or regions and have dependable financial resources. These educational institutions are run on straight lines and in an honest way. But the same cannot be said about some other managements, the motives of which cannot be described as purely educational. Among these managements can be included the management of the S.T.T. College, Visnagar, the management of some colleges of education at Ahmedabad, Daramali and

Mehsana - the Vivekanand Education Trust, the Khambhat Taluka Sarvajanic Kelvani Mandal, which conducts colleges of education at Khambhat and Godhra, the management of the college of education of Patan, the Navgujarat Education Trust which conducts colleges of education at Vasna (Ahmedabad), and Kheda and the E.M.M.S Trust, Borsad which conducts a college of education besides some other colleges and schools, at Borsad. During his field investigation, the Investigator gathered such reports about ^{some of} these institutions which do not reflect well on the honest intention and practices of the managements. The main irregularities noticed about ^{some of} these managements are :

- The management is with a publisher of textbooks which uses the B.Ed. colleges as market for sale of its books on education. Even the U.G.C. grants for purchasing library books are used to sell off its own publications on education.
- In some colleges of education, the staff gets less pay than what is shown on the pay roll, and they are compulsory required to pay off a portion of their pay ranging from Rs. 100 to Rs. 250 per month as donation to the management.
- In some colleges of education, the management is dominated by an ambitious politician who opens colleges to strengthen his position in the Gujarat University Senate and Syndicate. The politician is all in all in the colleges run by his society.

- Where businessmen or industrialists are responsible for the major part of the finances of the colleges of education, they make attempts to dictate in matters of college admissions, recruitment of staff, award of library books and laboratory equipment, and often the decision-making is guided by considerations that are not academic or educational.
- Some management had required the staff members and students of their colleges of education in the last general election to the Parliament and the State Assembly, to work as campaigners.
- The policy of some managements about continuing their college of education is so uncertain that the staff members feel the sword of retrenchment, like the proverbial sword of Democles, always hanging over their heads. In fact, some of them have started reading for Masters' degrees in Arts or Science so that they can get a job in a general education college when the college of education is closed down, in near future.

These are some of the ugly aspects of the management of colleges of education in Gujarat. And the number of such colleges is not small - nearly one-third of the total managements can be classified in this category. Even where, the management is straight forward and honest, the domination of the businessmen, industrialists, donors, pleaders, politicians,

and so on is there in the decision-making process. In a number of cases, the colleges are not run by College Principal in consultation with the college staff but by these non-educationists who have vain ideas about their educational expertise. The Investigator was told by several heads of the private aided colleges of education that they find very difficult to persuade their management boards to expand facilities in the building, recruit more and better qualified and experienced staff, equip the office adequately, modernise library, equip the audio-visual room adequately, provide funds for equipping the college with certain new technical and technological equipment and materials that could improve and enrich teacher training and facilitate experimentation. The management, in many cases, is unwilling to spend unless it is forced by the University. The management has developed a habit of relying too much on government grants.

Such is, broadly, the picture of the management of colleges of education in Gujarat.

The duration of office of the terms of the members of the management boards also differs from one year to five years and in the case of some the tenure is also permanent. In seven colleges of education, 31.82 per cent of members hold permanent membership of their management boards; in other 7 colleges, 31.82 per cent members hold office for 4 years; in 4 colleges, 13.13 per cent members sit on their management boards for a period of 4 years at one time; in 2 colleges,

9.10 per cent of members hold office for 2 years and in one college 4.54 per cent of members hold the office for 4 years and in another college 4.54 per cent of members do it for 1 year.

An interesting question studied in the Case Study was the place and role of the principal of the college on the management body. It was found that in 19 or 90.48 per cent of the total colleges studied, the college principal was a member of the college management board and in 2 or 9.52 per cent, he had no place. In 19 colleges, the Principal was a full member of the management board and in 17 colleges out of 21 he had a voice in the decision-making - in 2 colleges, the college principal was merely consulted, but his advice was not always followed.

Of the 27 colleges of which data were available, 83.99 per cent had their own service condition rules. These rules are generally the ones formulated and patterned on university service condition rules. In 81.49 cases, the rules have been got sanctioned from the respective controlling universities. But in 30 to 40 per cent of cases, these rules were not properly followed and the staff members were afraid of losing their job if they insisted upon their management to implement properly and adequately the service condition rules. These service condition rules did not provide specifically for the inservice professional advancement of college teachers with

the result that staff members found it very difficult to get the facilities from the management boards to prosecute further studies like the Ph.D. degree, research or for participation in seminars and workshops for inservice further professional enrichment. The investigator was told about many and different obstacles put by the management and the college principal in the case of those who had registered in some universities of Gujarat for Ph.D. degree. There is very little fund provided by the colleges to be able to depute their teachers to conferences, seminars and workshops. The universities at times depute teachers to some conferences, but this advantage goes in a large number of cases to principals and senior-most teachers.

In short, the picture of management and policy making in colleges of education is not very good, but at the same time, it is not worse than what is generally obtaining in other parts of India. Full democratisation and administration of education in India continues to be still a distant and difficult goal. This is true in Government, University as well as in the private aided colleges.

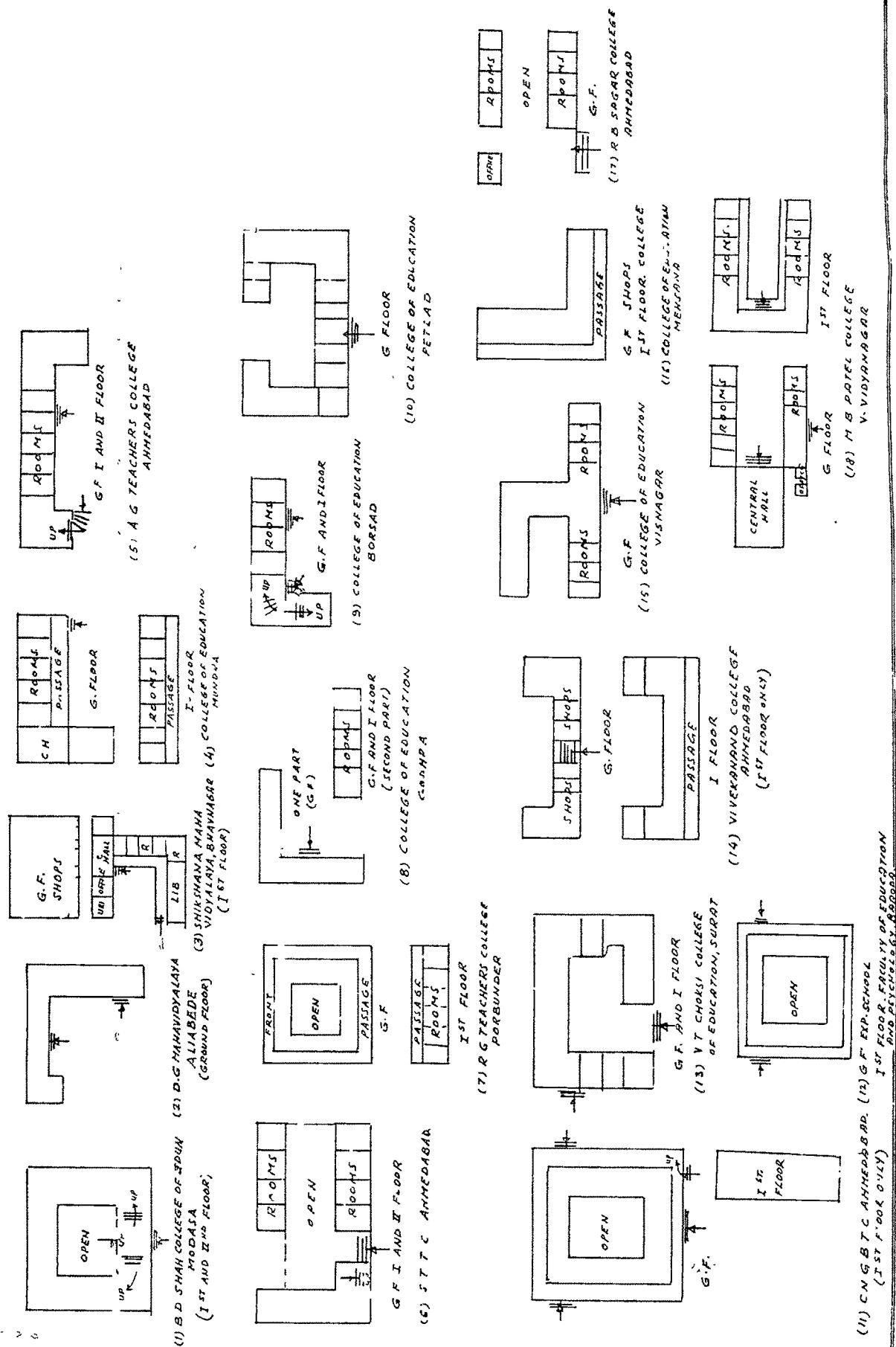
4.5 THE COLLEGE PLANT

The plant of a college of education in a country like the U.S.A. or the U.K. is a huge thing. The Investigator was told, during his interview with them, by several persons in the

~~by several persons in the~~ Faculty of Education and Psychology, Baroda, who happened to visit colleges of education in the U.S.A., U.K. and West and East Germany - Professor D.M. Desai, Dr. B.P. Lulla, Dr. G.B. Shah, Dr. P.K. Dongre, and Dr. M.M. Shah during his interview with them that the college buildings in these countries are often huge, with a large number of lecture and seminar rooms, many special rooms for different areas like fine arts, crafts, physical education, indoor sports, gymnasium, etc.; their libraries and reading rooms are, apart from having large space, very richly equipped and almost all types of educationally significant technological aids and equipments are available in them. In comparison to the college plant in many European and American countries, the plant of the college of education in India - in Gujarat appears to be dwarf and poorly equipped for the programme of teacher education. It is true that in many countries the largeness of the college plant is due to the fact that the teacher education programme in them is of four-year degree and therefore the size of the student-teacher population and the college plant is also big. Even making an allowance for this factor, the college plant in the U.S.A. and many European countries is quite big enough and is well equipped educationally as well as in terms of meeting the student welfare needs. The plant of the Indian college of education leaves much to be desired.

The Building

Of the plants of ²⁷~~28~~ colleges of education studies through Questionnaire No. 1 by the investigator reinforced by his personal visit to 16 of them while doing his Case Study, 16 colleges sit in their own buildings, 7 colleges in rented buildings and 4 colleges sit in the Arts/Commerce College buildings run by the same management. Thus in 40.94 per cent cases, there is no possibility of equipping the college plant to suit the specific needs of a teacher training programme. The first essential condition for a college of education is that it should not only have its own building but it should have been specifically constructed to meet all the needs of an expanding and changing teacher education programme. There are 40 colleges of education in Gujarat. Of these, only the buildings of seven colleges - A.G. Teachers' (Ahmedabad), M.B. Patel (Vidyanagar), H.M. Patel Institute of English (Vidyanagar), S.T. College (Vasna - Ahmedabad), Prakash College (Ahmedabad), Shri Rang Mahavidyalay (Bilimora), and B.D. Shah College (Modasa) were built specifically for them. The building in which the Faculty of Education and Psychology, Baroda, is housed at present was built for the former Baroda High School of the erstwhile Baroda Government. But in the course of last 20 years, there has been considerable extension and modifications in the building to suit the expanding teacher education programme of the University so that the building can be now considered quite suitable for a college of education.



Of the 15 colleges that sit in their own buildings, 3 (Porbunder, Rajpipla and Mangrol) sit in the former palaces of the ex-rulers of the places. These buildings are, no doubt, imposing and spacious, but they are not quite suitable for a teacher education programme. The teachers' college at Dabhoi, Darmali, Surat and Gujarat Vidyapeeth were constructed either for an Arts/Commerce College or were meant to house a high school. The college buildings of the colleges of education at Palanpur, Modasa and Khambhat are small and they have limited rooms and space.

From the point of space, structure, accommodation, number and variety of rooms (lecture rooms, seminar rooms, special rooms for audio-visual, laboratory, museum, etc.) and aesthetic look, the college buildings of the colleges of education can be graded on a five-point scale as follows :

- A - (Excellent) Category : Buildings of colleges of education at Bilimora, Vidyanagar (M.B.Patel and H.M.Patel) and Vasna (S.T.T. College, Ahmedabad)
- B - (Good) Category : Baroda, Modasa, Ahmedabad (A.G.Teachers'), Prakash (Ahmedabad), Rajpipla (G.B.T.C.), Porbunder, G.B.T.C. (Ahmedabad), Vedachhi, Petlad.
- C - (Average) Category : Kheda, Dabhoi, Patan, Surat, Palanpur, Khambhat, Godhra, S.L.U. Women's (Ahmedabad), Gujarat Vidyapeeth (two), Mangrol, S.N.D.T. (Baroda), Anand, Rajkot, Aliabada.

D - (Below Average) Category : Visnagar, Bhavnagar, Mundra, Borsad, Mehsana, Dwarka, Vivekanand (Ahmedabad), R.B. Sagar (Ahmedabad), Pankaj (Ahmedabad).

E - (Poor) Category : Darmali

The fact that the college plant of the colleges of education in Gujarat leaves much to be desired is largely due to the fact that the University to which a college is affiliated is not very much exacting in the fulfilment of the standards laid down by it for opening a new B.Ed. College. On account of several pressures - political, communal, regional, economic - the university is forced to make compromise on the fulfilment of some essential conditions. Sometimes, it so happens that a university turns down a college's application for affiliation, but then the management uses its political influence and succeeds in getting recognition and grants from the Government which forces the University to grant the college affiliation unwillingly. This compromises standards. Further, the norms are also not well conceived and adequate.

The Chart on the opposite page shows the broad lay-out and shape of the college buildings of 22 colleges of education in Gujarat.

Environment

Some of the colleges of education in Gujarat are located amidst beautiful, pleasing and stimulating setting and natural surroundings. Such colleges are at Baroda (Faculty of

Education and Psychology), Vidyanagar (M.B.Patel and H.M. Patel English Institute), Ahmedabad (A.G.Teachers'), Aliabada, Ahmedabad (C.N.G.B.T.C.), and Vedachhi.

The college at Porbunder looks more like a royal castle. The college at Godhra wears a look of an old primary school, though it has good light arrangement and ventilation. The college at Borsad is a part of a square having a two-storied small building each side, one of which is used to house the college. This wing also sometimes carries a sign board of pre-primary school. The building belongs to the old British time architecture. The college building at Petlad looks tolerable from outside, but inside it wears a look of a school. It has considerable open space around it, but is not far away from a busy marketing centre. The college at Surat is far away from the city and is near to other Arts, Science and Commerce Colleges. But the building has a look of a residential quarters of a rich businessman. The college at Khambhat is also far away from the din and bustle of the town life. It has open and ~~quite~~ quiet surrounding, but it ~~weaks~~ an uninviting dull look. The Vivekanand College at Ahmedabad is on the out⁵kirt of a busy traffic road, and therefore, does not have the peace and serenity necessary for an educational institution. The college at Vishnagar looks more like a Jain Dharmashala; no one will take it for a college. The college at Mehsana also looks like a partial business centre with residential accommodation on the second floor. The college at Mundra looks more like an old

temple. The college at Bhavnagar is in the centre of a busy market. It has a surrounding of shops and residential rooms. When one enters the college, one feels that one is in a residential building with projecting^{ons} and terraces.

By and large, it can be said that in 6 out of every 10 colleges of education in Gujarat, the surrounding is not conducive to educational undertakings, and the college plant is poorly structured and planned.

Playground Facilities

The universities in Gujarat have laid down certain minimum conditions for the provision of a playground and an open space area near about a college for sanctioning affiliation to it. For instance, the Gujarat University (to which 52.5 per cent of the total number of colleges of education are affiliated) has laid down that a college should provide at least 10,000 square yards space for a playground and it should have at least 1,000 sq. yards open space area as near as possible to its building. Of the total number of colleges of education studied, 81.49 per cent have playground facilities, the average playground area possessed by a college of education being 25,010 sq. feet. In the present study, the percentage of colleges having playground space above the average was found to be 55.56 and below the average was found to be that of 25.93.

Rooms

The number of rooms in the 27 colleges of education for which these data were available, range from 5 rooms in the college at Vedachhi to 22 in the college at Godhra, the mean number of rooms being 14.34 with a S.D. of 1.20. The following Table shows the frequency distribution in respect of the number of rooms in the colleges of education.

Table 4.7

Number of Rooms in Colleges of Education
in Gujarat

Frequency of Rooms	No. of Colleges
22 - 20 ...	2
19 - 17 ...	3
16 - 14 ...	9
13 - 11 ...	5
10 - 8 ...	6
7 - 5 ...	2

N = 27	
Mean = 14.34	
S. D. = 1.20	

This shows that so far as the number of rooms ~~are~~ is concerned, the colleges of education in Gujarat are not badly placed at all - they are quite satisfactorily placed. But a few points need to be noted in this respect. Firstly, a number of these colleges are not only B.Ed. colleges, but they also offer diploma courses in education at under-graduate level and also provide Master of Education degree courses. Secondly, colleges at Forbunder, Rajpipla and Mangrol are housed in old royal palaces and naturally they possess a large number of rooms. Thirdly, some colleges like the college at Godhra are housed in school buildings with a number of classrooms. Fourthly, some colleges like the college at Mundra are housed in buildings meant to be residential buildings which naturally have a large number of rooms and lastly, some colleges like the Vivekanand College (Ahmedabad) and the college at Surat are used by more than one college such as Arts, Commerce or Law. If only the college buildings specifically constructed for housing B.Ed. classes are considered, then the mean number of rooms will go down appreciably.

As regards the colleges possessing the main lecture hall or halls, 74.07 per cent of total colleges studied have one main central hall, 22.22 per cent of colleges have 2 lecture halls and 3.71 per cent have 3 big lecture halls. The average floor area of the lecture hall in the colleges of education in Gujarat was found to be 1,030 sq. ft., with 66.67 per cent of colleges being above the average and 33.33 per cent being below the average.

The percentage of colleges of education having a laboratory room was found to be 74.07. The average space area of this laboratory was 449 sq. ft. The percentage of colleges having their laboratory room area above the average was 48.13 and below the average 25.93.

Of the 27 colleges of education studied, only 1 does not possess a library/reading room. The average floor area of the library room is 934.6 sq. ft. The Gujarat University affiliation rules require a 600 sq. ft. room for the librarian and a 600 sq. ft. room for students. About 56 per cent of colleges have the library room area above the average and 40.73 per cent have below the average.

Most of the colleges also have an Audio-visual Special Room. The percentage of such colleges is 88.49. The average area of the A.V. Room is found to be 487.5 sq.ft. About 47 per cent of the colleges fall in the group 'above the average' and 37.03 per cent in the group 'below the average' in this respect.

The other types of room facilities are briefly indicated in the Table below.

Table 4.8
Special Type of Rooms in Colleges of Education

Category of Special Room	Percentage of Colleges having this Room	Average area of the Room in Sq.Ft.	Percentage of Colleges in the Group	
			'Above the Average'	'Below the Average'
1. Cafeteria	18.51	500	7.40	11.11
2. Indoor Games	55.55	319	18.52	37.03
3. Psychology Laboratory	25.93	357	11.11	14.81
4. Extension Services	33.33	767	7.40	25.93
5. Auditorium	37.03	1,336	14.81	22.22
6. Museum	11.11	375	7.40	3.70
7. Ladies Room	62.97	380	25.93	37.03
8. Language Laboratory	Nil	Nil	-	-

It will be seen from the above statistics that the other types of room facilities in colleges of education are not satisfactory. Even ~~32.03~~ per cent of the colleges have no Ladies Room. This is a disturbing fact in view of the fact that there is a distinct trend in more women student-teachers entering the portals of colleges of education in Gujarat.

Residential Accommodation
for the Staff

In an ideal situation, the teacher trainees and teacher educators should live on the same campus and close enough so that the frequent meetings between them are possible. But this ideal situation does not seem to be operating in Gujarat. It is true that universities of Gujarat, by and large, make it obligatory for the private management to provide residential quarters for the college principal near the college building itself. But only 85.13 per cent of colleges fulfil this condition. But the Principal's Quarter is pretty near the College or the College Hostel. The average distance of the Principal's Quarter from the college building was found to be 0.47 Km. and from the students' hostel 0.54 Km. These quarters were found to be furnished in 44.44 per cent cases.

Only 29.62 per cent of colleges provide residential quarters for some of their staff members. The average area of the staff quarters is 740 sq. ft. The average distance of the staff quarters from the college main building was found to be 0.48 Km. and from the students' hostel 0.51 Km. The college management usually charges 10 per cent of the salary as room rent.

It should be noted here that in respect of the college plant and staff quarters, the colleges conducted by universities are well placed.

This picture in the case of private colleges is not only gloomy but also not improving, nay, in the case of some private colleges it is even worsening, because the main concern of the management seems to be to conduct as big a B.Ed. training class with as little cost as possible. It is rather too much to expect a fairly adequate and effective teacher education programme from a college when it has inadequate physical facilities and not a favourable attitude to improve the handicaps from which it is suffering. There is now a State Board of Teacher Education in Gujarat which has begun functioning from 1971. This Board should watch carefully the improvement of physical facilities of the colleges of education. Where such an improvement is not feasible or deliberately not attempted, it should recommend to the University concern^{ed} to dis-affiliate the college and to the Government to stop grant-in-aid to it. The State Government should provide adequate finance to such colleges which are willing to improve ~~its~~ ^{their} physical facilities and where such improvement is practically feasible.

Table 4.9

Student Teachers for whom Hostel Facilities are provided in
Colleges of Education in Gujarat

Sr. No.	Name	Percentage of Students living in		Percentage of Non-Hostel Students
		College Hostels	Private Hostels	
1.	Porbunder	66.66	2.20	31.14
2.	Surat	21.23	0.88	77.89
3.	Patan	10.76	7.70	81.54
4.	Bhavnagar	1.48	20.58	77.94
5.	Khambhat	48.59	2.80	48.61
6.	Mundra	66.66	-	33.34
7.	S.T.T. (Vasna, Ahmedabad)	6.25	6.25	87.50
8.	Godhra	5.37	9.68	84.95
9.	Petlad	39.80	1.94	58.26
10.	Prakash (Ahmedabad)	71.18	5.03	23.74
11.	Baroda	5.16	5.80	89.04
12.	Bilimora	13.08	2.80	84.12
13.	Vidyanagar (M.B.Patel)	38.23	9.55	52.22
14.	Modasa	28.72	5.32	65.96
15.	Aliabada	44.82	5.17	50.01
16.	Ahmedabad (A.G.Teachers')	42.52	5.74	51.74

4.6 HOSTEL FACILITIES FOR STUDENTS

In a college of education, the provision of adequate hostel facilities is considered essential on several counts. Firstly, as the colleges of education are mostly located in cities, the student-teachers coming from rural high schools will need residential facilities. Secondly, the proportion of women students entering the portals of colleges of education shows a steep increase in recent years, and quite a sizable portion of them comes from near and distant places and for such women students, the hostel facilities are almost indispensable as their guardians would not favour their living in rented rooms or guest houses. Thirdly, community living is an important facet of the training of teachers. Fourthly, living in hostels under proper environment, guidance and direction can contribute to the cultivation of certain values and formation of certain attitudes desired as very important in teachers. Lastly, as a U.G.C. Report observes, "the provision of suitable and adequate hostel accommodation is essential for a rich and healthy corporate life and the improvement of academic standards." (16)

In the Case Study of the 16 colleges of education, it was found that of the total 1,494 B.Ed. trainees, 455 or 30.45 per cent lived in college hostels and 5.5 per cent in private hostels. The remaining 64.50 per cent lived in rented apartments, (10.9 per cent) with their own families, (43.9 per cent) with their relations, (6.5 per cent) and the rest (3.20 per cent) with their friends and acquaintances. Table 4.9 shows

the college-wise statistics of students living in college hostels, private hostels, rented apartments, etc. and of non-resident students in the 16 colleges included for the Case Study.

The maximum hostel facilities appear to be available at Porbunder in Saurashtra, Mundra in Kutch, and Prakash in Ahmedabad. In the second best group falls the colleges ~~of~~ at Khambhat, Petlad, Vidyanagar (M.B.Patel), Aliabada, and A.G. Teachers' (Ahmedabad). Modasa has a fair provision. But the hostel facilities at Patan, Bhavnagar, S.T.T. (Vasna), Godhra and Baroda are far from being adequate. Hostel facilities for women students seem to be best at Vadyanagar, Baroda, Ahmedabad (A.G.Teachers'), Prakash (Ahmedabad), Porbunder, Mundra, and Surat.

4.7 EQUIPMENT AND FURNITURE

As excepting the colleges of education at Vadodara, Ahmedabad, Porbunder, Rajpipla and Mangrol, the other colleges came into existence after 1960s, the furniture and equipment are mostly new. But more than half the number of colleges use long benches or desks for sitting students. This sitting arrangement is not much useful in teacher-learning through group work and group discussion or through seminar and workshop techniques. The colleges of education should use light chair-desks or chairs with small tables or seminar round tables with

chairs so that dynamic methods of teaching-learning could be used and project work through group formation is facilitated. A speedy reform in this matter is the need of the day. Most of the colleges have black chalk boards fixed in walls without any tube light fixed at the top to light these boards properly. Only the college at Vadodara has green chalk boards with fixed tube lights at the top.

Excepting the colleges conducted by Universities, and to some extent by Government and well established societies like the Ahmedabad Education Society, most of the other colleges are not adequately equipped in library books, resource instructional materials, educational and research journals especially published in the U.S.A. and the U.K., teaching aids, audio-visual machines, tools and materials, laboratory equipment and materials, physical education and sports equipment and recreation facilities.

The following table shows the number of books in the libraries of 27 colleges from where such data could be collected.

Table 4.10

Number of Books in the Libraries of the Colleges
of Education in Gujarat

Number of Books	No. of Colleges	Percentage
11,000 and above	5	18.52
10,999 - 9,000	1	3.72
8,999 - 7,000	3	11.11
6,999 - 5000	2	7.40
4,999 - 3,000	6	22.22
2,999 - 1,000	4	14.81
999 and below	6	22.22
Total N = 27		100.00

Mean = 5100

S.D. = 1000

It will be seen from the above figures that more than one-third of the colleges have less than 5,000 books in their libraries. It is not known how many of these books are actually used by the staff and the trainees. It is also not known how many of these books are in Indian languages - Gujarati and Hindi - so that many students can use them. It is necessary that the library of a college of education should have enough

copies of some standard books on different branches of education published in English. The Investigator was told by the heads and staff of the colleges which he personally visited that very few students and even staff members use books written in English for reference or further study. Their estimate was that about 70 to 80 per cent of student-teachers have not adequate mastery of the English language to use it even as library language.

The 27 colleges provided data on their audio-visual equipment. It is found that 33.84 per cent of them have 16 M.M. Film Projector; 70.33 per cent have Film-strip or Slide Projector, 83.84 per cent have Tape Recorders; 81.49 per cent have Epidiascope and 77.78 per cent colleges have some film-strips and 55.56 per cent have some instructional films. No college of education should be without audio-visual equipment and materials. It is, therefore, sad that 14.81 per cent of colleges do not have 16 M.M. Movie Projector, 29.62 per cent a film-strip and slide projector, 11.11 per cent a tape recorder, 13.51 per cent an epidiascope, 22.22 per cent without film-strips and 44.44 per cent without educational or instructional films. The State Government should help such colleges with inadequate finances to equip them at least with minimum essential audio-visual equipment and materials.

4.8 ADMISSION PROCEDURES

Since 1965, the number of teachers' colleges and the demand for admission therein have been particularly on an increase. The demand is far in excess of the intake capacity of the colleges. The Investigator was told by the heads of the institutions that they receive every year applications almost three to four times the number of the sanctioned seats. This has made selective admission to the B.Ed. programme imperative.

In regard to admission policy and procedures, the colleges of education in Gujarat fall into three categories. The first category includes university colleges where admission policy is laid down by the faculty members, where clear-cut selection criteria and procedures are laid down and where a variety of selective tools is used. The Baroda Faculty of Education and Psychology is a good example of this category. In the second category are included colleges run by well established Education Societies like the Ahmedabad Education Society (A.G.Teachers'), Sarvajanic Education Society (Surat), Charutar Education Society (H.M. Patel Institute of English) and such other societies of good intent and neat organisation and functioning. This category will include colleges at Surat, Ahmedabad (A.G.Teachers'), Patan, Bhavnagar, Modasa, and Aliabada.

Here, the selective procedures are not as exacting and precise as in the first category but they are straightforward and without any ulterior objectives. They generally take into

consideration the marks obtained by the candidate at the graduate degree examination, the possession of a Master's degree, the length of teaching experience and his or her performance in interview. The third category contains colleges of education the resources of which are uncertain and which largely depend upon income from tuition fees, government grants and the accounting of which leaves much to be desired. Some of these colleges (like the college at Darmali and at Dwarka) grant admissions on compulsory donations. Of course, there are no proofs for this. But this is what the investigator found out in his personal visit and during the case study. A number of colleges affiliated to Gujarat University, for instance, the college at Mehsana, Visnagar, Godhra, Petlad; some colleges in Ahmedabad, Borsad grant admission to students who appear at Third Year B.A. and B.Sc. Examinations in anticipation of their success therein. (If a student fails in this examination, his or her tuition fees are refunded). These colleges invariably admit 10 per cent more than their sanctioned intake. One-third of the colleges of education in Gujarat falls into this category.

The selection procedures for admission of the students to the B.Ed. degree programme is perhaps best formulated at the Baroda Faculty. The procedures include inviting applications through advertisement in the English and Gujarati press, formulation of certain criteria for screening the applications, assignment of weightage to factors considered for Selection, inviting the approved candidates for written tests and

interviews by a fairly largely composed Committee, preparation of cumulative score of performance, and communication of admission to candidates getting the best scores through post.

The following are some of the significant findings of the selective admission in the B.Ed. Colleges of Gujarat. They are based on the Case Studies of the 16 colleges referred to earlier :

1. Recently the Baroda University has laid down, under its Ordinance B.Ed. I that "(a) Candidate must have taken the first degree as a regular candidate at least in the Second Class or he must have a Master's degree or must possess two years' teaching experience in a recognised school if the first degree is in the pass class. (b) If the candidate has taken the first degree as a private candidate, he must have either a second class in the first degree or a Master's degree and must have served in a recognised school for a period of not less than two years." No such condition is laid down by any other university in Gujarat or the State Government (so far as G.B.T.C. are concerned).
2. Only the Baroda University in Gujarat requires that the candidate admitted in any of its Faculties or Institutions should have offered English as a compulsory subject at the S.S.C. Examination.
3. Almost all universities in Gujarat now admit graduates who have taken their first degree as non-attending, private candidates. But only the Baroda University has laid

down further conditions for them.

4. Only the Baroda University has made a rule that "the proportion of students with teaching experience and without any teaching experience (as a regular school teacher) will be 7:3"(17). No other college seems to have formulated some such rule.
5. Almost all B.Ed. colleges in Gujarat admit students who have not taken school subjects as either principal or subsidiary group at the First or Second degree. But they do give preference to such applicants who are graduated with school subjects. The Baroda Faculty has this practice : "The applicants having a degree in non-school subjects are considered only if they have at least a high second class or have teaching experience of at least three years. Such students ordinarily do not constitute more than 10 per cent of the total intake."(18)
6. The Baroda Faculty admits students who will do their practice teaching in English medium schools, but it has limited the number of such students to 15.
7. Again, the Baroda Faculty is the only institution which has geared its admissions to the B.Ed. class to pre-determined specific percentages of intake in different method-groups on the following lines :

(i) Sanskrit Method	...	5 per cent
(ii) Gujarati Method	...	40 per cent
(iii) Hindi Method	...	20 per cent
(iv) Science Method	...	30 per cent
(v) Mathematics Method	...	30 per cent
(vi) Social Studies Method...		15 per cent
(vii) History Method	...	15 per cent
(viii) Geography Method	...	15 per cent
(ix) Art Method	...	2 per cent
(x) Music Method	...	3 per cent
(xi) Home Science Method	...	3 per cent
(xii) Marathi Method	...	5 per cent
(xiii) Commerce Method	...	3 per cent

Baroda has attempted B.Ed. admission on the basis of pre-determined proportion of intake in Special Methods from 1970. Its experience of last two years shows that it is not always possible to gear admissions to the needs of balanced training in different special methods. However, it constituted a welcome step towards planned admissions in the B.Ed. college.

8. The colleges that use interviews to select their admissions fall into four groups as regards the areas they include for evaluation or rating. (i) Colleges like Baroda rate the candidate on general knowledge, grasp of school subject content, accent, articulation and pronunciation, reading skill, black-board writing, physical personality and

confidence; (ii) Colleges like the Modasa College judge the eligibility of the applicants from the angles such as health and physical fitness, communication skills, aptitude for the profession and financial viability to pursue the course; (iii) in Colleges like Bhavnagar, the interview panel rates the candidates on appearance (personality), general knowledge, views about teaching profession, interest in other activities such as composing poems, writing articles, games and dramatics and sincerity of purposes (19); (iv) In another college, the following characteristics are judged : (a) hobbies, (b) sports and cultural activities, (c) special abilities, (d) social work, scouting, N.C.C., etc., and (e) reading tests.

The Baroda Faculty of Education and Psychology uses the following criteria point system :

(i) Performance in the written test	... 25 points
(ii) Performance in the interview	... 20 points
(iii) Personality (height, body build-up, pleasing impression and manners)	... 15 points
(iv) Voice, clarity of speech, hand-writing, black-board writing and ability to make a speech or carry on a debate	... 10 points
(v) Qualifications (for a first class or at least a second class in the second degree in the school subject)	... 10 points
(vi) Experience of a school subject for 5 years or more in a secondary school	... 10 points
(vii) The over-all impression	... 10 points
Total	... 100 points

Quite a number of colleges of education in Gujarat give straightaway admission to the first class B.A. or B.Sc. or second class M.A. or M.Sc. Satya Priya Gupta in his study of the admission procedures in secondary teachers' colleges in India found that nearly 70 per cent of colleges use "percentages of marks in examinations, teaching experience and interviews which are given weightage" and that only 10.6 per cent use written tests in general knowledge, essay-writing and content test in school teaching subjects.(20) The college at Vadodara uses a Teacher Aptitude Test prepared by Dr. M.M. Shah and a Listening Comprehension Test as well as a Written Comprehension Test framed by Dean Professor D.M. Desai.

Such is broadly the position of colleges of education in Gujarat in respect of admission procedures to the B.Ed. class. In university conducted colleges like Vadodara, Vidyanagar and Gujarat Vidyapeeth, the procedures are very well laid down. In most of the colleges, selection is based on the marks obtained at B.A. or B.Sc. examination, experience of teaching in secondary school or schools; some kind of interview is held in majority of colleges but only a few colleges hold written test or tests. In the Vadodara Education Faculty the recent decision of the staff members is to review and revise the rules and procedures of admission periodically "in light of the number of applications received, the nature of the qualifications of the applicants and the demands for specialization in special methods that could be met by the Faculty in the light of the staff position."(21)

4.9 CONCLUSION

The study on the organisation, management and the college plant of the secondary teachers' training institutions of Gujarat reveals, on the whole, that these colleges are ill-planned, and the needs of training of graduate secondary school teachers of certain districts like Bharuch, Amreli, Surendranagar, etc. are not adequately and effectively taken care of. Around 40 per cent of the B.Ed. colleges are concentrated in only two districts - Ahmedabad and Kheda. Further, most of these colleges are urban institutions. Four out of every 10 B.Ed. trainees are non-local students travelling on all working days by railway or bus, or cycle or on foot. The average B.Ed. college in Gujarat is a small sized institution - the mean enrolment of these colleges in 1972 was 93.17. The colleges depend principally upon one but subsidiarily on two or more districts for their feeding (intake).

In many cases the leadership for establishing and running the B.Ed. colleges ^{has} ~~have~~ been found to be local. Their motivation is varied and mixed. While in a large majority the motives were educational, there are cases where they were commercial or political or personal advancement. The average size of the membership of the management boards is big enough - it was to be round about 16. The two dominant groups in the management boards are educationists and businessmen. The management of about 70 per cent of colleges ^{is} ~~are~~ found to be sound in character and resources.

The college plant of the B.Ed. Colleges in Gujarat tends to be rather small. More than half the colleges do not have their own building and even among those which have their own buildings only in a few cases, they were built for a secondary teachers' college. A number of colleges also ^{do}~~do~~ not have environment which would be conducive to good professional preparation of teachers. Around 81 per cent of the colleges have playground facilities, the mean area of the playgrounds being 25,010 sq. ft. The mean number of rooms in the college buildings is around 14 which shows a fairly satisfactory position. The three-fourths of the colleges have laboratory facilities. Most of them also have an Audio-visual Room. Hostel facilities are available for only about 30 per cent of students enrolled. Libraries are small sized. Most of them have well laid down admission procedures, but they are much better developed and followed in university colleges.

In short, the position of colleges of education in Gujarat as regards organisation, management and college plant is not very encouraging. However, it is much better than the average position in India which is reflected in the following finding of an All-India study :

"Of the total 244 institutions covered in the study, 68 or 27.1 were housed in rented buildings, only 37 or 15.1 per cent had their own buildings and had science laboratories and 144 or about 59 per cent had their own demonstration schools..... The majority of the colleges do not have space for staff members to study and to work with small groups of students. How inadequate are the

library facilities can be realised from the fact that 32 of the teachers' colleges under survey have less than 1,000 volumes in their libraries, 42 have 1,000 to 2,000 volumes, 71 have 2,000 to 5,000 volumes and only 99 or 40 per cent of the institutions have more than 5,000 books in their libraries. It is also depressing to note that more than three-fourths of the colleges do not have workshops, craftsheds or art rooms, and hardly a few of them have developed audio-visual laboratories". (22)

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