

SECOND NATIONAL SURVEY
OF
SECONDARY TEACHER EDUCATION
IN INDIA

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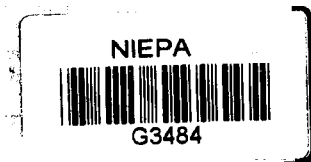
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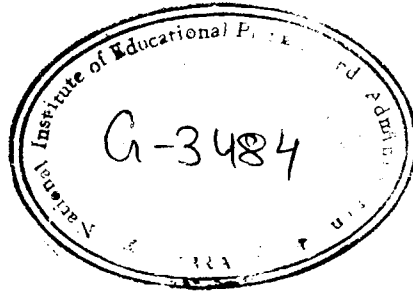
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Foreword

WITH the setting up of the Department of Teacher Education in the National Council of Educational Research and Training in 1964 and the appointment of staff by the end of the same year, the first task before it was to survey the field for collecting basic information about the organization of teacher education. Since the emphasis during the Fourth Five Year Plan was to be on the improvement of the quality of teacher education besides expansion of existing facilities, a survey became pertinent. In pursuance of this thinking and in the light of the guidance and advice available then, the Department undertook surveys of teacher education institutions at the elementary and secondary levels.

The Second National Survey of Secondary Teacher Education was carried out under the guidance of Shri B. N. Pandey, Field Adviser in the Department. In the initial stages and towards the end, he was assisted by Shri L. C. Singh, Research Officer in the Department. A few other officers in the Department also worked on this project from time to time—Dr. K. G. Rastogi, formerly Research Officer of the Department and now in the Central Institute of Education was involved in actually carrying out the survey and tabulating the data, while Shri J. Subba Rao, Senior Research Assistant and Shri D. N. Khosla, Technical Assistant assisted in preparing the draft of the report.

We are grateful to a number of persons in Teachers Colleges and University Departments of Education without whose active cooperation it would not have been possible to collect the information given in the report.

It is proposed to undertake such surveys in the fourth year of every plan period and publish the data in the fifth year so that it can be utilised in planning for the improvement of teacher education. Suggestions and comments for the improvement of the procedure used and the report are most welcome.

J. K. SHUKLA

Head

Department of Teacher Education

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CHAPTER I

Introduction

ONE of the resolutions adopted at the 1961 Conference of the All India Association of Training Colleges at Bangalore stated that:

“Teacher education in the country is in urgent need of reorganization in order to restore it to a position of leadership in the educational enterprise and to align its organization and functions to modern educational needs. Such a reorganization to be effective should be based on a thorough and comprehensive study of the existing organization of teacher education in the context of present day and future needs. The conference, therefore, resolves that in collaboration with and the assistance of the Union Ministry of Education, State Education Departments and the Universities, the All-India Association of Training Colleges should immediately undertake a national survey of teacher education very early in the Third Plan and make its findings available to the Ministry of Education, State Education Departments and Universities for further implementation.”

A survey was undertaken by the Central Institute of Education, Delhi in 1962. However, as this survey was neither sufficiently detailed nor exhaustive, the Department of Teacher Education, decided early in 1965 to make a comprehensive national survey of the facilities for the preparation of teachers and educational workers in post-graduate colleges and University Departments of Education in the various States. A study was also carried out by the Education Commission in two states—Mysore and Orissa during 1965 and 1966. These two states were therefore, excluded from this survey and the data collected by the Education Commission utilized wherever possible. The data for Panjab apply to Panjab, Haryana, Chandhigarh and some areas now in Himachal Pradesh i.e. to Panjab before its present reorganisation.

In finalizing the questionnaire (Appendix B) the instruments used in the earlier survey were studied. The draft of the instrument was placed before the two members of the Task Force who were undertaking the survey. It was then discussed and finalized in a departmental staff meeting.

There are five broad sections in the questionnaire. The first two sections have questions on identifying data, name, location, year of establishment, nature of the institution, selection procedures and their popularity or otherwise, subjects offered by trainees, their qualifications and experience before admission, the areas from which they are drawn, their age and sex composition, and contact with them after they pass out.

The third section dealing with the ‘Instructional Programme’ has questions on courses and papers taught, the duration of the academic year, methods and arrangements for theory, practice teaching, community service, co-curricular activities, etc. It tries to obtain detailed information about the role of the practising school and the class-room teachers in it in the programme for preparation of teachers. Data are also collected on the examination and evaluation procedures adopted in each institution.

The next section is on ‘Resources of the Institution’. i.e., grounds, rooms, laboratories, library, hostel, staff quarters, etc. The information contained in this section can easily help in taking decisions about expansion of institutions.

This section includes questions on the financial position of the institution, the number of staff members and their positions. Sheets are provided for each individual teacher to fill out teacher-data as well.

The last section investigates the position of Research and Publications and invites the institutions to list three critical problems in the field of teacher education.

The Teacher Data Form is intended to provide relevant information about the teacher educator, his qualifica-

tions, experience, the nature and amount of work he has to put in in the institution, his research and writing work and the in-service education that he has received.

The questionnaire thus covers all aspects of the life of an institution. It was mailed to all secondary training colleges/university departments of education. To ensure returns as close to 100% as possible, it was decided to send an investigator to each institution to collect the data and to interview the Principal, staff members and students. Besides a few departmental officers, the following were invited to conduct on-the-spot investigations on behalf of the Department.

1. Shri M. K. Sharma,
Post Graduate Training College,
P. O. Jorhat, Assam.
2. Mr. K. Jagannadha Rao,
A. L. College of Education,
Guntur (A.P.)
3. Mr. J. P. Sinha,
T. T. College,
Deoghar (Bihar).
4. Mr. C. K. Akruwala,
A. C. College, Ahmedabad,
Gujarat.
5. Mr. K. J. Joseph,
Deptt. of Education,
Kerala University,
Trivandrum (Kerala).
6. Shri Surendra Nath Tripathi,
Regional College of Education,
Bhopal (M.P.)
7. Mr. J. Ram Chandran,
Annamalai University,
Annamalai Nagar, P.O.
Madras.
8. Mr. D. G. Kher,
St. Xavier's Institute of Education,
15, New Marine Lines,
Bombay-1.
9. Shri P. S. Chanana,
State College of Education,
Patiala (Pb.)
10. Mr. U. N. Dixit,
Vidya Bhawan Teachers' College,
Udaipur (Rajasthan).
11. Shri M. S. Pooniwala,
Tilakdhari Teachers Training College,
Jaunpur (U.P.)
12. Dr. L. Mukerjee,
Department of Education,
Lucknow University,
Lucknow.
13. Mr. B. C. Das,
Post Graduate Basic Training College,
Rama Krishna Mission,
Boys' House, Rahara (24 Parganas).
14. Mr. Gur Prasad Mehrotra,
Central Institute of Education,
33, Chhatra Marg, Delhi-7.

They were invited to a training course to clarify the procedures and to obviate the chances of misinterpretation of the items. The training lasted from 13th to 17th December 1965. The following acted as resource persons.

1. Prof. P. K. Roy,
Head of the Department of Teacher Education,
Director of the Conference.
2. Shri B. N. Pandey,
Field Adviser,
Department of Teacher Education—
Consultant to the Conference.
3. Dr. C. Subba' Rao,
Field Adviser,
Department of Teacher Education—
Consultant to the Conference.
4. Dr. K. G. Rastogi,
Research Officer, Deptt. of
Teacher Education.
5. Dr. Salamatullah, Principal,
Teachers' College, Jamia Millia.
6. Shri N. A. Ansari,
Deputy Director,
Deptt. of Adult Education (NCERT).
7. Dr. S. Dutt,
Reader in Education,
Central Institute of Education,
Delhi.
8. Shri S. C. Chaudhari,
Head of the Arts & Crafts,
National Institute of Basic Education,
Delhi.
9. Dr. D. Gopal Rao,
Deptt. of Field Services (NCERT),
Delhi.

With the help of these investigators the data were collected from 231 institutions (Appendix 'A'). From the list it is clear that only institutions preparing graduate teachers have been covered. It is proposed to study special institutions preparing teachers of Art, Crafts, Music, Physical Education, Hindi, etc.

The publication of the Report has been delayed because of unavoidable circumstances including the transfer of officers who assisted in the investigation. The data as presented herein refer to April 1964 and April 1965 only. However an indication of the number of institutions as on April 1966 is given in the last column of the Table No. 1.1.

The Report is presented under the following headings.

- Chapter I — Introduction
- Chapter II — Growth of Teacher Education Institutions
- Chapter III — Character of Student Population—Enrolment, Output and Wastage
- Chapter IV — Academic Programme and Evaluation
- Chapter V — Practice of Education
- Chapter VI — Building and Equipment
- Chapter VII — Academic Staff

We are roughly turning out 25,683 graduate and post-graduate teachers every year. The wastage in the process is 4%. This can be reduced by careful selection and proper programmes of instruction. Facilities for follow-up work or contact with the Training College of its alumni and of the teachers in its area are woefully inadequate. In other words Training colleges have failed to build up the educational leadership for themselves.

It is, however, gratifying that about one-third of the institutions studied have an Extension Services Department or Unit. However, the survey did not go into the problem of their popularity or effectiveness.

It is gratifying to note that more and more staff members are having a say in the evaluation of students though by and large the traditional methods of exami-

nation still hold the ground and are still continuing. It points to the need for reform in instructional approaches and evaluation techniques.

So far teacher education, as in fact all education in this country, has expanded sporadically due to a variety of pressures. The location, size and nature of the institutions has rarely been planned. No attempt has been made to rationalize admissions or to check wastage. At the moment, it looks as if we have reached a stage in the expansion of secondary teacher training institutions when it is necessary to take steps to improve quality. It has been noticed that not enough students of certain subjects are being attracted to these colleges. Besides if we want quality instruction in our schools the overall qualifications and merit of entrants should be more carefully examined.

Very little work has been done in this country in determining what makes a good and effective class room teacher. This kind of survey does not lead there. But it lays bare the quality of entrants, the quality of teacher educators, the nature of equipment etc. in these colleges and action points are easily indicated. The poor quality of laboratories, libraries and equipment in private institutions is only too obvious. Therefore money should immediately be made available in generous amounts and suitable grant-in-aid procedures and stricter affiliation rules should be developed. The staffs of these institutions are also not adequately qualified. There are few teachers with Master of Education or Ph. D. degree. The Master of Arts and Science degree in the school subjects, they guide, is also not uniformly insisted upon and the quality of this degree is far below the needs of the situation.

It is hoped that the Report will be found useful by administrators and planners as a means of improving the quality of post-graduate teacher education. The department proposes to undertake such surveys every five years.

Table No. 1.1
Number of Institutions covered under the Survey

<i>States</i>	INSTITUTIONS WHICH SUPPLIED THE DATA				<i>Insts. existed in April 1965</i>	<i>Insts. existed in April 1966</i>
	<i>Univs.</i>	<i>Govt.</i>	<i>Pvt.</i>	<i>Total</i>		
Andhra Pradesh	1	5	3	9	9	10
Assam	1	1	3	5	6	7
Bihar	2	5	—	7	7	7
Gujarat	4	3	9	16	17	17
Jammu & Kashmir	—	2	1	3	4	4
Kerala	—	4	15	19	20	22
Madhya Pradesh	—	12	2	14	15	16
Madras	1	7	11	19	19	19
Maharashtra	3	6	14	23	26	32
Mysore*	—	—	—	—	19	21
Orissa*	—	—	—	—	4	4
Panjab	—	8	15	23	25	25
Rajasthan	—	3	6	9	11	12
Uttar Pradesh	5	4	45	54	56	56
West Bengal	4	11	7	22	26	26
Union Territories	1	6	1	8	8	8
	22	77	132	231	273	286

* The Department of Teacher Education did not collect data directly from the institutions in Mysore and Orissa. The data collected by the Task Force of the Education Commission was utilised wherever possible.

Growth of Post-graduate Teacher Education Institutions

THE number of post-graduate* teacher education institutions, including departments of education, was 273 upto 1965. This figure excludes Hindi training institutions not leading to B.Ed. or equivalent degree, institutions preparing teachers for art, craft, music and other such subjects, and colleges of physical education.

The progress of T.E.I.† can be studied under two periods—pre-independence and post-independence years given in Table Nos. 2.1 and 2.2 respectively.

It will be seen from table No. 2.1 that the first post-graduate T.E.I. was established in 1886 in *Madras State*. This was followed by another in 1889 in *Madhya Pradesh*. Hence, upto the end of the 19th century there were only two such T.E.Is. in the country. In 1906 first T.E.I. was established in *Maharashtra*. In 1908, the T.E.Is. were established in 3 more states—one each in the states of *Bihar*, *U.P.*, and *West Bengal*. The first two T.E.Is. in *Kerala* were started in 1911. The first T.E.I. in *Andhra Pradesh* was started in 1917, in 1923 in *Orissa*, in 1925 in *Mysore*, in 1932 in *Union territories*, in 1935 in *Punjab*, and in 1942 in *Rajasthan*. Prior to independence, J & K was the only State without a post-graduate T.E.I.

Pre-Independence Period

In the pre-independence period, there were only 51 institutions in the country providing training to graduate teachers. The highest number of T.E.Is. was 11 in U.P. followed by 6 in West Bengal, 5 in Maharashtra, 4 each in Madras, Mysore and Punjab; 3 each in Andhra Pradesh, Kerala, and Union territories; 2 each in Madhya Pradesh and Rajasthan; and only 1 each in Assam, Bihar, Gujarat, and Orissa.

Post-Independence Period

During this period the number of T.E.Is. rose from 51 to 273. This development in teacher education institutions was much faster than before in as much as 222 new institutions were added during a period of nineteen years; or roughly one post-graduate T.E.I. was started every month during the post-independence period. In the pre-independence period of about sixty years (1886-1947) only 51 institutions had been established i.e. one every 15 months or so.

Teacher education institutions existed in all the States except Jammu and Kashmir during the pre-independence period. This deficiency was soon made up after independence when the first training college was established in Jammu and Kashmir State in the year 1949. During this expansion, the highest number of T.E.Is. was established in Uttar Pradesh (45) followed by Panjab and Maharashtra (21 each) and West Bengal (20), Kerala (18), Gujarat (16), Mysore and Madras (15 each), Madhya Pradesh (13), Rajasthan (9), Andhra Pradesh and Bihar (6 each), Assam and Union Territories (5 each), Jammu and Kashmir and Orissa (3 each). Teacher-Education got a great incentive under the three five year plans. During the last year of the first, second, and third five year plans the highest number of T.E.Is. were established. Hence, there came into existence 27 T.E.Is. in the last year of the First Plan period (1955), 19 in the last year of the Second Plan period (1960) and 20 in the last year of the Third Plan period (1965).

Statewise Growth

Looking at the Statewise growth of T.E.Is., it is found that in Andhra Pradesh the first T.E.I. was established

*By Post-graduate Teacher Education Institutions is meant the colleges and University Departments that require a University Degree as the minimum qualification for admission to the course for the first degree in Education.

†T.E.I. is used as an abbreviation in this Report, henceforth to mean a University Department of Education, a full-fledged training college or training Department of a college.

in 1917. In pre-independence period there were only 3 T.E.Is. During the post-independence period 6 more T.E.Is. were added to make the total nine.

In Assam the first T.E.I. was established in 1937. With the establishment of 5 more T.E.Is. during the post-independence period, the total has gone upto 6.

In Bihar the first T.E.I. was started as early as 1908. This was the fourth T.E.I. to be started in the country. Till 1951 this continued to be the only teacher training centre in the State. Since then 6 more T.E.Is. have been started making the total seven.

In Gujarat (as part of the composite Bombay till 1953), the first T.E.I. was established in 1935 and this was the only teacher training college in the State till 1948. During the post-independence period 16 new T.E.Is. were established bringing the total to 17.

Jammu and Kashmir has lagged behind other States in providing teacher education in the State. It was only in 1949 that the first T.E.I. was established, and so far the total number is only 4.

In Kerala teacher education was started in 1911 with the establishment of two T.E.Is. The number of T.E.I. which was only three during pre-independence period has gone up to 21, i.e. 18 new T.E.Is. have come up during the post-independence period.

Madhya Pradesh started teacher education in the year 1889. This was the second T.E.I. to be started in the country. But during the pre-independence period there were only two T.E.Is. in the State. It was after independence that some progress was made when 13 more T.E.Is. were started and now the total stands at 15 T.E.Is.

Madras can claim the privilege of having started the first T.E.I. in the country in the year 1886. Prior to independence, there were only four T.E.Is. in the State. During the post-independence period 15 more T.E.Is. have been started. The total is 19 now.

The third T.E.I. in the country was started in Maharashtra in the year 1906. The total number of T.E.Is. prior to independence was only five. This has now gone up to 26 with the establishment of 21 more T.E.Is. in the State.

The first T.E.I. in Mysore State was started in 1925. Their number before independence was only four and with the addition of 15 more T.E.Is. since independence, it has gone up to 19.

In Orissa the first T.E.I. was started in 1923 and this remained the sole teacher training centre in the State till 1955. Thereafter, 3 more T.E.Is. have been added. Even now the State has only 4 T.E.Is. to cater to its needs.

The first T.E.I. in the area included in the State of Panjab was founded in 1939. Only four T.E.Is. remained

with it till partition in 1947. It was but natural for Panjab to augment its facilities for teacher training in the State and this was done by starting 21 T.E.Is. after independence. The total number of T.E.Is. in the State was 25, before the recent reorganization.

Rajasthan started teacher training only a few years before independence i.e., in 1942 with two T.E.Is. in the State till independence. After independence 9 more T.E.Is. were added to make the total 11.

In U.P., Teacher Education started in 1908, and the number of T.E.Is. before independence was 11. After independence as many as 45 new T.E.Is. were started in the State. This brings the total number of T.E.Is. in the State to 56, *the highest in the country*.

The first T.E.I. in the area included in the State of West Bengal was established in 1908. Like Panjab, West Bengal also suffered greatly from loss of its educational resources due to partition. As a result only 6 T.E.Is. were left in the State before independence. After independence 20 more T.E.Is. were started and now the total number stands at 26.

The Union territories, excluding Chandigarh, had two institutions for training graduates before 1947. Now their number has increased to eight. This includes the Central Institute of Education, Delhi, which was started as a national rather than a local institution.

Residential Nature of T.E.Is.

Table No. 2.3 reveals this nature of T.E.Is. The majority of the 273 T.E.Is. are partly residential. Their number is 144 i.e. 52.8%. The number of those providing residential accommodation for all the students is only 62, i.e. 22.7%. The number of institutions providing no residential accommodation is 67 i.e. 24.5%. This number is still greater than those providing full residential accommodation. While there are no non-residential T.E.Is. in the States of Orissa and Rajasthan, there are no residential T.E.Is. in the States of Assam and Jammu and Kashmir. There is only one residential institution each in Andhra Pradesh and Mysore. In Bihar, there are neither any residential T.E.Is. nor any non-residential ones. All the T.E.Is. there are partly residential.

The highest percentage of residential T.E.Is. is in Rajasthan (73%), followed by Madhya Pradesh (60%), and Orissa (50%). And the highest percentage of non-residential T.E.Is. is in Assam (67%) followed by Mysore (58%), and Jammu and Kashmir (50%).

Taking the residential and partly residential T.E.Is. together, we find that 75.5% of them provide residential accommodation (either fully or partly) to their students. Thus the earlier tradition of having teacher trainees in

residence still persists though with expansion this useful tradition has become less common.

Sex-wise Distribution

Number of T.E.Is. providing teacher education to only men, only women, and to both is shown in the Table no. 2.4. It can be seen from this table that the majority of T.E.Is. are co-educational in nature. Their number is 215 i.e. 76.5% of the total. Number of T.E.Is. exclusively meant for women is only 40, or 15% of the total number. There are very few T.E.Is. catering to the needs of men teachers only. Their number is only 18 out of a total of 273, much smaller than the number of those meant for women only. In all the States (including union territories) except Madras the percentage of co-educational T.E.Is. is greater than those meant for women or men exclusively. More than 80% of the total number of co-educational institutions are to be found in 10 States, namely Assam, Gujarat, Jammu and Kashmir, Kerala, Madhya Pradesh, Maharashtra, Mysore, Panjab, Rajasthan, Uttar Pradesh, and Union territories.

While there are no T.E.Is. for women in Assam, Orissa and Jammu and Kashmir, there are no T.E.Is. for men only in Bihar, Gujarat, J. & K., M.P., Maharashtra, Mysore, Orissa, Panjab and Union territories. In two States, Jammu and Kashmir and Orissa there are no T.E.Is. for men or for women only, as all of them are co-educational in nature.

While States of Madhya Pradesh, Mysore, and Union territories have only 1 T.E.I. each for women, in Assam and Kerala there is only 1 T.E.I. for men only. Andhra Pradesh and Rajasthan each has only 1 T.E.I. for men and women separately.

The highest percentage of T.E.Is. for women is in the State of West Bengal (36%), followed by Madras (31.5%), and Bihar (29%). West Bengal has also the highest number of such institutions, i.e. 10 followed by U.P. (9) and Madras (6).

The highest percentage of T.E.Is. only for men is in the State of Madras (37%). This is followed by West Bengal (18%), and Assam (17%). Madras has the highest number of institutions for men (7), followed by West Bengal (4) and U.P. (2).

Basic and Non-basic Nature

The inception of Basic Education in 1938 and particularly after 1945, the establishment of Senior Basic Schools and a few Post-Basic Schools, necessitated the establishment of T.E.I. on basic pattern in order to provide training in correlation method, and craft. The number of Basic and Non-Basic T.E.Is. is shown in the table no. 2.5.

The table reveals that most of the T.E.Is. in the country—204 or 75%—are non-basic. The number of basic T.E.Is. is only 69, or one fourth of the total.

In all the States with the exception of Bihar, M.P. and Panjab, including Union Territories, the number of Non-Basic institutions is greater than those which are Basic in character. However, Bihar, M.P. and Panjab, have more Basic T.E.Is. than Non-Basic ones. In these States the percentage of Basic T.E.Is. is 72% (Bihar), 87% (M.P.) and 88% (Panjab). The highest number and percentage of Basic T.E.Is. is in Panjab (22 or 88%) followed by M.P. (13, or 87%). While in the States of A.P., Assam and J & K, there are no Basic T.E.Is. as all the T.E.Is. are Non-Basic, there is only 1 Basic T.E.I. each in Madras, Mysore and Orissa. In Kerala, Madras, Maharashtra, Mysore, U.P. and West Bengal the percentage of Non-Basic T.E.Is. ranges between 80 to 96. The highest number of Non-Basic T.E.Is. is in U.P. (54), followed by Maharashtra and West Bengal (21) in each.

Location

The information about the location of T.E.Is. is given in the table no. 2.6. The table reveals that 239 T.E.Is. or 87.5% are located in urban areas. The number of T.E.Is. located in rural area is only 34, i.e. one-eighth of the total number.

In A.P., Assam, J & K, M.P., Mysore and Union Territories all the T.E.Is. are located in urban areas. Bihar and Orissa have one rural T.E.I. each. In all States except Kerala the percentage of T.E.Is. located in urban areas ranges between 73 to 94.5. Even in Kerala, their percentage is 57.

U.P. has the highest number (53) and percentage (94.5) of urban T.E.Is., followed by Maharashtra, number (24) and percentage (92).

The highest percentage of rural T.E.Is. is in Kerala, i.e. 43%. This is followed by Rajasthan (27%). Kerala also has the highest number (9) of T.E.Is. located in rural areas. Next comes Panjab with 5 such institutions.

Nature of T.E.Is.

Teacher education for graduates is organized either in independent colleges or university departments of education, or in small units or sections attached to other colleges of Arts, Science and Commerce. Table no. 2.7 gives this information.

Out of 273 T.E.Is. 195 or 68% function as independent institutions, and 56 or 20.5% are attached as sections to colleges of general education. However, there are only 32 University Departments or colleges providing the Teacher Education course, and their percentage is only 11.5%.

Except for U.P., where only 16% of the T.E.Is. function independently in all the other States including Union Territories, the majority of T.E.Is. function as independent institutions. In Orissa and Rajasthan all the T.E.Is. are independent institutions, and in other States their percentage ranges from 50 to 95.

All States, except Orissa and Rajasthan, have a University Department or college running teacher education courses. While J & K, Kerala, M.P., Madras and Union territories have only one University Department or College of Education each, in Assam, Bihar, Gujarat, Maharashtra, Mysore, Panjab, U.P. and West Bengal their number ranges from 2 to 6.

The highest percentage of University Departments or colleges providing Teacher Education is located in Assam (33%), followed by Bihar (29%). The highest number of such institutions is in U.P. (6), followed by Gujarat and West Bengal (4) each.

Out of the 16 States including Union Territories, only Assam, Gujarat, J & K, M.P., U.P., West Bengal, and Union Territories have T.E.Is which are attached as sections to general colleges. In Assam, J & K, and M.P., their number is limited to one. The highest percentage, and number of such institutions is found in U.P. (percentage 73, and number 43) followed by West Bengal (percentage 27, and number 7).

Management

The management of T.E.Is in the country can be classified as Government and NCERT, Universities, and private management. This information is given in the table no. 2.8.

This table reveals that the majority of T.E.Is are under private management as 149 T.E.Is or 54.5% comes under this category. Out of these only 104 or 38% are aided by the government while 45 or 16.5% are not even on the grant-in-aid list.

Under the government management (including those run by NCERT an organization sponsored by the Central Government) there are 92 T.E.Is, nearly one-third or 34% of the total number. The number of T.E.Is under the Universities is only 32 or 11.5% of the total number.

Except in Bihar and Orissa, T.E.Is. under private management are found in each State. In eight States they outnumber State-run institutions as their percentage is between 50 to 82. In U.P. this number and also this percentage is the highest—(number 46, percentage 82) followed by Maharashtra (number 16, percentage 61.5), Kerala (number 15, percentage 71), Panjab (number 15, percentage 60), Madras (number 11, percentage 58), Gujarat (number 10, percentage 59), Rajasthan (number

8, percentage 73), and Assam (number 3, percentage 50). In Mysore they are in a minority and their number is 9 and percentage 47. In West Bengal their number is 9 and similarly percentage 34.5, and in Andhra Pradesh, number is 3 and percentage 33. As stated earlier, Bihar and Orissa have no private institutions preparing teachers.

In most of the States, T.E.Is under private management receive aid from the government. But in Kerala, Rajasthan, U.P. and West Bengal there are institutions under private managements both aided and unaided. *U.P. and Rajasthan have more unaided than aided institutions.* In U.P. out of a total of 46 institutions under private management as many as 34 are unaided. This is three-fourth or 75% of the total number of unaided T.E.Is in the country. In Rajasthan out of a total of 8 institutions under private management only three are on the grant-in-aid list while five do not receive aid from the government. In Kerala the number of unaided T.E.Is is only two out of 15, and in West Bengal only four out of nine.

All the 16 States including Union Territories have T.E.Is under government management. In seven States they are in the majority and their percentage ranges between 50 to 100%. In Orissa all the T.E.Is (including 1 under NCERT) are under the government. Madhya Pradesh has 13 T.E.Is (including 1 under NCERT), out of a total of 15, under government; their percentage is nearly 87. This is followed by West Bengal which has 13 Govt. T.E.Is out of 26 or 50%; Bihar 5 Govt. T.E.Is, out of a total of 7 (their percentage is 71); Union territories—5 Govt. T.E.Is or 62.5 per cent (including 1 under NCERT) out of a total of 8; Andhra Pradesh, 5 government T.E.Is (or 56 per cent) out of a total of 9; and J & K, 2 government T.E.Is (or 50 per cent) out of a total of 4. The highest number of government T.E.Is is in M.P. and West Bengal—each State has 13 government T.E.Is and their combined total is 28% of the total number of government T.E.Is in the country.

In U.P. the percentage of Government T.E.Is is the lowest (7%) as there are only 4 such T.E.Is out of a total of 56 in the State. Assam has the lowest number of government T.E.Is, only 1 out of a total of six. As stated previously, in all the States, except Orissa and Rajasthan, there are either university departments or colleges of education. In the States of Assam, Gujarat, and U.P. their number is even greater than the T.E.Is under government. However, in all the States except Bihar and Orissa the number of university departments or colleges of education is less than the T.E.Is under private management. In Bihar whereas their number is

2, there is no T.E.I. under private management. And in Orissa, there is neither University Department or college of education nor T.E.I. under private management.

Per Capita Expenditure

The information about expenditure has been supplied by only 174 institutions out of 238 from which data has been collected. This comes to 74% of those responding and 64% of all existing institutions. Of the 133 private institutions 99 or 74.5% have supplied this information while only 74 out of 105 responding institutions under government or University management have supplied this information i.e. (71.5%). Thus, on the whole, information is evenly distributed and the figures seem to be representative of the situation obtaining in the country.

Procedure for Calculating Per Capita Expenditure

Since the T.E.Is under private and government management significantly differ in their equipment—both as regards number of personnel, salaries, physical plants, etc., it was necessary to treat both of them as constituting different strata of the sample. Hence, on the basis of information available from a State, average expenditure for private, and Govt. T.E.Is was worked out separately. This information is given in table no. 2.9.

Next, total expenditure—both for private and government T.E.Is was estimated by multiplying the average expenditure for one category with the number of institutions under the same category. The total expenditure in private T.E.Is and government T.E.Is was added and then the combined average expenditure for private and govt. T.E.Is was calculated. The total expenditure figure as well as combined average expenditure figures are given in table no. 2.10.

After calculating the average combined expenditure figure it was necessary to work out the average B.Ed. strength in order to find out the per capita expenditure. Here one difficulty was faced i.e. T.E.Is in all States except Jammu and Kashmir do not run only B.Ed. classes. Some of them also run M.Ed. classes, shortened B.Ed. courses, Diploma Course in education, etc. Hence if a T.E.I. runs B.Ed. as well as M.Ed. classes, or B.Ed. and shortened course, or Diploma course, at the time of furnishing expenditure figures, it includes expenditure on all the courses run by it. This fact necessitated that while calculating the B.Ed. student-strength of such institutions, consideration should also be given to the strength of students under other courses, and further the student strength for courses other than B.Ed. should be equalized to B.Ed. strength so that per capita expenditure on B.Ed. can be calculated.

According to this consideration, it was first proposed to convert student-strength in Diploma courses to B.Ed. strength by applying the following formula evolved on the basis of teacher pupil ratio prescribed for each course.

<i>Course</i>	<i>Teacher pupil ratio</i>	<i>Ratio to B.Ed.</i>
B.Ed.	(1:12)	1:1
M.Ed.	(1:6)	1:2
Shortened B.Ed.	(1:24)	2:1
Diploma Course	(1:20)	5:3

Secondly there are a few University Departments running only M.Ed. courses and as such they are quite different from other T.E.Is in the country. In Kerala, the University Department of Education runs M.Ed. classes exclusively. In Maharashtra, G.K. Institute of Rural Education, Gargoti, is one such institution. In Panjab, there were three institutions in 1963-64 running M.Ed. classes; two of these, the University Department at Chandigarh and University Department at Kurukshetra, run only M.Ed. classes. The government Training college, Jullundar runs both B.Ed. and M.Ed. classes. Hence, only the M.Ed. strength of this college has been taken and equalized to B.Ed. strength. In U.P., the University Department at Allahabad is also such an institution offering only the M.Ed. course. Hence, these have been excluded for the purpose of working out per capita expenditure, and so their M.Ed. student strength is also left out while equalizing the M.Ed. student strength to B.Ed. The total strength of students equalized to B.Ed. strength is given in table no. 2.11.

Finally, per capita expenditure was calculated by dividing the average combined expenditure per institution by the average strength per institution. The per capita expenditure for 1963-64 is given in table no. 2.12.

The per capita expenditure for India is found to be Rs. 556 on the basis of average expenditure of Rs. 62,800 per T.E.I. with an average student strength of 113. It may be seen that average expenditure on private T.E.Is is only Rs. 382 as against Rs. 940 on government T.E.Is. If we assume that the average student strength of 113 can be accepted for both types of T.E.Is, then the per capita expenditure on T.E.Is under private management which constitute nearly 56% of the total number is found to be Rs. 338 as against Rs. 832 on T.E.Is under Govt. The total expenditure on Teacher Education for the year 1963-64 is estimated to be Rs. 1,49,56,000 on 238 T.E.Is. The estimate for all the 273 institutions would be Rs. 1,70,08,000.

The highest expenditure on T.E.I. is incurred in the State of Uttar Pradesh Rs. 24,22,900 on 53 institutions followed by West Bengal Rs. 21,36,500 on 20 institutions, Panjab Rs. 16,43,600 on 22 institutions. The lowest

amount is spent in Assam, Rs. 1,08,800 on 4 institutions. The highest average expenditure per T.E.I. is in Rajasthan Rs. 1,43,200 followed by West Bengal Rs. 1,06,800 and Andhra Pradesh Rs. 1,04,500, and the lowest ever expenditure is in Assam—Rs. 27,200 and Kerala—Rs. 31,200.

The highest per capita expenditure of Rs. 1,224 is found for the State of Rajasthan, followed by Rs. 1,175 for Union Territories, and the lowest per capita expenditure of Rs. 262 is for Kerala, preceded by Rs. 373 for Assam, and Rs. 374 for Madras.

The States of Andhra Pradesh, Gujarat, Jammu and Kashmir, Mysore, Orissa, Rajasthan, West Bengal, and Union Territories spend higher per capita expenditure on teacher education than the national figure, while the States of Assam, Bihar, Kerala, M.P., Madras, Maharashtra, Panjab and U.P. spend less per capita expenditure than the national figure.

Per capita expenditure for 1964-65 was estimated in the same way. The per capita expenditure is based on the information given by 167 or 68% institutions out of a total of 247 T.E.Is—96 or 70% out of 138 under private management and 71 or 65% out of 109 under Government or Universities. Here also it has been assumed that University Department or college is as satisfactorily equipped as a Government Training College and so the figures for both the categories have been worked out at the same rate and included under the head 'government'. The main limitation of this data is that the information about Mysore and Orissa for the year 1964-65 was not available. Calculation of national figure without information from two States could not be justified as this would only give a distorted and incorrect picture. Hence, the figures for these two States were estimated on the basis of figures for 1963-64 by the following method.

The number of T.E.Is in the States of Mysore and Orissa remains the same for the year 1964-65 as well. First, average expenditure per private and government T.E.I. for 1963-64 excluding the States of Mysore and Orissa was calculated. This average expenditure was found to be Rs. 34,700 and Rs. 98,200 for private and govt. T.E.I. respectively as against Rs. 38,200 and Rs. 94,000 when calculated including information from the two States. Next, average expenditure per private and govt. T.E.I. was calculated. This average expenditure was found to be Rs. 38,000 and Rs. 103,800 for private and govt. T.E.I. respectively. Lastly, the average expenditure per private and government T.E.I. for Mysore and Orissa was estimated for 1964-65 on the basis of the ratio of national average expenditure to the average expenditure in the two States in 1963-64. This estimate was found as follows:

1. National average expenditure for 1963-64 per private T.E.I. (excluding Mysore & Orissa)=Rs. 37,800
Average expenditure for 1963-64 per private T.E.I. in Mysore=Rs. 46,700
National average expenditure for 1964-65 per T.E.I. (excluding Mysore & Orissa)=Rs. 38,000
Hence average expenditure for 1964-65 per private T.E.I. in Mysore= $37,800 : 46,700 : : 38,000 : x = 46,900$
2. National average for 1963-64 per govt. T.E.I. (excluding Mysore & Orissa)=Rs. 98,200
Average expenditure for 1963-64 per Govt. T.E.I. in Mysore=Rs. 54,400
National average for 1964-65 per Govt. T.E.I. (excluding Mysore & Orissa)=Rs. 103,800
Average expenditure for 1964-65 per Govt. T.E.I. in Mysore= $98,200 : 54,400 : : 103,800 : x = 57,500$
3. Average expenditure for 1963-64 per govt. T.E.I. in Orissa=Rs. 75,000
Average expenditure for 1964-65 per govt. T.E.I. in Orissa= $9,800 : 75,000 : : 103,800 : x = 79,300$

After estimating average expenditure per private and government T.E.Is, separately, the total expenditure figures were estimated by multiplying the expenditure by the number of T.E.Is and then the average expenditure for both the categories was calculated.

The average expenditure for private and government T.E.Is worked out on the basis of information received from 167 T.E.Is is given separately in table No. 2.13.

Next the total expenditure both for private and government T.E.Is was estimated and then the combined average expenditure both for private and government T.E.Is was worked out. These figures are shown in table no. 2.14.

Next, the average B.Ed. strength per institution was worked out for 1964-65 after equalizing M.Ed., B.Ed. shortened, and Diploma course students to B.Ed. strength on the basis of formula given on page 8.

The total strength of students equalized to B.Ed. strength is given in table no. 2.15.

And lastly, the per capita expenditure was calculated for 1964-65 and has been given in table no. 2.16.

The per capita expenditure for India for the year 1964-65 is found to be Rs. 568 on the basis of average expenditure of Rs. 65,400 per T.E.I. with an average student strength of 115. If the estimated figures for Mysore and Orissa are dropped, the per capita expenditure goes down a little from Rs. 568 to Rs. 559, and the average expenditure per T.E.I. goes up from Rs. 65,400 to Rs. 66,000, and the average student strength per T.E.I. from 115 to 118. This suggests the importance of estimat-

ing expenditure figures for Mysore and Orissa as they significantly affect the national figures. It may be noted that average expenditure on private T.E.Is is only Rs. 38,500 as against Rs. 99,500 on government T.E.Is. Assuming that average student strength of 115 is acceptable for both types of T.E.Is, the per capita expenditure on T.E.Is under private management (which constitutes 56% of the total figure) is found to be Rs. 335 as against Rs. 865 on T.E.Is under government management.

The total expenditure on teacher education for the year 1964-65 is estimated at Rs. 16,153,000 on 247 T.E.Is. The highest expenditure of Rs. 2,399,100 is found in West Bengal, followed by Uttar Pradesh Rs. 2,330,100 and Panjab Rs. 1,781,000, and the lowest total expenditure in Assam Rs. 142,200. But the highest average expenditure per T.E.I. in Rajasthan is Rs. 159,500 followed by Rs. 124,900 for Jammu and Kashmir and Rs. 104,300 for West Bengal and the lowest average expenditure is Rs. 28,400, in Assam, preceded Rs. 32,500 for Kerala.

Again in the year 1964-65, the highest per capita expenditure of Rs. 1,042 is found in Rajasthan, followed by Rs. 928 for Union Territories, Rs. 867 for Jammu and Kashmir, West Bengal Rs. 855, and Orissa Rs. 844: The lowest per capita expenditure of Rs. 271 is in the State of Kerala.

The States of Andhra Pradesh, Gujarat, Jammu and Kashmir, Maharashtra, Mysore, Orissa, Rajasthan, West Bengal, and Union Territories had higher per capita expenditure in 1964-65 than the national figure, while Assam, Bihar, Kerala, Madhya Pradesh, Madras, Panjab, and Uttar Pradesh spent per capita much less than the national figure.

A Comparative Study of Expenditure on Teacher Education: 1963-64 and 1964-65.

A comparative picture of the total and average expenditure for the year 1963-64 and 1964-65 is necessary to discover some trends which can be had from table no. 2.17.

The table reveals the fact that in 1964-65 there is increase in total expenditure on teacher education from 1963-64. Though the number of T.E.Is has risen from 238 in 1963-64 to 247, in 1964-65, thus necessitating more expenditure on Teacher Education due to establishment of new T.E.Is, the increase in average expenditure from Rs. 62,800 in 1963-64 to Rs. 65,400 indicates more investment per T.E.I. in comparison to 1963-64.

This trend in higher investment in Teacher Education at the national level is found due to the policy of all the States (except Bihar and U.P.) to invest more money on Teacher Education in 1964-65 than in 1963-64. In Bihar

and U.P., however, there is less expenditure in 1964-65 than in 1963-64, though the number of T.E.Is has remained the same (in case of Bihar number of T.E.I. is 7 in both the years) or even gone up (in the case of U.P., the number of T.E.Is has increased from 53 in 1963-64 to 54 in 1964-65). In West Bengal, though there is an increase in total expenditure in the year 1964-65 from 1963-64 the average expenditure has gone down slightly.

Rajasthan continues to top the list in average expenditure per T.E.I. and Assam comes at the bottom in this respect in both the years. However, there is change in 2nd and 4th positions. In 1963-64, the 2nd and 4th top positions in average expenditure had gone to W. Bengal and J & K, respectively. But in 1964-65, J & K moves up from fourth to second top position relegating West Bengal from second position to fourth position. There is also no change in the place of A.P. which occupies third position in both the years.

Since per capita expenditure is affected by average expenditure as well as average student strength, it would be advisable to make a comparative study of the average expenditure, average student strength and per capita expenditure for the year 1963-64 and 1964-65. This data is shown in the table 2.18.

This table reveals that the average strength of students per T.E.I. has risen to 115 in 1964-65 from 113 in 1963-64. But there is a rise in average expenditure figure in 1964-65 (Rs. 65,400) from 1963-64 (Rs. 62,800) by Rs. 2,600. Consequently there is a rise in per capita expenditure in 1964-65 (Rs. 568) from 1963-64 (Rs. 556) by Rs. 12 per student.

The average student strength per T.E.I. has gone up in 1964-65 from 1963-64 in A.P., Assam, Bihar, Kerala, Maharashtra, Mysore, Panjab, Rajasthan, and Union Territories, but it has gone down in Gujarat, J & K, M.P. and U.P. The average expenditure per T.E.I. has also gone up in 1964-65 from 1963-64 in A.P., Assam, Gujarat, J & K, Kerala, M.P., Madras, Maharashtra, Mysore, Orissa, Panjab, Rajasthan, and Union Territories, but it has come down in Bihar, U.P., and West Bengal.

The per capita expenditure in 1964-65 is found higher in comparison to 1963-64 in all States except Bihar, Rajasthan, and U.P. In the States of A.P., Assam, Kerala, Maharashtra, Mysore, Orissa, Panjab and Union Territories, although there is a rise in average student strength per T.E.I., the proportionate increase in average expenditure per T.E.I. is still larger, resulting in higher per capita expenditure in these States in 1964-65 than in 1963-64. In case of Rajasthan, the proportionate increase in average student strength outbalances the increase in average expenditure, resulting in lower per capita expenditure in 1964-65 than in 1963-64.

In the case of Gujarat, J & K, M.P., and Madras on the one hand there is decrease in average student strength and on the other there is increase in average expenditure in 1964-65 over 1963-64, resulting in higher per capita expenditure in 1964-65 than in 1963-64. But the States of Bihar, U.P., and West Bengal suggest some singular examples. In Bihar, there is increase in average student strength in 1964-65 from 1963-64 by 4, but the average expenditure goes down in 1964-65 (Rs. 67,400) from 1963-64 (Rs. 76,600) by Rs. 9,200, resulting in decrease in per capita expenditure in 1964-65.

In U.P. there is a decrease in student strength in 1964-65 from 1963-64 by 2, but the decrease in average expenditure is much more from Rs. 45,700 in 1963-64 to Rs. 43,100 in 1964-65 i.e. by Rs. 2,600, resulting in overall decrease in per capita expenditure.

In West Bengal, though there is decrease both in student strength by 7, from 129 in 1963-64 to 122 in 1964-65 and the average expenditure from Rs. 106,800 in 1963-64 to Rs. 104,300 in 1964-65, still there is increase in per capita expenditure due to the fact that proportionate decrease in average student strength is more than the proportionate decrease in average expenditure figure for the year.

Academic Control of Teacher Education at the Secondary Level

Teacher education at the secondary level is mostly under the academic control of the universities, but in certain States there are also Departments of Education exercising control over certain institutions, as can be seen from table 2.19.

State-wise information about the T.E.Is under the two examining authorities—Universities and State Departments of Education—is furnished in table no. 2.20.

Total number of agencies associated with Teacher Education in the country is 59. Out of these, 53 are universities having 257 T.E.Is under them. There are 6 State Departments of Education functioning in the State of Gujarat, Kerala, Mysore, U.P., West Bengal, and the Union Territory of Tripura. These state education departments run courses comparable to B. Ed. and exercise academic control over 16 colleges. They, however, do not associate with M.Ed. or M.A. Education courses run in the respective States.

Information about the types of courses under the universities is given in table 2.21.

Out of the 53 universities associated with teacher education in the country, 40 run courses in education at the both Bachelor and the Master's level. Only one at the Master's level and 12 only at the Bachelor's level. Out of the 40 universities running both the Bachelors

and Master's courses, 3 of them have a somewhat different programme. Gauhati University in Assam and Calcutta University in West Bengal offer M.A. in Education in place of M.Ed., and Kurukshetra University in Panjab runs a 4 year B.A. or B.Sc. course in education in place of B.Ed. With the establishment of 4 Regional Colleges of Education, the Vikram University in M.P., Mysore University in Mysore, Utkal University in Orissa, and Rajasthan University in Rajasthan, also offer four year courses in Education leading to a B.Sc. B.Ed. degree.

Allahabad University is the only one in the country running only M.Ed. course and no B.T. or B.Ed. programme.

Twelve universities running only B.Ed. or B.T. courses are: Sri Venkateswara University in (A.P.), Dibrugarh University (in Assam), Bhagalpur University, Bihar University, Ranchi University (in Bihar), Gujarat Vidyapeeth (in Gujarat), Bangalore University (in Mysore), Jodhpur University (in Rajasthan), Burdwan University, Kalyani University, and North Bengal University in (W. Bengal) and Varansiya Sanskrit University in U.P.

Information about the University Departments of Education and Universities acting as Examining Bodies only in the field of Teacher Education is given in table no. 2.22.

Only 27 Universities have their own Departments of Education or colleges and the remaining 26 only act as an examining agency in teacher education. Of the 27 universities which have their own Department of Education, or College of Education—14 give teacher education exclusively through their own departments or colleges, while the remaining 13 have their own departments of education as well as some associated or affiliated colleges over which they exercise their academic and examination control.

Information on types of courses run in the university departments is given in the table no. 2.23.

7 University Departments of Education, namely Jammu and Kashmir University, Kerala University, Mysore University, Kurukshetra University, Panjab University, Panjabi University, and Allahabad University give instruction only in M.Ed. courses in their departments and 4 others, namely—Dibrugarh University, Gujarat Vidyapeeth, Varansiya Sanskrit University and Kalyani University limit themselves only to the teaching of B.T. or B.Ed. courses, while the remaining 16 give instruction in both M.Ed. and B.Ed. programme.

These universities have their defined jurisdiction which like state departments of education is generally limited

to the State boundaries. However, a few universities are exceptions to this rule. For example, S.N.D.T. Women's University has jurisdiction over two T.E.Is in Gujarat State besides its own two T.E.Is in Maharashtra State; Panjab University exercises control over 21 T.E.Is in Panjab State, and has also control over the sole T.E.I. in H.P. Similarly, Calcutta University exercises control over 15 T.E.Is in West Bengal, and also over one T.E.I. in Tripura—a centrally administered area.

Courses

It would be interesting to find out the nature of courses run in all the T.E.Is in the country and then examine certain trends that are taking shape in the field of teacher education. The information is given in table no. 2.24.

Out of a total of 273 T.E.Is in the country, 180 or nearly 66% impart education upto B.Ed. or equivalent level, 6 or nearly 2% run four year course in education, 17 or nearly 7% run only M.Ed. programme, 41 or 16% both B.Ed. & M.Ed., 21 or 8% both B.Ed. and Diploma Courses, and 8 or nearly 3% all these courses—Diploma course, B.Ed. and M.Ed.

Taking these figures it can be said that instruction in Diploma Course is provided by only 29 or 10% T.E.Is at the Secondary level, B.Ed. or equivalent courses including 4 years courses by 265 T.E.Is or 97% of the total, and M.Ed. or equivalent courses including M.A. in Education by 67 or 25% of the total.

Out of the 5 T.E.Is running 4 year courses, 4 are Regional colleges of education, located at Bhopal, Mysore, Bhubaneshwar, and Ajmer, and they impart instructions in one year B.Ed. course (for Science Students) as well as 4 years B.Sc., B.Ed. course. The remaining one is located at Kurukshetra and provides a 4 years course in B.A. or B.Sc. (education).

Of the 8 T.E.Is associated with M.Ed. programme, only 7 are university departments located in Srinagar, Trivandrum, Mysore, Kurukshetra, Chandigarh, Patiala, and Allahabad, while the remaining one functions as a private institution under Shivaji University, and is located at Gargoti (Dist. Kolhapur) in Maharashtra.

Diploma courses in Education, though run by Elementary T.E.Is in a majority of cases, are also associated

with Secondary T.E.Is running B.Ed. classes or both B.Ed. and M.Ed. classes—and are found in a good number in Panjab State. However, in States of J & K, Kerala, Madras, Orissa, U.P. & W. Bengal they are not associated with T.E.I. functioning at the Secondary level and so must be functioning separately.

Out of the 8 T.E.Is running a Diploma course, B.Ed. and M.Ed. courses, two are in Gujarat (Faculty of Education & Psychology, M.S. Univ. of Baroda, A.G. Teachers' College, Ahmedabad), two in M.P. (Prantiya Shikshak Mahavidyala, Jabalpur; P. G. B. T. College, Saugar); two in Maharashtra (St. Xavier Instt. of Education, Bombay; Sadhna School of Educational Research & Training, Bombay); one in Rajasthan (Gandhi Vidya Mandir, Sardar Shahr); and one in Delhi (Jamia Millia, Delhi). Out of these the one at Delhi, is a University College according to the Central Government. From the above description it can be seen that some new trends in the field of T.E.I. are taking place. The four years course in Teacher Education is operating in five States, and it is expected that more such institutions may be started in the near future.

Eight T.E.Is, which run Diploma, B.Ed. or M.Ed. courses, are very near to the concept of comprehensive college of education, and so they can be associated with this new experiment when it is conducted. Further 51 T.E.Is already having B.Ed. and M.Ed. and 21 having Diploma and B.Ed. classes, can be converted into comprehensive colleges of education either by adding diploma or M.Ed. classes with them.

Another significant trend in teacher education is that provision for the Master's level course in education is available in all the States. Out of these Assam has provision for M.A. in Education and West Bengal both for M.Ed. and M.A. in Education. However facilities for Ph.D. in Education are still not available in Bihar, Jammu and Kashmir, and Orissa.

Facilities for In-service Education

In the last few years one more responsibility has been added to T.E.Is in the country. Besides providing Pre-service Education to teachers, it is also expected of them to make provision for In-service Education of teachers by organizing extension programme. Information regarding facilities of in-service education is given in table no. 2.25.

Table No. 2.1

Progress of Teacher Education Institutions from 1886 to 1947

Year	A.P.	Assam	Bihar	Gujarat	J. & K.	Kerala	M.P.	Madras	Maha- rashtra	Mysore	Orissa	Panjab	Raja- sthan	U.P.	W.B.	Union Terrs.	Total
1886	1	..	..	..	..	..	..	..	..	1
1889	1	..	..	..	..	..	..	..	..	..	1
1906	1	..	..	..	..	..	..	..	1
1908	1	..	..	..	..	..	..	..	..	..	..	1	1	..	3
1911	2	..	..	..	..	..	..	..	..	..	..	2
1917	1	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	2
1918	1	..	..	1
1921	1	..	..	1
1922	1	..	..	..	..	..	2	..	..	3
1923	1	..	..	1	..	..	..	..	..	2
1925	1	..	..	..	..	..	..	1
1927	1	..	..	1
1928	1	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	2
1932	1	1
1934	1	..	..	..	..	..	1	..	2
1935	1	..	..	..	..	..	..	..	..	..	..	..	..	1
1937	..	1	..	..	..	..	..	1	..	..	..	..	..	..	..	..	2
1938	1	1	2
1939	1	..	1	..	1	..	..	3
1940	1	..	1
1941	1	..	..	..	..	..	1	..	2
1942	1	1	1	..	..	3
1943	1	..	..	..	..	..	..	1
1945	1	..	..	1	..	..	..	..	..	..	..	2
1946	1	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	2
1947	1	1	..	1	1	2	1	1	8
Total	3	1	1	1	0	3	2	4	5	4	1	4	2	11	6	3	51

Table No. 2.2

Progress of Teacher Education Institutions from 1948-1965.

Year	A.P.	Assam	Bihar	Gujarat	J. & K.	Kerala	M.P.	Madras	Maha- rashtra	Mysore	Orissa	Panjab	Raja- sthan	U.P.	W.B.	Union Terr.	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
1948	1	..	..	1	..	..	..	1	..	6	2	..	11	
1949	1	..	1	1	..	..	..	..	..	..	..	3	..	..	6	
1950	..	2	..	..	..	1	..	3	..	1	..	..	..	2	..	..	9
1951	1	..	..	..	..	1	..	..	..	..	4	..	..	6	
1952	..	1	..	..	2	..	..	..	1	1	..	..	..	2	..	..	7
1953	1	..	1	..	1	1	..	1	..	..	..	..	5	
1954	1	..	2	1	..	..	1	1	..	1	..	1	1	10	
1955	..	2	..	1	2	..	..	3	4	3	2	1	6	1	1	..	27
1956	3	3	2	2	..	4	..	..	1	15	
1957	1	1	..	..	6	1	2	..	..	1	1	2	2	..	17	
1958	1	..	..	1	1	..	..	6	3	..	12	
1959	..	1	..	..	..	..	..	..	2	..	..	3	..	5	..	..	11
1960	1	..	1	..	4	1	..	2	1	..	1	6	1	1	19	
1961	2	..	1	2	1	2	..	..	1	5	2	..	16	
1962	2	2	..	..	..	1	1	..	1	2	..	1	..	10	
1963	1	..	4	1	2	1	..	1	1	11	
1964	1	..	3	..	..	1	..	..	..	..	..	1	3	1	10	
1965	1	..	1	1	..	1	..	4	4	..	1	3	1	3	20	
Total	..	3	1	1	1	0	3	2	4	5	4	1	4	2	11	6	3	51
Tab. 2.1																		
Total	..	6	5	6	16	4	18	13	15	21	15	3	21	9	45	20	5	222
Tab. 2.2																		
Grand Total	..	9	6	7	17	4	21	15	19	26	19	4	25	11	56	26	8	273

GROWTH OF POST-GRADUATE TEACHER EDUCATION INSTITUTIONS

Table No. 2.3

Residential Nature of Teacher Education Institutions

State	Fully residential		Partly residential		Non-residential		Total
	N	%	N	%	N	%	
Andhra Pradesh	1	11	3	33	5	56	9
Assam	0	0	2	33	4	67	6
Bihar	0	0	7	100	0	0	7
Gujarat	6	35	7	41	4	24	17
J & K	0	0	2	50	2	50	4
Kerala	2	9	10	48	9	43	21
M.P.	9	60	4	27	2	13	15
Madras	5	26	13	68	1	5	19
Maharashtra	3	11	14	54	9	35	26
Mysore	1	5	7	37	11	58	19
Orissa	2	50	2	50	0	0	4
Punjab	5	20	18	72	2	8	25
Rajasthan	8	73	3	27	0	0	11
U.P.	10	18	33	59	13	23	56
West Bengal	7	27	15	58	4	15	26
Union Territories	3	37	4	50	1	13	8
India	62	22.7	144	52.8	67	24.5	273

Table No. 2.4

Distribution of Teacher Education Institutions according to Sex

State	Co-educational		For men only		For women only		Total
	N	%	N	%	N	%	
A.P.	7	78	1	11	1	11	9
Assam	5	83	1	17	0	0	6
Bihar	5	71	1	0	1	29	7
Gujarat	15	88	0	0	2	12	17
J. & K.	4	100	0	0	0	0	4
Kerala	18	86	1	4.5	2	9.5	21
M. P.	14	93	0	0	1	7	15
Madras	6	31.5	7	37	6	31.5	19
Maharashtra	24	92	0	0	2	8	26
Mysore	18	95	0	0	1	5	19
Orissa	4	100	0	0	0	0	4
Punjab	22	88	0	0	3	12	25
Rajasthan	9	82	1	9	1	9	11
U.P.	45	80	2	4	9	16	56
W. Bengal	12	46	4	18	10	36	26
Union Territories	7	87.5	0	0	1	12.5	8
Total	215	70.5	18	6.6	40	14.7	273

Table No. 2.5

Number of Basic and Non-Basic Teacher Education Institutions

State	Basic	%	Non-Basic	%	Total
A. P.	0	0	9	100	9
Assam	0	0	6	100	6
Bihar	5	71	2	29	7
Gujarat	5	29	12	71	17
J. & K.	0	0	4	100	4
Kerala	2	9.5	19	90.5	21
M. P.	13	87	2	13	15
Madras	1	5	18	95	19
Maharashtra	5	19	21	81	26
Mysore	1	5	18	95	19
Orissa	1	25	3	75	4
Panjab	22	88	3	12	25
Rajasthan	4	36	7	64	11
U. P.	2	4	54	96	56
W. B.	5	19	21	81	26
Union Terrs.	3	37	5	63	8
Total	69	25	204	75	273

Table No. 2.6

Location of Teacher Education Institutions

State	Urban		Rural		Total
	N	%	N	%	
A.P.	9	0	0	0	9
Assam	6	0	0	0	6
Bihar	6	86	1	14	7
Gujarat	15	88	2	12	17
J. & K.	4	0	0	0	4
Kerala	12	57	9	43	21
M. P.	15	0	0	0	15
Madras	15	79	4	21	19
Maharashtra	24	92	2	8	26
Mysore	19	0	0	0	19
Orissa	3	75	1	25	4
Panjab	20	80	5	20	25
Rajasthan	8	73	3	27	11
U. P.	53	94.5	3	5.5	56
W. Bengal	22	85	4	15	26
Union Territory	8	0	0	0	8
Total	239	87.5	34	12.5	273

Table No. 2.7

Nature of Teacher Education Institutions

State	Independent		Univ. Deptt. College		Sections of a college		Total
	N	%	N	%	N	%	
A.P.	8	89	1	11	0	0	9
Assam	3	50	2	33	1	17	6
Bihar	5	71	2	29	0	0	7
Gujarat	10	59	4	23	3	18	17
J. & K.	2	50	1	25	1	25	4
Kerala	20	95	1	5	0	0	21
M.P.	13	87	1	6.5	1	6.5	15
Madras	18	95	1	5	0	0	19
Maharashtra	23	88.5	3	11.5	0	0	26
Mysore	17	89	2	11	0	0	19
Orissa	4	100	0	0	0	0	4
Panjab	22	88	3	12	0	0	25
Rajasthan	11	100	0	0	0	0	11
U. P.	9	16	6	11	41	73	56
W. Bengal	15	58	4	15	7	27	26
Union Territory	5	62.5	1	12.5	2	25	8
Total	185	68	32	11.5	56	20.5	273

Table No. 2.9

Average Expenditure (1963-64) (in '00).

State	Expenditure*		Average Expenditure	
	Private	Govt.	Private	Govt.
A. P.	1686(3)	5147(4)	562	1287
Assam	117(1)	427(1)	117	427
Bihar	—	4595(6)	—	766
Gujarat	3563(7)	3320(5)	509	664
J. & K.	542(1)	2228(2)	542	1114
Kerala	4734(15)	635(2)	316	318
M.P.	260(1)	8848(12)	260	737
Madras	998(5)	3322(6)	199	554
Maharashtra	6531(13)	3491(5)	502	698
Mysore	2337(5)	3810(7)	467	544
Orissa	—	2251(3)	—	750
Panjab	5439(13)	7937(6)	418	1323
Rajasthan	2984(4)	7729(3)	746	2576
U.P.	8771(26)	4100(4)	341	1025
W.B.	893(3)	10384(7)	298	1483
Union Territory	677(2)	1855(2)	338	918
India excluding Mysore & Orissa			378	982
India including Mysore & Orissa			382	940

*Total of colleges shown in brackets.

Table No. 2.10

Total Expenditure (1963-64) (in '00).

State	Est. total expd.		Avg. comb. expenditure	
	Private	Govt.	Total	
A. P.	1686(3)	7722(6)	9408(9)	1045
Assam	234(2)	854(2)	1088(4)	272
Bihar	—	5362(7)	5362(7)	766
Gujarat	4072(8)	3320(5)	7392(13)	569
J. & K.	542(1)	2228(2)	2770(3)	923
Kerala	4740(15)	1590(5)	6330(20)	312
M.P.	260(1)	8844(12)	9104(13)	700
Madras	2189(11)	4432(8)	6621(19)	348
Maharashtra	6526(13)	5584(8)	12110(21)	577
Mysore	3269(7)	4352(8)	7621(15)	508
Orissa	—	3000(4)	3000(4)	750
Panjab	5852(14)	10584(8)	16436(22)	747
Rajasthan	3730(5)	7728(3)	11458(8)	1432
U.P.	15004(44)	9225(9)	24229(53)	457
W. Bengal	2086(7)	19279(13)	21365(20)	1068
Union Territory	676(2)	4590(5)	5266(7)	752
India excluding Mysore & Orissa	50448(132)	97371(105)	147819(238)	226
India including Mysore & Orissa	50866(133)	98694(105)	149560(238)	628

Table No. 2.11
Student Population in T.E.Is. (1963-64)

<i>State</i>	<i>B. Ed. total strength</i>	<i>M.Ed.</i>	<i>B. Ed.</i>	<i>B.Ed. (shortened)</i>	<i>B. Ed.</i>	<i>Dip.</i>	<i>B.Ed.</i>	<i>Comb. total</i>
A. P.	1329	23	46	300	150	—	—	1525(9)
Assam	223	20	40	—	—	50	30	293(4)
Bihar	979	30	60	—	—	—	—	1039(7)
Gujarat	957	91	182	—	—	70	42	1181(13)
J. & K.	439	—	—	—	—	—	—	439(3)
Kerala	2384	Excluded	—	—	—	—	—	2384(20)
M. P.	1613	103	206	—	—	235	141	1960(13)
Madras	1583	25	50	260	130	—	—	1763(19)
Maharashtra	1502	*296	592	—	—	330	198	2292(27)
Mysore	984	41	82	—	—	—	—	1066(15)
Orissa	358	10	20	—	—	—	—	378(4)
Panjab	3243	18	36	—	—	470	282	3561(22)
		(Only for one college)						
Rajasthan	817	19	38	—	—	130	78	933(8)
U.P.	4605	167	334	250	125	—	—	5064(53)
		(one excluded)						
West Bengal	2420	78	156	—	—	—	—	2576(20)
Union Territory	355	29	58	—	—	55	33	446(7)
India excluding Mysore & Orissa	22676	947	1894	810	405	1340	804	25779(238)
India including Mysore & Orissa	23791	950	1900	—	405	—	804	26900(238)

*one college excluded.

Table No. 2.12
Per capita Expenditure (1963-64)

<i>State</i>	<i>Av. strength</i>	<i>Av. expenditure (in '00)</i>	<i>Per capita expenditure</i>
A. P.	169	1045	618
Assam	73	272	371
Bihar	148	766	518
Gujarat	91	569	625
J. & K.	146	923	632
Kerala	119	312	262
M. P.	151	700	463
Madras	93	348	374
Maharashtra	109	577	529
Mysore	71	508	715
Orissa	94	750	798
Panjab	162	747	461
Rajasthan	117	1432	1264
U. P.	96	457	476
West Bengal	129	1068	828
Union Territory	64	752	1175
India excluding Mysore & Orissa			
India including Mysore & Orissa.		628	556

Table No. 2.13

Average Expenditure for Private and Government T.E.Is. during 1964-65. (in '00)

State	Expenditure		Average Expenditure	
	Private	Government	Private	Government
A. P.	1795(3)	6740(5)	598	1348
Assam	146(1)	492(1)	146	492
Bihar	0	4045(6)	0	674
Gujarat	3921(9)	4986(6)	436	831
J. & K.	532(1)	3216(2)	532	1608
Kerala	4693(15)	1083(3)	313	361
M.P.	257(1)	9699(3)	257	746
Madras	963(5)	4079(6)	193	680
Maharashtra	7592(13)	4101(5)	584	820
Mysore	—	est. (496)	496 (estimated)	(575)
Orissa	—	est. (0)	0	(793)
Panjab	5800(12)	8290(6)	483	1381
Rajasthan	4579(5)	8179(3)	916	2726
U.P.	7865(26)	4316(4)	303	1079
W. Bengal	832(3)	11561(8)	277	1445
Union Territory	854(2)	2685(3)	427	895
India excluding Mysore & Orissa			380	1038
India including Mysore & Orissa			385	995

Table No. 2.14

Total Expenditure on T.E.Is. (1964-65) (in '00)

State	Total Expend.		Total
	Private	Government	
A. P.	1794(3)	8088(6)	9882(9)
Assam	438(3)	984(2)	1422(5)
Bihar	0	4718(7)	4718(7)
Gujarat	4360(10)	4986(6)	2346(16)
J. & K.	532(1)	3216(2)	3748(16)
Kerala	4695(15)	1805(5)	6500(20)
M. P.	257(1)	9698(13)	9955(15)
Madras	2123(11)	5440(8)	7563(19)
Maharashtra	7592(13)	6560(8)	14152(21)
Mysore	3283(7)	(4600)(8)	(7883)(13)
Orissa	—	(3172)(4)	(3172)(4)
Panjab	6762(14)	11048(8)	17810(22)
Rajasthan	4580(3)	8178(3)	12758(8)
U.P.	13590(45)	9711(9)	23301(54)
W. Bengal	2216(8)	21775(15)	23991(23)
Union Territory	854(2)	4475(5)	5329(7)
India excluding Mysore & Orissa	49793	10082(97)	150475(228)
India including Mysore & Orissa	53076	108454(109)	161530(247)

Table No. 2.15
Student Strength Equalized to B.Ed. Strength (1964-65)

State	Av. Expd.	B.Ed. total strength	Strength of				Comb. Total	
			M. Ed. = B. Ed.	B. Ed. = Diploma = B. Ed. shortened	Diploma = B. Ed.	B. Ed.		
A. P.	1098	1413	22	44	300	150	1607(9)	
Assam	284	288	20	40	..	30	378(5)	
Bihar	674	984	40	80	..	..	1064(7)
Gujarat	584	1045	111	222	..	42	1309(16)	
J. & K.	1249	433	0	..	..	..	433(2)
Kerala	235	2405	..	..	..	..	2405(20)
M.P.	711	1689	104	208	..	141	2038(14)	
Madras	398	1557	26	52	260	130	1739(19)	
Maharashtra	693	1576	293	586	..	198	2360(21)	
Mysore	526	—1139	41	82	..	..	1221(15)
Orissa	793	— 358	10	20	..	..	378(11)
Panjab	810	3460	18	36	..	282	3778(22)	
Rajasthan	1595	1103	23	46	..	78	1227(8)	
U.P.	431	4626	166	322	250	125	5083(54)	
West Bengal	1043	2702	57	114	..	..	2816(23)
Union Territory	761	486	26	52	..	33	571(7)	
	660	23767	— 996	=1812	810	405	1340	804
	654	25264	— 957	=1914	810	405	1340	804

Table No. 2.16
Per capita Expenditure on Teacher Education (1964-65)

State	Average Strength	Average Expenditure (in '00)	Per Capita Expenditure
A. P.	178	1098	617
Assam	76	284	374
Bihar	152	674	443
Gujarat	82	584	712
J. & K.	144	1249	867
Kerala	120	325	217
M.P.	146	711	487
Madras	92	378	433
Maharashtra	112	693	619
Mysore	81	526	649
Orissa	94	793	844
Panjab	172	810	471
Rajasthan	153	1595	1042
U.P.	94	431	459
W. Bengal	122	1043	855
Union Territory	82	761	928
	26808(228)	118	559
	2628407	115	568

Table No. 2.17

Comparative Study of Total and Average Expenditure Figures—for 1963-64 and 1964-65.

State	1963-64			1964-65		
	Total Expend. in (00)	No. of TEIs.	Average Expenditure in (00)	Total Expend. (in '00)	No. of TEIs.	Average Expend. (in '00)
A.P.	9408	9	1045 III	9829	9	1098 III
Assam	1088	4	272	1422	5	284
Bihar	5362	7	766	— 4718	7	— 674
Gujarat	7392	13	569	9546	16	584
J. & K.	2770	3	923 (IV)	3748	3	1249 II
Kerala	6330	20	312	6500	20	325
M. P.	9104	13	700	9955	14	711
Madras	6621	19	348	7563	19	398
Maharashtra	12110	21	577	14152	21	693
Mysore	7621	15	508	7883	15	+ 526
Orissa	3000	4	750	3172	4	+ 793
Panjab	16436	22	747	17810	22	810
Rajasthan	1458	8	1432 (I)	15758	8	1595 (I)
U.P.	24229 I	53	457	— 23301	54	— 431
West Bengal	21365	20	1068 (II)	23991 I	23	1043 (IV)
Union Territory	5266	7	752	5329	7	751
India including Mysore & Orissa	149560	238	628	161530	247	654
India excluding Mysore & Orissa	138939	219	634	150475	228	660

Table No. 2.18

Comparative Study of Average Expenditure, Average Student Strength and Per Capita Expenditure

State	Average Strength	Average Expend. in (00)	Per Capita Expend. 1964	Average strength	Average Expend. in (00)	Per capita Expend.
	1963	—	1964	1964	—	1965
A. P.	169	1045	618	178	1098	617
Assam	73	272	373	76	284	334
Bihar	148	766	518	152	— 67	— 443
Gujarat	91	569	625	—82	584	712
J. & K.	146	923	632	—144	1249	867
Kerala	119	312	262	120	325	271
M. P.	151	700	463	—146	711	487
Madras	93	348	374	—92	398	433
Maharashtra	109	577	529	112	693	619
Mysore	71	508	715	81	526	649
Orissa	94	750	798	94	793	844
Panjab	162	747	461	172	810	471
Rajasthan	177	1432	1224	153	1595	—1042
U.P.	96	457	476	—94	— 431	— 459
West Bengal	1129	1068	828	—122	—1043	855
Union Territory	64	752	1175	82	761	928
India	113	628	556	115	654	568

Table No. 2.19
Academic Control of T.E.Is.

State	Name of controlling Agency	No. of T.E.Is.	Total
A. P.	1. Andhra University	4	
	2. Osmania University	3	
	3. Sri Venkateswara	2	9
Assam	4. Gauhati University	5	
	5. Dibrugarh University	1	6
Bihar	6. Bhagalpur University	2	
	7. Bihar University	2	
	8. Patna University	2	
	9. Ranchi University	1	7
Gujarat	10. Baroda University	1	
	11. Gujarat University	8	
	12. Gujarat Vidyapeeth	2	
	13. Sardar Vallabhbhai Vidyapeeth	1	
	14. State Education Department, Gujarat	3	
	S.N.D.T. Women's University (including under Maharashtra)	2	17
J. & K.	15. Jammu & Kashmir Univ.	4	4
Kerala	16. Kerala University	20	
	17. State Education Deptt., Kerala	1	21
M.P.	18. Indore University	1	
	19. Jabalpur University	2	
	20. Jiwaji University	1	
	21. Ravishanker University	2	
	22. Saugar University	5	
	23. Vikram University	4	15
Madras	24. Annamalai University	1	
	25. Madras University	18	19
Maharashtra	26. Bombay University	3	
	27. Maratha Wad University	2	
	28. Nagpur University	6	
	29. Poona University	6	
	30. S.N.D.T. Women's University	2	
	31. Shivaji University	7	26
Mysore	32. Bangalore University	3	
	33. Karnatak University	4	

Table No. 2.19 Contd.
Academic Control of T.E.Is.

State	Name of controlling Agency	No. of T.E.Is.	Total	
	34. Mysore University	11		
	35. Education Department, Mysore	1	19	
Orissa	36. Utkal University	4	4	
Panjab	37. Kurukshetra University	2		
	38. Panjab University	21		
	39. Panjabi University	2	25	
Rajasthan	40. Jodhpur University	1		
	41. Rajasthan University	9		
	42. Udaipur University	1	11	
U.P.	43. Agra University	29		
	44. Aligarh University	1		
	45. Allahabad University	1		
	46. Banaras Hindu University	1		
	47. Gorakhpur University	12		
	48. Lucknow University	3		
	49. Varanasaya Sanskrit University	1		
	50. State Department of Education	8	56	
	W. Bengal	51. Burdwan University	4	
		52. Calcutta University	15	
53. Kalyani University		1		
54. North Bengal University		3		
55. Vishwa Bharati University		1		
56. State Department of Education		2	26	
Union Territories	57. Delhi University	2		
	58. Jamia Millia Islamia	1		
	59. Department of Education, Tripura	1		
	**Bombay University (Goa)	1		
	**Panjab University (H.P.)	1		
	**Gauhati University (Manipur)	1		
	**Calcutta University (Manipur)	1	8	
			<u>273</u>	

**Universities already listed.

Table No. 2.20

Distribution of Colleges under Different Examining Authorities

State	Universities	No. of Colleges owned/affiliated to Universities	State Deptt. of Education	No. of Colleges owned/affiliated to Deptt. of Edu.
A. P.	3	..	..
Assam	2	..	..
Bihar	4	..	..
Gujarat	4	1	3
J. & K.	1	..	..
Kerala	1	1	1
M. P.	6	..	..
Madras	2	..	..
Maharashtra	6	..	..
Mysore	3	1	1
Orissa	1	..	..
Panjab	3	..	..
Rajasthan	3	..	..
U. P.	7	1	8
W. Bengal	5	1	2
Union Territories	2	1	1
India	53	6	16

Table No. 2.21
Types of Courses

State	B. Ed. & M.Ed.	Only M.Ed.	Only B.Ed.
A. P.	2	1
Assam	1	1
Bihar	1	3
Gujarat	3	1
J. & K.	1	..
Kerala	1	..
M. P.	6	..
Madras	2	..
Maharashtra	6	..
Mysore	2	1
Orissa	1	..
Panjab	3	..
Rajasthan	2	1
U. P.	5	1
W. Bengal	2	3
Union Territories	2	..
India	40	12

Table No. 2.22
Examining Bodies

State	University Deptt. of Education	University Deptt. as well as other colleges	No. of University teaching Deptts. or College	Universities with affiliated colleges
A. P.	1	1	2
Assam	1	2	..
Bihar	4
Gujarat	3	3	1
J. & K.	1	1	..
Kerala	1	1	..
M. P.	2	2	4
Madras	1	1	1
Maharashtra	6
Mysore	2	2	1
Orissa	1	1	..
Panjab	3	3	..
Rajasthan	3
U. P.	4	5	2
W. Bengal	2	3	2
Union Territories	1	2	..
Total	14	13	27

Table No. 2.23
Types of Courses in the University Departments

State	University Department/Colleges running		
	Only M.Ed.	Only B.Ed.	Both
A. P.	1
Assam	1	1
Bihar
Gujarat	1	2
J. & K.	1	..
Kerala	1	..
M. P.	2
Madras	1
Maharashtra
Mysore	1	1
Orissa	1
Panjab	3	..
Rajasthan
U. P.	1	4
W. Bengal	1	2
Union Territories	1	1
India	7	16

Table No. 2.24
Nature of Courses in TEIs

State	Only B.Ed.	4 yrs. B.A. Course	Only M.Ed.	Both B.Ed. & M.Ed.	Both B.Ed. & Dip.	B. Ed., M.Ed. & Dip.	Total	Facility for Ph. D.
A.P.	5	..	0	2	2	..	9	Yes
Assam	4	..	0	1 (M.A. in Edu.)	1	..	6	Yes (Gauhati Univ. Deptt.)
Bihar	5	..	0	1	1	..	7	No
Gujarat	10	..	0	3	2	2	17	Yes M. S. University, (Baroda, Gujarat Univ., and S. P. Univ.
J. & K.	3	0	1	0	0	0	4	No
Kerala	20	0	1	0	0	0	21	Yes
M.P.	1	1	0	11	0	2	15	Yes (Univ. Deptt.)
Madras	15	0	0	4	0	0	19	Yes (-do-)
Maharashtra	10	0	1	11	2	2	26	Yes (Bombay Un.)
Mysore	15	1	1	1	1	0	19	Yes (Univ. Deptt.)
Orissa	2	1	0	1	0	0	4	No
Panjab	10	1	3	1	10	0	25	Yes (Univ. Deptt.)
Rajasthan	..	1	0	2	0	1	11	Yes (Udaipur College)
U.P.	45	1	10	0	0	0	56	Yes (2 college of Aligarh Univ.)
W. Bengal	24	0	0	2	0	0	26	Yes (Cal. Univ.)
Union Territories	4	0	0	1	2	1	8	Yes (Ph. D., CIE.)
India	180	6	17	41	21	8	273	

Table No. 2.25
Facilities of Inservice Education

State	Ext. Centres	Ext. Unit	Total	No. of T.E.I.
A. P.	5	2	7	9
Assam	1	..	1	6
Bihar	4	0	4	7
Gujarat	4	2	6	17
J. & K.	2	0	2	4
Kerala	7	0	7	21
M. P.	7	2	9	15
Madras	6	0	6	19
Maharashtra	8	0	8	26
Mysore	6	2	8	19
Orissa	2	1	3	4
Panjab	4	1	5	25
Rajasthan	3	0	3	11
U.P.	5	5	10	56
West Bengal	6	3	9	26
Union Territories	2	1	3	8
India	72	19	91	273

Character of Student Population, Enrolment, Output and Wastage

AFTER studying the nature of T.E.Is in the country, now we shall turn our attention to their student-capacity (sanctioned strength), actual student population (enrolment), and output, total as well as subjectwise. Further, we shall also study with the help of this data, the problem of failure and wastage in teacher education.

Sanctioned B.Ed. Strength and Enrolment

The sanctioned strength and enrolment of all the 238 T.E.Is for the year 1963-64 is given in table no. 3.1.

The total sanctioned strength in all the 238 T.E.Is in the country in the year 1963-64 is 25,176 while the total enrolment (at the end of the session) is only 23,801. The highest sanctioned strength of 4,890 (19.42%) and enrolment of 4,605 (19.35%) is in U.P. followed by Panjab—sanctioned strength 3,330 (13.22%) and enrolment 3,243 (13.63%); West Bengal sanctioned strength 2,488 (9.88%) and enrolment 2,420 (10.17%) and Kerala sanctioned strength 2,384 (9.67%) and enrolment 2,384 or (10.02%). The lowest sanctioned strength of 280 (1.11%) and enrolment of 233 (1%) is in Assam, preceded by Union Territories—sanctioned strength 397 (1.18%) and enrolment of 355 or 1.4%; Orissa—sanctioned strength 460 (1.83%) and enrolment 358 (1.5%); and J & K—sanctioned strength 474 (1.88%) and enrolment 439 (2%) of the total.

The total sanctioned strength and enrolment for the year 1964-65 is given in table no. 3.2

The total sanctioned strength in the year 1964-65 is 26,769 and the enrolment (at the end of the session) is 25,264. Again the highest sanctioned strength of 4,900 or 18.3% and enrolment of 4,626 or 18.3% is in U.P., followed by Panjab sanctioned strength 3,550 or 13.2% and enrolment, 3,460 or 13.7%, West Bengal—sanctioned strength 2,776 or 10.37%, and enrolment 2702 or 10.7%

and Kerala—sanctioned strength 2,489 or 9.3% and enrolment 2,405 or 7.5%. And the lowest sanctioned strength of 380 or 1.4% and enrolment of 288 or 1.14% is again in Assam, preceded by Orissa—sanctioned strength 460 or 1.7% and enrolment 358 or 1.4%.

A comparative study of the sanctioned strength and enrolment data for the year 1963-64 and 1964-65 can be made with the help of table no. 3.3.

This study reveals that there is an increase in the total sanctioned strength by 1,593 and in total enrolment by 1,463. There is increase in all the states in enrolment figures except J & K and Madras where there is decrease in enrolment figures in 1964-65 from 1963-64. The highest increase in enrolment is in Rajasthan (286) followed by West Bengal (282), and the lowest increase of 5 is in Bihar. In terms of percentage, the highest increase of 35% is in Rajasthan, followed by 24% in Assam, and 19% in Union Territories.

The increase in enrolment during this period is mainly due to increase in average strength per T.E.I., since only 9 new T.E.Is have been added for 1,463 additional students. We find that in the States of A.P., Bihar, Kerala, Maharashtra, Mysore, Panjab, Rajasthan, and Union Territories there is no increase in the number of T.E.Is and yet there is increase in student enrolment due to increase in average enrolment per T.E.I.

But in five states i.e. Gujarat, M.P., U.P., West Bengal and Assam the number of T.E.Is has increased in 1964-65 from 1963-64. In all these states except Assam there is decrease in average enrolment per institution. In Assam the average enrolment per institution remains the same in both the years. But in all these five States the increase in enrolment is less than the proportionate increase expected due to the establishment of new T.E.Is. Hence, it can be concluded that in these States the

increase in the number of T.E.Is to some extent adversely affected the enrolment of already functioning T.E.Is.

To summarise these observations it can be said that generally there is an increase in total sanctioned strength and total enrolment figures in States in the year 1964-65 than 1963-64. But in a few States the downward trend is also visible. The increase in enrolment is achieved mainly by increasing the average strength of T.E.Is. And in States where new T.E.Is were established for the purpose of increasing students enrolment, this reduced the average enrolment of T.E.Is already functioning in those states.

Output

In order to find out the number of trained teachers that are available to sustain and expand the facilities of education at the middle and secondary stage, the study of the output in teacher education would be found interesting. Secondly, separate study of output of men and women teachers would be found useful in evaluating the requirements of trained teachers both for boys and girls schools. Lastly, this study will further reveal the stagnation in teacher education which may also contribute to wastage. The total output figures for the States for the year 1963-64 are given in table. no. 3.4

The total output of trained teachers in the year 1963-64 was 21,074 out of a total enrolment of 23,801. This brings the output percentage to 89. Out of these 13,590 or 65% were men and 7,484 or 35% women.

The highest figure of 3,905 in the output of teachers is in U.P. (19.5%) followed by 2,905 in Panjab (14.5%) and 2,191 in Kerala (11%). The lowest figure of 165 is in Assam (.8%) preceded by 323 in Union Territories (1.6%) and 337 in Orissa (1.7%).

The highest output of men teachers' i.e., 2,612 or (18.3%) is also found in U.P., followed by 1,433 (10.03%) in West Bengal, and 1,365 or (9.6%) in M.P. And the lowest output of 126 (.9%) men teachers is in Assam, preceded by 185 or 1.1% in Union Territories.

The highest number of 1,877 or 26.7% in women teachers output is in Panjab, followed by 1,293 or 18.1% in U.P., and 1,050 or 14.7% in Kerala, and the lowest number of 58 or .8% is in Orissa preceded by 39 or .5% in Assam. In Panjab the output of women teachers exceeds that of men teachers by 30%—65% women and 35% men.

The pass percentage in teacher education in the year 1963-64 differs from State to State and the range is 71 to 99. The highest pass percentage of 99 is in Gujarat, followed by 97 in M.P., and 96 in Maharashtra and the lowest pass percentage of 71 is in Assam, preceded by 74 in Madras. States which have similar or more pass

percentage than the national figure of 89% are: A.P., Bihar, Gujarat, Kerala, M.P., Maharashtra, Mysore, Orissa and U.P.; and those having less are: Assam, J & K, Madras, Panjab, Rajasthan, West Bengal and Union Territories.

The output figures for all the States for the year 1964-65 are indicated in table no. 3.5

The total output of trained teachers in the country in the year 1964-65 was 22,111 out of the total enrolment of 25,264. This brings the pass percentage to 88. Out of these, 14,154 or 64% were men teachers, and 7,957 or 36% women teachers.

Again the highest number of 4,034 or 20.2% in teachers output is in U.P., followed by 3,030 or 15.2% in Panjab, 2,174 or 10.9% in West Bengal, and 2,007 or 10.03% in Kerala. The lowest figure of 243 or 1.2% is in Assam, preceded by 333 or 1.7% in J & K.

Again the highest output of men teachers i.e. 2,596 or 18.2% is in U.P., followed by 1,483 or 10.4% in West Bengal, and 1,340 or 9.4% in M.P. and the lowest output of 203 or 1.5% is in Assam, preceded by 208 or 1.5% in Union Territories, and 217 or 1.5% in J & K. And the highest output of women teachers i.e. 1,760 or 22.9% is in Panjab, followed by 1,438 or 18.7% in U.P., and 1,076 or 14.0% in Kerala, and the lowest output of 40 or .52% in Assam, preceded by 58 or .76% in Orissa. In the year 1964-65 in the States of Kerala, Panjab, and Union Territories, the output of women teachers exceeded that of men teachers. It exceeded by 8% (54% women and 46% men) in Kerala, 16% (58% women 42% men) in Panjab and by 1.0% (50.5% women and 49.5% men) in Union Territories.

The pass percentage in teacher education in the year 1964-65 again differs from State to State and the range is 74 to 99. Again the highest pass percentage of 99 is in Gujarat, followed by 98 in Rajasthan, 97 in Bihar, and 96 in M.P. and the lowest of 74 in Madras, preceded by 77 in J & K. The States which have the same or higher pass percentage than the national average pass percentage figure of 88 are: A.P., Bihar, Gujarat, Kerala, M.P., Maharashtra, Mysore, Orissa, Panjab and Rajasthan and those having a lower percentage are: Assam, J & K, Madras, U.P., West Bengal and Union Territories.

A Comparative Study

A comparative study of output for the year 1963-64 and 1964-65 can be made with the help of table no. 3.6.

This study reveals that there is an increase in teachers output in 1964-65 by 1,037 or 5% from the previous year. There is an increase in output in all the States, except J & K, Kerala and Madras. States showing higher output, also show increased enrolment in 1964-65. In three

States—J & K, Kerala and Madras—the output has gone down in 1964-65 in comparison to 1963-64 by 9%, 8%, and 2% respectively. While in the case of J & K and Madras the loss in output is due to decrease in enrolment, it is due to higher percentage of failure in case of Kerala, in the year 1964-65 (failure in 1963-64, 8% and in 1964-65, 12%).

The highest increase of 219 in total output is in Rajasthan, followed by 188 in Mysore. In terms of the highest percentage increase in output 47% is in Assam followed by 30% in Union Territories, and 29% in Rajasthan.

Taking the output of men teachers separately, it is noticed that there is increase of 564 or 4% in 1964-65. There is increase in output of men teachers only in 10 out of the 16 states. These states are A.P., Assam, Bihar, Gujarat, Madras, Mysore, Panjab, Rajasthan, West Bengal and Union Territories. The highest increase of 238 is in Panjab, followed by 184 in Rajasthan. Taking the percentage the highest increase in output of men teachers is in Assam (61%) followed by Rajasthan (35%). But in five states—J & K, Kerala, M.P., Maharashtra, and U.P., the output of men teachers has gone down in 1964-65 as compared to 1963-64. Though in case of U.P., M.P., and Maharashtra it is reduced by 1%, 2%, and 5% respectively, it is as much as 13% in case of J & K, and 18% in case of Kerala.

In case of total output of women teachers, it is found that there is increase in 1964-65 of 473 or 6%. There is increase in the output of women teachers in all the States except Madras and Panjab, although the increase in two states—Assam and J & K—is by 1 only. The highest increase of 145 is in U.P., followed by 81 in Maharashtra. In terms of percentage the highest increase in output of women teachers is in Union Territories (54%) followed by M.P., (39%). But in case of Madras and Panjab, the output of women teachers has gone down by 50 and 117, or 10% and 6% respectively.

Increase in output of both men and women teachers is found in States of A.P., Assam, Bihar, Gujarat, Mysore, Rajasthan, West Bengal, and Union territories; of only men teachers in Madras and Panjab; and of only women teachers in J & K, Kerala, M.P., Maharashtra, and U.P.

In Madras the percentage decrease in the output of women teachers very much outnumbers the percentage increase in the output of men teachers resulting in an overall decrease in total output. But in Panjab the percentage increase in the output of men teachers very much exceeds the percentage decrease in the output of women teachers, hence, it results in an overall increase in total output in the State.

In the States of M.P., Maharashtra, and U.P., the percentage increase in the output of women teachers very much exceeds the percentage decrease in the output of men teachers, and so resulting in an overall increase in total output. But in the case of J & K, the shortfall of men teachers very much outnumbers the increase in women teachers, resulting in overall decrease in the output of the State.

The pass percentage from 89 in 1963-64 has gone down to 88 in 1964-65. While in some States there is not much difference in pass percentage between 1963-64 and 1964-65, and even in a few cases, the pass percentage in both the years remains the same, there is much difference in others in pass percentage in the two years. In five in case of 6 states, the pass percentage has gone up in 1964-65 from 1963-64, it has gone down in case of 6 other states.

In A.P., Gujarat and Madras the pass percentage for both the years remains the same; in Bihar, Kerala, M.P., Maharashtra, Mysore, Panjab, U.P., West Bengal and Union Territories, the range of difference in pass percentage is from 1 to 5% only, but in Assam, J & K, and Rajasthan the difference ranges between 6 to 17%—the highest difference of 17% is found in case of Rajasthan.

The pass percentage has gone up in case of Assam, Bihar, Mysore, Panjab, Rajasthan, and Union Territories in 1964-65 over 1963-64; the highest improvement by 17% is in Rajasthan but in the case of J & K, Kerala, M.P., Maharashtra, U.P. and West Bengal it has gone down, the highest decrease of 6% in pass percentage is in J & K.

To summarize these observations it can be mentioned that total output of trained teachers has increased in 1964-65 from 1963-64 due to higher enrolment in the later year. But in case of three States it has really gone down. Taking the output of men and women teachers separately, total increase is noted in both the cases. In majority of States the output of both men and women teachers has gone up; but in two States the output of only men teachers has gone up, and the output of women teachers has gone down, while in other states the output of women teachers only has gone up and the output of men teachers has gone down. This may perhaps suggest that expansion of teacher education facilities in these States for one sex may perhaps be taking place by curtailing facilities for the other sex.

There is not much difference in average total pass percentage in the two years. But the pass percentage figures in the States is very much vacillating and in case of some States this figure deviates very much (even by 17%). Lastly, the pass percentage figure shows both

upward and downward trends resulting in increase and decrease in percentage of successful candidates each year.

The subject-wise output for the year 1963-64 and 1964-65 is given in table nos. 3.7 and 3.7(a).

These tables indicate the school subjects which student-teachers learn to teach. It may be noticed that Basic Education and Pre-primary Education are also included therein. Their inclusion indicates preparation for that stage in all school subjects.

These subjects are enumerated below according to their rank order for the year 1963-64.

Rank	Subject	Output	Rank	Subject	Output
1.	English	8341	13.	Biol. Sc.	582
2.	Hindi	5201	14.	Sansk.	397
3.	History	4731	15.	Home Sc.	344
4.	Soc. St.	4243	16.	Elem. Edu.	234
5.	Regional Language	3750	17.	Agr.	240
6.	Maths.	3569	18.	Comm.	192
7.	Geog.	2341	19.	Nat. Sc.	115
8.	Gen. Sc.	1940	20.	Basic Edu.	110
9.	Phy. Sc.	1897	21.	Music	93
10.	Civics	1525	22.	Urdu	89
11.	Phy. Educ.	714	23.	Pre-Prim.	81
12.	Econ.	686	24.	Fine Arts	57
			25.	Hygiene	46

These subjects are further classified according to their major field and the total output figure in each field according to rank order have been presented as follows:

1.	Social sciences (including Soc. St., Hist., Geog, Econ. and Civics)	13526
2.	Regional languages and mother tongue (including regional language, Hindi, Urdu and Bengali)	9040
3.	Foreign language—English	8341
4.	Science (incl. Biol. Sc., Chem., Physics, Phy.Sc., Gen. Sc. and Natural Sc.)	4534
5.	Maths.	3569
6.	Misc. (Phy. Edu., Elem. Edu., Pre. Prim., Basic Edu. and Hygiene)	1191
7.	Sanskrit	394
8.	Home Science	344
9.	Agriculture	240
10.	Commerce	192
11.	Fine Arts (including Music)	150

There are some subjects in which there is no output. Such subjects are given in table no. 3.8.

Output in English, Maths., History and Geography takes place in all the States in the country. The highest figure of output in English 1723 is in Panjab and the

lowest 70 in Assam. The highest output in Maths. is 516 in Kerala and the lowest 21 in Assam. The highest output in History is in U.P. (641) and the lowest (10) in Union Territories; and the highest output in Geography is also in U.P. (641) and the lowest (7) in Panjab. In 8 states viz., A.P., Gujarat, M.P., Maharashtra, Mysore, Panjab, W. Bengal and Union Territories, the output is in both Regional Languages and Hindi, in four states: Assam, Kerala, Madras, and Orissa only in Regional Languages and not in Hindi and in 4 other States: Bihar, J & K, Rajasthan, and U.P. only in Hindi and not in Regional Languages. The combined highest figure of 2,293 for Hindi and Regional Languages is in U. P. and the lowest, 85 in Assam. Output in Social Studies is also found in all the States except Assam, and the highest output of 1,640 in the subject is in Panjab and the lowest of 11 in Maharashtra. There is output in Econ. only in the states of Bihar, Kerala, Maharashtra, Panjab, Rajasthan, and U.P. and the highest output of 404 is in U.P.

The output in commerce is only in the states of Bihar J & K, M. P., Maharashtra, Mysore, Rajasthan and U.P., and the highest output is in U.P. (553).

Among the Science group output in Biological Science, is only in the States of A.P., Kerala, Madras, Maharashtra, Mysore, Rajasthan, and W. Bengal, the highest output of 317 being in Kerala. The output in Physical sciences—including Physics and Chemistry is found in A.P., Kerala, M.P., Madras, Maharashtra, Mysore, Panjab, Rajasthan, U.P., and W. Bengal; the highest output of 716 being in Kerala. The output in General Science is in all states except Kerala; the highest output of 368 being in A.P. The highest combined output in science field is in Kerala (1,090) and the lowest of 9 in Assam.

The output in Fine Arts is only in Panjab and W. Bengal; that in Music only in M.P., Madras, Panjab and W. Bengal; in Agriculture, only in Bihar, Madras, Panjab and U.P., in Home Science only in Bihar, Gujarat, M.P., Madras, Maharashtra, Mysore, Rajasthan, U.P. and Union Territories; in Sanskrit only in Assam, Gujarat, M.P., Maharashtra, Mysore, Panjab, Rajasthan, U.P., and West Bengal.

Dropout and Wastage in Teacher Education

A study of drop out in Teacher Education will reveal the extent of wastage, if any, and the need to consolidate before indulging in any haphazard programme of expansion.

This study of drop out is based on 172 out of 219 (excluding those in Mysore and Orissa) or nearly 79% of institutions which give information about enrolment

both in the beginning and in the end. The drop out has been studied by taking enrolment figures in the beginning and the end of the session and then finding out the difference between the two. The drop out data for the year 1963-64 is given in table no. 3.9.

The study reveals that in the year 1963-64 drop out for all the TEIs in the country is 3 per cent. The problem of drop out is present in all the States and ranges from 1% to 11%. While in the states of Gujarat, Kerala, and M.P. it is only 1%, in A.P. it is 2%, in Madras, Panjab, W. Bengal it is 3%, in J & K, Maharashtra and Rajasthan 4%, in Bihar, U.P. and Union Territories it is 6% and in Assam 11%, i.e. the highest drop out percentage.

The study of drop out for the year 1964-65 is based on 185 out of 238 TEIs (excluding those in Mysore & Orissa) which constitute nearly 81% of the total sample. The drop out data for the year 1964-65 is given in table no. 3.10.

This table reveals that total drop out on Teacher Education for the country as a whole in the year 1964-65 is 4%. And again the problem is existing in all the States though in varying degrees. The range of drop out is from 1% to 24% in different States.

In Kerala the drop out is again 1%, in A.P., M.P., Maharashtra, Rajasthan, and W. Bengal it is 2%, in Panjab 3%, in J & K 4%, in Bihar, Gujarat, and Madras 5%, in U.P. and Union Territories 6%, and in Assam 24%, i.e. the highest drop out percentage for the year.

A comparative study of the drop out data reveals, that total drop out figure has gone up from 3% in 1963-64 to 4% in 1964-65. In the states of J & K, Kerala, Panjab, U.P. and Union Territories it has remained the same for both the years. In the case of Assam, Gujarat, M.P., Madras, and Maharashtra it has gone up (in case of Assam it is very much up) while in case of Bihar, Rajasthan and West Bengal, it has gone down.

Wastage

Besides leaving the institutions during the course of the academic year, some fail to qualify at the examination, while some of the failures may be passing out in subsequent years, we may consider failure and drop out together to indicate wastage in Teacher Education. Both drop out and failure can be regarded as links of the same chain, the drop out occurring throughout the session while failure occurs at the end. However, both lead to wastage in financial and human terms. Therefore, the study of combined wastage due to drop out and failure may be found valuable. The information about the combined wastage for the year 1963-64 has been given in table no. 3.11.

The combined wastage in teacher education in the year 1963-64 is 14%—3% drop out, and 11% failure. The percentage of combined wastage varies from State to State and ranges from 2% to 40%.

The highest percentage of combined wastage is in Assam (40%) followed by 29% in Madras, and 23% in Rajasthan and the lowest of 2% in Gujarat, preceded by 4% in M.P.

The information about the combined wastage for the year 1964-65 has been given in table no. 3.12.

The combined total wastage in the year 1964-65 is 16%—4% drop out and 12% failure. Again the percentage of combined wastage varies from State to State and ranges from 6% to 39%.

It is found again that the highest combined wastage of 39% is in Assam, followed by 31% in Madras, and 27% in J & K and the lowest combined wastage of 6% is in Gujarat and M.P.

A comparative study of the combined wastage for the two years reveals that it has risen from 14% in the year 1963-64 to 16% in the year 1964-65. Though in the case of A.P., and Maharashtra there is no change in the percentage of combined wastage, it has gone up in 1964-65 in the States of Gujarat, J & K, and W. Bengal by 2% to 6%. However, in the States of Assam, Bihar, Panjab, Rajasthan, and Union Territories it has come down by 1% to 8%.

Unused Sanctioned Strength

While studying the sanctioned strength and enrolment figure in the end a gap was noticed. One of the probable reasons for this gap might have been the occurrence of drop out. But if it is found that the extent of gap is much more than the extent of drop out, then, in all probability this would be due to sanctioned strength lying unutilised. Thus, in order to study whether the phenomena of unused sanctioned strength exists in teacher education or not, a comparative study between drop out and the gap in sanctioned strength and enrolment was undertaken. This study may be found very useful in planning the expansion and redistribution of facilities of teacher education.

The information about percentage of gap between sanctioned strength and enrolment and percentage of drop out for 1963-64 is given in table no. 3.13.

This table reveals that in the year 1963-64 while the gap between sanctioned strength and enrolment is 5%, the percentage of drop out for the same year is only 3% and so this difference of 2% can only be attributed to unused sanctioned strength. Though the figure of 2% seems to be small, but in terms of total of sanctioned

strength of nearly 25,000 it means a total unused sanctioned strength of 500.

In the States of A.P., Bihar, Panjab, U.P. and West Bengal, the enrolment goes up to the full capacity of sanctioned strength as there is no difference between sanctioned strength and enrolment. But in Assam, Gujarat, J & K, Kerala, M.P., Madras, Maharashtra, Rajasthan and Union Territories the difference between drop out percentage and percentage gap between sanctioned strength and enrolment ranges from 1% to 11%. It means that unused sanctioned strength is nearly 18 in Assam, 30 in Gujarat, 15 in J & K, 24 in Kerala, 102 in M.P., 34 in Madras, 48 in Maharashtra, 110 in Rajasthan and 20 in Union Territories.

The information about the difference between percentage of drop out and percentage of gap between sanctioned strength and enrolment for the year 1964-65 is given in table no. 3.14.

The table reveals that while the percentage of gap between sanctioned strength and enrolment for the year 1964-65 is 5%, the drop out for the same year is only 4%. Thus there is a difference of 1% unused sanctioned strength. In terms of total sanctioned strength of nearly 27,000 it means a total unused sanctioned strength of 270.

In eight States: viz. A.P., Assam, Bihar, Maharashtra, Panjab, Rajasthan, U.P. and Union Territories, though the enrolment goes up to the maximum sanctioned strength, in the other six viz. Gujarat, J & K, Kerala, M.P., Madras, and W. Bengal, the percentage of sanctioned strength lying vacant ranges from 1 to 10%. It means that unused sanctioned strength is nearly 22 in Gujarat, 40 in J & K, 50 in Kerala, 190 in M.P., 68 in Madras and 28 in West Bengal.

By comparing the unused sanctioned strength figures for the year 1963-64, and 1964-65, it can be found that unused sanctioned strength has very much become a fact in teacher education, though its percentage has gone down from 2 in 1963-64 to 1 in 1964-65, or from nearly 500 seats in 1963-64 to nearly 270 seats in 1964-65.

The percentage of unused sanctioned strength goes up in J & K from 3% in 1963-64 to 8% in 1964-65 (or from 15 seats to 40 seats), in Kerala from 1% in 1963-64 to 2% in 1964-65 (or from 24 seats to 50 seats) in M.P. from 6% in 1963-64 to 10% in 1964-65 (or from 102 seats to 190 seats) and in Madras from 2% in 1963-64 to 4% in 1964-65 (or from 34 seats to 68 seats).

A further verification of the fact that there exists unused B.Ed. sanctioned strength in the country can be had on the basis of analysis of enrolment figures into two categories—colleges having less than sanctioned

strength and those having full sanctioned strength or more. This analysis was done by giving a margin of 5% to the enrolment figures in the beginning, e.g. if the sanctioned strength of a college is 100 and if its enrolment falls below 95, then only it is classified under colleges 'having less than sanctioned strength', and if its enrolment was between 95 to 104, then 'under full strength', and if 106 or more then under 'more than sanctioned strength'.

This information pertains to the session 1964-65 and is given in table no. 3.15

This table reveals that out of a total of 226 T.E.Is about which this information was analysed, 32 or 14% have enrolment below the sanctioned strength given in the beginning, 178 or 79% have full sanctioned strength, and only 16 or 7% more than sanctioned strength. It is further noticed that in every State at least one or more T.E.I. has mentioned less than sanctioned strength in the beginning of the session.

The reasons for this phenomenon may be twofold. Either these institutions may not be getting sufficient number of suitable candidates according to the qualifications laid down by them, or sufficient number of candidates are not coming to seek admission even though the facilities for admission exist for them. The second reason may also be interpreted as that the number of sanctioned B. Ed. strength in States exceeds the number of eligible graduates in these States.

That there is some truth in both these statements can be proved by analysing the 'reasons for shortage' given by some T.E.Is themselves. These reasons are presented in order of their frequency with the name of the State in which these T.E.Is are located.

<i>S. No.</i>	<i>Reasons</i>	<i>Frequency</i>	<i>States</i>
1.	No stipend is given to students	6	A.P., Assam, M.P., Madras, Maharashtra & Union Territories
2.	A very large number of Training Colleges in the State	6	Gujarat & Maharashtra
3.	Limited hostel accommodation	5	M.P., Madras, Maharashtra, West Bengal.
4.	Residence in hostel is compulsory	2	Gujarat
5.	Only Students with maximum pass marks have applied	2	Kerala, U.P.

S. No.	Reason	Frequency	States
6.	Non-availability of qualified candidates or shortage of applicants	2	Madras, U.P.
7.	Only one method of teaching (Hindi) is taught	2	Gujarat
8.	Medium of instruction is Tamil	1	Madras
9.	Heavy fees charged	1	Maharashtra
10.	Craft & Community Work is compulsory	1	Gujarat.

No. 1 and 9 indicate the financial reason for this shortage, 2, 5 and 6 clearly indicate the shortage of qualified candidates in proportion to the number of seats available, 3 and 4 are related to hostel facilities (this has been given as a reason both for and against the shortage of candidates), nos. 5 and 8 to curricular activities and medium, and no. 7 to the scope of training provided.

As a few colleges have also reported excess in their sanctioned strength, it would be interesting to study the 'reasons for excesses' given by these T.E.Is. These have been enumerated below according to their frequency.

S. No.	Reason	Frequency	States
1.	Great rush for admission	9	M.P., Maharashtra, W. Bengal and U.P.
2.	No. of Govt. deputed teachers not fixed	4	Gujarat, M.P. and U.P.
3.	To provide for the drop outs	2	Maharashtra.

Although the main reason given for the excess over the sanctioned strength has been the 'great rush for admission' or great pressure for admission, yet reasons nos. 2 and 3 suggest that administrative causes also contribute to this excess over sanctioned strength.

A comparative review of both the reasons for shortage and excess further reveals that problem of excess and shortage exist in some States simultaneously. And this indicates the problem of proper distribution of seats in these States. These States are A.P., Gujarat, M.P., Maharashtra, U.P. and West Bengal. In a few States such as Assam, Kerala, Madras, and Union Territories there is the problem of shortage only which suggests a careful review of the plan of expansion of training in these States. It is important to note that there is no State

which complains of excess strength without complaining of shortage at the same time.

M.Ed. Enrolment and Output

Master level programme in education has come to stay in our country. As such the M.Ed. programme is also conducted by some of the T.E.Is in every State, and it would be useful to study their sanctioned strength, enrolment and output. The data also includes M.A. education programme run in Assam and West Bengal. Sanctioned strength, enrolment and output of M.Ed. for the year 1963-64 is given in table no. 3.16.

This table reveals that the total sanctioned strength of M.Ed. in the country in the year 1963-64 is 1172. M.Ed. programme is run in all the states except J & K, where it started after 1965. Maharashtra has a sanctioned strength of 346—the highest in the country, followed by 162 in U.P., and 111 in M.P. The lowest sanctioned strength of 10 is in Orissa, preceded by 20 in Kerala.

The M.Ed. enrolment for the year 1963-64 is only 1,021. The highest enrolment of 317 is in Maharashtra, followed by 162 in U.P., and the lowest 10 is in Orissa, preceded by 19 in Rajasthan.

The difference between sanctioned strength and enrolment is 15. This means a gap of nearly 13%. This gap may be due to drop out or unused sanctioned strength.

The total M.Ed. and M.A. (Education) output for the same year is 688 which is very much short of the actual enrolment. This is perhaps due to failure and also due to the fact that 6 states: Assam, Gujarat, Madras, Maharashtra, U.P. and West Bengal have provision for 2 year M.Ed. course (full time or part time).

The highest M.Ed. output of 157 is in Maharashtra followed by 110 in U.P., and the lowest of 10 in Orissa, preceded by 13 in Madras.

Of the total M.Ed. output of 688, there are 546 men which constitute nearly 79% of the total output and 142 women constituting only 21% of the total output.

The output of men in M.Ed. is 130 in Maharashtra, followed by 86 in M.P. and 75 in U.P. and the lowest 9 is in Madras and Orissa.

The highest output of women is 35 in U.P., followed by 27 in Maharashtra and the lowest 1 is in Orissa, preceded by 2 in Rajasthan.

Sanctioned strength, enrolment and output of M.Ed. students for the year 1964-65 is given in table no. 3.17.

From this table it is apparent that the sanctioned M.Ed. strength for the year 1964-65 is 1,257 and enrolment 1,072 and barring J & K, education at the Master's

level in education is imparted in all the States of Indian Union.

Again, Maharashtra has the highest sanctioned strength of 386 in the country, followed by U.P., which has sanctioned strength of 181. These two States also have the highest enrolment in the country viz. 314 and 181 respectively. The lowest sanctioned strength and enrolment of 10 is perhaps also in Orissa (the data relates to 1963-64). It may again be observed that the enrolment in the year 1964-65 very much falls short by 185. This means that nearly 15% of the M.Ed. seats remain unfilled in the country. The highest short fall is in Maharashtra (72 seats) followed by A.P. (23 seats). However, in the States of Kerala, Orissa, U.P. & W. Bengal the whole sanctioned strength is used.

The total M.Ed. output in the year 1964-65 is 711. The highest output of 143 is in Maharashtra, followed by 109 in U.P. and the lowest figure of 10 is in Orissa.

Out of the total M.Ed. output of 711, 551 are men, and 160 women—making 77% and 23% of the total respectively. The highest output of men i.e. 101 is again in Maharashtra, followed by 97 in M.P. and the lowest figure of 9 is perhaps in Orissa. The highest output of women is 42 again in Maharashtra, followed by 33 in U.P. and the lowest 1 in West Bengal and Orissa.

A Comparative Study

A comparative study of the M.Ed. sanctioned strength, enrolment and output figures for the year 1963-64 and 1964-65 reveals that there continues to be a wide gap between sanctioned strength and enrolment. This gap further increased from 13% (or 157) in 1963-64 to 15% (185) in 1964-65. However, there is no such gap in the States of Kerala, Orissa, U.P. and West Bengal, but this gap is most prominent in Maharashtra where it has even

increased from 29 or 9% in 1963-64 to 72 or 19% in 1964-65.

There is an increase of only 5% in enrolment in 1964-65 from 1963-64. In a few states: Assam, Bihar, Mysore and Orissa the enrolment figures for the two years remain stable. They even go down in case of A.P., Maharashtra, W. Bengal and Union Territories by 1 to 3 or 1% to 10%. The highest increase in two years is in Gujarat (20) followed by U.P. (19). In terms of percentage highest increase in 2 years (50%) is in Kerala.

Because of the provision of two-years M.Ed. courses—which means some students are in the first year and others in the second year and those who are in the second year only take the examination—it could neither be possible to calculate the percentage of drop out, nor the pass percentage in teacher education at the M.Ed. level.

The increase in M.Ed. output in 1964-65 from 1963-64 is only 23 or 3% and the highest increase of 9 is in Kerala and M.P. While there is no increase in the output of men and women in 2 years in the States of Mysore and Orissa, there is actually decrease in their output in A.P., Maharashtra, U.P. and Union Territories. The highest decrease of 14 is in Maharashtra. The total increase in men output is only 5 or 1%. The highest increase of 11 is in M.P., followed by 7 in Bihar and West Bengal. But in States of A.P., Gujarat, Maharashtra, and Union Territories there is decrease in output.

In comparison to men, there is increase in output of women in M.Ed. in years 1964-65 over 1963-64. This increase in output is nearly 13%. The highest increase of 15 is in Maharashtra. The increase in the output of both men and women has taken place only in the States of Kerala, Maharashtra, Panjab and Rajasthan—while the decrease in the output of both men and women has taken place only in A.P.



Table No. 3.1

Sanctioned Strength and Enrolment during 1963-64

State	Sanctioned strength	Percentage	Enrolment	No. of TEIs	Average enrolment
A.P.	1357	5.39	1329	9	148
Assam	280	1.11	233	4	58
Bihar	1041	4.13	979	7	140
Gujarat	933	3.94	957	13	74
J. & K.	474	1.88	439	3	146
Kerala	2435	9.67	2384	20	119
M.P.	1733	6.88	613	13	124
Madras	1670	6.63	1583	19	83
Maharashtra	1608	6.35	1502	21	72
Mysore	1054	9.18	984	15	65
Orissa	460	1.83	358	4	89
Panjab	3330	13.22	3243	22	147
Rajasthan	966	3.84	817	8	102
U.P.	4890	19.42	4605	53	87
West Bengal	2488	9.88	2420	20	121
Union Territories	397	1.18	355	7	51
India	25176	100.63	23801	238	100

Table No. 3.2

Sanctioned Strength and Enrolment during 1964-65

State	1964-65			
	Sanctioned strength	Enrolment	No. of TEI	Av. enrolment
A.P.	1443	1413	9	157
Assam	380	288	5	58
Bihar	1041	984	7	141
Gujarat	1120	1045	16	65
J. & K.	492	433	3	144
Kerala	2489	2405	20	120
M.P.	1924	1689	14	121
Madras	1705	1557	19	82
Maharashtra	1605	1576	21	75
Mysore	1246	1139	15	76
Orissa	460	358	4	89
Panjab	3550	3460	22	157
Rajasthan	1123	1103	8	138
U.P.	4900	4626	54	86
West Bengal	2776	2702	23	117
Union Territories	515	486	7	69
India	26769	25264	247	102

Table No. 3.3

Increase in Enrolment of TEIs (1964-65 over 63-64)

State	Increase in enrol.	1964-65 percentage	Increase in av. enrol.	Increase in TEI
A.P.	84	6	9	0
Assam	55	24	0	1
Bihar	5	5	1	0
Gujarat	88	9	-9	3
J. & K.	-6	-14	-2	0
Kerala	21	9	1	0
M.P.	76	4.7	-3	1
Madras	-26	-1.6	-1	0
Maharashtra	74	5	3	0
Mysore	155	16	11	0
Orissa	..	..	..	0
Panjab	217	6.7	10	0
Rajasthan	286	35	36	0
U.P.	21	5	-1	1
West Bengal	282	11.7	-4	3
Union Territories	131	19	18	0
India	1463	6	2	9

Table No. 3.4

Output during 1963-64

State	Enrolment	Output			Pass %
		M	W	Total	
A.P.	1329	888	281	1169	89
Assam	233	126	39	165	71
Bihar	979	690	205	865	92
Gujarat	957	700	246	946	99
J. & K.	439	250	115	365	83
Kerala	2384	1141	1050	2191	92
M. P.	1613	1365	202	1567	97
Madras	1583	681	486	1167	74
Maharashtra	1502	1007	438	1445	96
Mysore	984	681	210	891	91
Orissa	358	279	58	337	94
Panjab	3243	1032	1877	2909	86
Rajasthan	817	520	225	745	81
U.P.	4605	2612	1293	3905	89
W. Bengal	2420	1433	621	2054	88
Union Territories	355	185	138	323	86
India	23801	13590 (65%)	7484 (35%)	21074	89

Table No. 3.5
Output during 1964-65

State	Enrolment	Output			Pass %
		M	W	Total	
A.P.	1413	913	351	1264	89
Assam	288	203	40	243	85
Bihar	984	745	213	958	97
Gujarat	1045	783	251	1034	99
J. & K.	433	217	116	333	77
Kerala	2405	931	1076	2007	88
M.P.	1689	1340	280	1620	96
Madras	1557	707	436	1143	74
Maharashtra	1576	952	519	1471	94
Mysore	1139	823	256	1079	95
Orissa	358	279	58	337	94
Panjab	3460	1270	1760	3030	91
Rajasthan	1103	704	260	964	98
U.P.	4626	2596	1438	4034	87
W. Bengal	2702	1483	691	2174	85
Union Territories	486	208	212	420	87
India	25264	14154 64%	7957 36%	22111 100%	88

Table No. 3.6
Comparative Output during 1963-64 and 1964-65

State	Diff. in m. output	Diff. in w. output	Diff. in total output	% in increase output		Total
				M	W	
A.P.	25	70	95	3	25	8
Assam	77	4	78	61	3	47
Bihar	55	8	63	8	4	7
Gujarat	83	5	88	12	2	9
J. & K.	— 33	1	— 32	13	1	— 9
Kerala	— 210	26	— 184	— 18	2	— 8
M.P.	— 25	78	53	— 2	39	3
Madras	26	— 50	— 24	4	— 10	— 2
Maharashtra	— 55	81	26	— 5	18	2
Mysore	142	46	188	21	22	21
Orissa	..	..	..	..	..	..
Panjab	238	— 117	121	23	— 6	4
Rajasthan	184	35	219	35	16	29
U.P.	— 16	145	129	— 1	11	3
W. Bengal	50	70	120	3	11	6
Union Territories	23	74	97	12	54	30
India	564	473	1037	4	6	5

Table No. 3.7
Subject-wise Output during 1963-64

<i>States Coll. giving information</i>	<i>Reg. lang.</i>	<i>Hindi</i>	<i>Eng-lish</i>	<i>Sec. St.</i>	<i>Hist.</i>	<i>Geog.</i>	<i>Econ.</i>	<i>Civics</i>	<i>Maths</i>	<i>Biol. Sc.</i>	<i>Chem.</i>	<i>Phy-sics</i>	<i>Phy. Sc.</i>	<i>Gen. Sc.</i>	<i>Natural Sc.</i>
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
A. P. (9) ..	236	52	850	372	31	11	0	0	296	23	0	0	47	378	48
Assam (3) ..	52	0	56	0	67	39	0	0	17	0	0	0	0	7	0
Est. for 4 ..	65	..	70	..	83	48	..	..	21	..	..	..	..	9	..
Bihar (7) ..	0	340	186	543	130	80	39	38	97	0	0	0	0	73	0
Gujarat (13) ..	550	233	172	33	310	165	0	0	205	0	0	0	0	147	0
J. & K. (3) ..	0	66	280	12	131	104	0	52	36	0	0	0	0	44	0
Kerala (20) ..	254	0	1158	54	625	240	39	0	516	317	0	0	716	0	67
M. P. (10) ..	7	679	208	140	291	249	0	398	112	0	0	0	98	41	0
Est. for 13 ..	10	911	280	188	391	335	..	534	151	..	..	..	132	55	..
Madras (19) ..	144	0	821	15	390	50	0	0	265	83	0	0	239	183	0
Maharashtra (21) ..	599	212	456	11	359	350	84	132	341	31	59	39	0	148	0
Mysore (15) ..	139	59	430	78	288	50	0	27	206	63	35	185	0	168	0
Orissa (4) ..	124	0	194	57	84	48	0	0	89	0	0	0	0	78	0
Panjab (20) ..	236	488	1551	1476	173	6	17	0	371	0	0	0	71	240	0
Est. for 22 ..	262	543	1723	1640	191	7	19	..	412	..	..	..	78	266	0
Rajasthan (8) ..	0	375	126	243	170	66	101	189	49	12	3	30	0	41	0
U. P. (42) ..	0	1741	815	304	640	486	306	420	439	0	0	0	189	192	0
Est. for 53 ..	..	2293	1074	400	844	641	404	533	578	0	0	0	249	253	..
W. Bengal (18) ..	1172	77	375	449	621	312	0	0	262	48	24	63	0	82	0
Est. for 20 ..	1315	85	421	504	697	343	..	..	288	53	26	69	..	90	..
Union Territories (3) ..	26	33	94	89	7	3	0	0	19	0	0	0	0	17	0
Est. for 7 ..	5	2	1	4	3	7	12	10	6	13	20	15	9	28	21
India 215/238 ..	3724	5201	8341	4243	4731	2519	686	1525	3569	582	123	313	1461	110	115

Table No. 3.7a (Contd.)

State Coll. giving information	Fine arts	Music	Phy. Edu.	Agriculture	Home Sc.	Comm.	Urdu	Bengali	Sans.	Elem.	Pre. Prim	Basic Educ.	Hygiene	Total
	16	17	18	19	20	21	22	23	24	25	26	27	28	29
A. P. (9)	204	0	0	0	10	0	11	0	0	0	0	0	0	2528
Assam (3)	0	0	0	0	13	0	0	19	0	0	0	0	0	560
Est. for 5	0	0	0	0	17	0	20	25	0	0	0	0	0	729
Bihar (7)	102	0	0	89	10	33	75	75	0	0	0	0	12	1916
Gujarat (16)	0	0	0	0	9	0	0	0	0	0	0	0	66	2068
G. & K. (3)	0	6	0	0	0	6	42	0	0	0	0	0	0	999
Kerala (20)	690	29	218	0	00	0	0	0	0	0	49	0	0	4014
M. P. (10)	0	0	0	52	13	7	0	0	69	0	0	4	0	2688
Est. for 14	0	10	0	0	0	0	0	0	0	0	0	0	0	..
Madras (19)	0	12	0	62	16	8	0	0	83	3	0	5	0	3240
Maharashtra (21)	0	5	41	0	19	39	0	0	0	0	0	40	0	2286
Mysore est.	0	12	0	0	3	10	0	0	47	0	0	0	0	2942
Orissa est.	0	0	0	0	6	53	0	0	7	0	0	0	0	2158
Panjab (21)	0	0	0	0	00	0	0	0	0	0	0	0	0	674
Est. for 22	41	66	292	193	2	0	0	14	14	0	0	0	0	5926
Rajasthan (8)	42	68	299	197	2	0	00	0	14	0	0	0	0	6067
H. P. (47)	0	0	0	0	20	11	0	0	43	0	0	0	0	1928
Est. for 54	0	38	0	29	197	47	45	0	41	0	0	22	89	6808
W. Bengal (15)	0	38	0	29	197	47	45	0	41	0	0	22	89	6869
Est. for 23.	0	0	0	0	0	0	0	0	34	0	0	18	39	2744
Union Territories									54			18	39	4348

Table No. 3.8

Subject with No Output

State	Agriculture	Hindi	Science	Social Sciences	Fine Arts & Music	Home Science	Commerce	Sanskrit
1. Andhra Pradesh	Agriculture	..	..	Economics	Fine Arts, Music	Home Science	Commerce	Sanskrit
2. Assam	-do-	Hindi	Biological, Physical Science	Social Studies Economics	-do-	-do-	-do-	..
3. Bihar	..	..	-do-	..	-do-	..	..	..
4. Gujarat	Agriculture	..	-do-	Economics	-do-	..	Commerce	..
5. J. & K.	-do-	..	-do-	-do-	-do-	Home Science	-do-	Sanskrit
6. Kerala	-do-	Hindi	General Science	..	-do-	-do-	-do-	-do-
7. Madhya Pradesh	-do-	..	Biological Science	Economics	Fine Arts	..	..	..
8. Madras	..	Hindi	..	-do-	Fine Arts	..	..	Sanskrit
9. Maharashtra	Agriculture	..	..	..	Fine Arts, Music	..	..	..
10. Mysore	-do-	..	..	Economics	-do-	..	..	..
11. Orissa	-do-	Hindi	Biological, Physical Science	-do-	-do-	Home Science	Commerce	Sanskrit
12. Panjab	..	..	Biological Science	..	..	-do-	-do-	..
13. Rajasthan	Agriculture	..	..	..	Fine Arts, Music	..	..	..
14. Uttar Pradesh	..	..	Biological Science	..	-do-	..	..	..
15. West Bengal	Agriculture	..	..	Economics	Music	Home Science	Commerce	..
16. Union Territories	-do-	..	Biological Science	-do-	Fine Arts, Music	..	-do-	Sanskrit

Table No. 3.9

Dropout and Enrolment 1963-64

State	Begin-ning	End	Dropout	%
A. P. (8)	1115	1093	22	2
Assam (3)	235	208	27	11
Bihar (1)	165	156	9	6
Gujarat (9)	659	654	5	1
J. & K. (3)	458	439	19	4
Kerala (18)	2044	2027	17	1
M. P. (10)	1297	1280	17	1
Madras (19)	1639	1583	56	3
Maharashtra (21)	1562	1507	60	4
Mysore	N.A.	N.A.	N.A.	N.A.
Orissa	N.A.	N.A.	N.A.	N.A.
Panjab (15)	2338	2260	70	3
Rajasthan (8)	804	773	31	4
U.P. (33)	3072	2888	184	6
W. Bengal (16)	2008	1953	55	3
Union Territories (7)	376	355	21	6
India (192)	17772	17179	593	3

Table No. 3.11

Combined Wastage in Teacher Education for 1963-64.

State	% Dropout	% Failure	% Combined
A. P.	2	11	13
Assam	11	29	40
Bihar	6	8	14
Gujarat	1	1	2
J. & K.	4	17	21
Kerala	1	8	9
M. P.	1	3	4
Madras	3	26	29
Maharashtra	4	14	18
Mysore	N.A.	N.A.	N.A.
Orissa	N.A.	N.A.	N.A.
Panjab	3	14	17
Rajasthan	4	19	23
U. P.	6	11	17
W. Bengal	3	12	15
Union Territories	6	14	20
India	3	11	14

Table No. 3.10

Dropout and Enrolment 1964-65

State	Begin-ning	End	Drop-out	%	diff. from 1963-64
A. P. (9)	1445	1413	30	2	0
Assam (3)	250	190	60	24	-13
Bihar (5)	754	716	38	5	1
Gujarat (9)	617	588	29	5	-4
J. & K. (3)	453	433	20	4	0
Kerala (18)	2141	2112	29	1	0
M.P. (9)	1031	1011	20	2	-1
Madras (19)	1635	1557	78	5	-2
Maharashtra (21)	1605	1576	29	2	-2
Mysore	N.A.	N.A.	N.A.	N.A.	N.A.
Orissa	N.A.	N.A.	N.A.	N.A.	N.A.
Panjab (20)	3304	3204	100	3	0
Rajasthan (4)	496	486	10	2	2
U.P. (39)	3504	3317	187	6	0
W. Bengal (19)	2296	2238	50	2	1
Union Territories (7)	520	486	34	6	0
India (185)	20051	19327	724	4	-1

Table No. 3.12

Combined Wastage in Teacher Education for 1964-65.

State	% Dropout	% Failure	% Comb.	Diff. over 1963-64
A. P.	2	11	13	0
Assam	24	15	39	1
Bihar	5	3	0	6
Gujarat	5	1	6	-4
J. & K.	4	23	27	-6
Kerala	1	12	13	-4
M.P.	2	4	6	-2
Madras	5	26	31	-2
Maharashtra	2	6	8	0
Mysore	N.A.	N.A.	N.A.	N.A.
Orissa	N.A.	N.A.	N.A.	N.A.
Panjab	3	9	12	5
Rajasthan	2	13	15	8
U.P.	6	13	19	-2
West Bengal	2	15	17	-2
Union Territories	6	13	19	-1
India	4	12	16	-2

Table No. 3.13

Gap between Strength and Enrolment during 1963-64

<i>State</i>	<i>Sanctioned strength</i>	<i>Enrolment</i>	<i>Gap between strength and enrolment</i>	<i>Percentage of gap</i>	<i>Drop-out %</i>	<i>Difference %</i>
1. Andhra Pradesh ..	1357	1329	28	2	2	0
2. Assam	280	233	47	17	11	6
3. Bihar	1041	979	62	6	6	0
4. Gujarat	993	957	36	4	1	3
5. J. & K.	474	439	35	7	4	3
6. Kerala	2435	2384	51	2	1	1
7. M. P.	1733	613	120	7	1	6
8. Madras	1670	1583	87	5	3	2
9. Maharashtra	1608	1502	106	7	4	3
10. Mysore	1054	984	70	7	..	..
11. Orissa	460	358	102	20	..	..
12. Panjab	3330	3243	87	3	3	0
13. Rajasthan	966	217	149	15	4	11
14. U.P.	4890	4605	285	6	6	0
15. West Bengal	2488	2420	68	3	3	0
16. Union Territories ..	397	355	42	11	6	5
India	25176	23801	1375	5	3	2

Table No. 3.14

Gap between Strength and Enrolment during 1964-65

<i>State</i>	<i>Sanctioned strength</i>	<i>Enrolment</i>	<i>Gap between strength and enrolment</i>	<i>Percentage of gap</i>	<i>Drop-out %</i>	<i>Difference %</i>	<i>Difference from 63-64 %</i>
1. Andhra Pradesh ..	1443	1413	30	2	2	0	0
2. Assam	380	288	92	4	24	0	6
3. Bihar	1041	984	57	5	5	0	0
4. Gujarat	1120	1045	75	7	5	2	1
5. J. & K.	492	433	59	12	4	8	5
6. Kerala	2489	2405	84	3	1	2	- 1
7. M.P.	1924	1689	235	12	2	10	- 4
8. Madras	1705	1557	148	9	5	4	- 2
9. Maharashtra	1605	1576	29	2	2	0	3
10. Mysore	1246	1139	107	9	..	..	..
11. Orissa	460	358	102	20	..	..	..
12. Panjab	3550	3460	90	3	3	0	0
13. Rajasthan	1123	1103	20	2	2	1	11
14. U.P.	4900	4626	274	6	6	0	0
15. West Bengal	2776	2702	74	3	2	1	- 1
16. Union Territories ..	515	486	29	6	6	0	5
India	26769	25264	1505	6	4	1	1

Table No. 3.15
Unutilized Sanctioned Strength (1964-65)

State	Colleges having less than sanctioned strength	Full sanctioned strength	More than a sanctioned strength
1. Andhra Pradesh	1	7	1
2. Assam	1	3	0
3. Bihar	1	6	0
4. Gujarat	1	11	1
5. J. & K.	1	2	0
6. Kerala	1	19	0
7. M.P.	2	10	1
8. Madras	3	15	0
9. Maharashtra	3	16	2
10. Mysore	4	11	0
11. Orissa	2	2	0
12. Panjab	2	17	2
13. Rajasthan	1	8	0
14. U.P.	5	32	10
15. West Bengal	1	13	1
16. Union Territories	3	4	0
Total	32	178	16
%	14	79	7

Table No. 3.16
M.Ed. Enrolment and Output 1963-64

S. No.	State	Sanctioned strength	Enrolment (end)	Difference	Output			Remarks
					Men	Women	Total	
1.	Andhra Pradesh	45	23	22	11	4	15	Two Years
2.	Assam	50	30	20	13	5	18	M.A. 2 Yrs.
3.	Bihar	30	20	10	10	7	17	
4.	Gujarat	98	91	7	38	12	50	2 Yrs.
5.	J. & K. .. .. .	..	..	..	..	..	..
6.	Kerala	20	20	0	10	9	19	
7.	M. P.	111	103	8	86	7	93	
8.	Madras	38	25	13	9	4	13	2 Yrs.
9.	Maharashtra	346	317	29	130	27	157	2 Yrs.
10.	Mysore	50	41	9	35	4	39	
11.	Orissa	10	10	0	9	1	10	
12.	Panjab	64	53	11	31	15	46	
13.	Rajasthan	35	19	16	17	2	19	
14.	U.P.	162	162	0	75	35	110	Both M. Ed. & M.A. 2 Years
15.	West Bengal	78	78	0	49	4	53	
16.	Union Territories	35	29	6	23	6	29	
	India	1172	1021	151(13%)	546(79%)	142(21%)	688	

Table No. 3.17

M.Ed. Enrolment and Output 1964-65

State	Sanctioned Strength	Enrolment (end)	Difference	Output			Remarks	Increase No.	%	Diff. in output		
				Men	Women	Total				Men	Women	Total
A. P.	45	22	23	10	2	12	2 years	— 1	— 4	— 1	— 2	— 3
Assam	50	30	20	14	5	12	2 years	0	..	1	0	1
Bihar	30	20	10	17	7	24		0	..	7	0	7
Gujarat	119	111	8	36	16	52	2 years	20	21	— 2	4	2
J. & K. .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Kerala	30	30	0	16	12	28	..	10	50	6	3	9
M. P.	110	104	6	97	5	102	..	1	1	11	— 2	9
Madras	38	26	12	10	5	15	2 years	1	4	1	+ 1	2
Maharashtra	386	314	72	101	42	143	2 years	— 3	— 1	—29	15	—14
Mysore	50	41	9	35	4	39	..	0	0	0	0	0
Orissa	10	10	0	9	1	10	..	0	0	0	0	0
Panjab	64	56	8	36	17	53	..	3	6	5	2	7
Rajasthan	32	24	8	21	3	24	..	5	26	4	1	5
U.P.	181	181	0	76	33	109	..	19	12	1	— 2	— 1
W. Bengal	77	77	0	56	1	57	2 years	— 1	— 1	7	— 3	4
Union Territories	35	26	9	17	7	24		— 3	—10	— 6	1	5
India	1257	1072	185	551	160	711		51	5%	5(1%)	18(13%)	23(3%)

Academic Programme and Evaluation

HAVING discussed the need for this survey, the general nature of T.E.Is, their management, academic control, enrolment and character of student population obtaining in the country, let us now pass on to an important and fundamental aspect—Academic Programme and Evaluation—an aspect that determines the actual attainments achieved in the professional growth of student teachers. Failing professional achievements no academic programme could be treated as sound. This chapter would accordingly aim at highlighting the different programmes undertaken by teacher education institutions and University Departments of Education so as to bring out the best in man to make him a practical specialist in the field of pedagogy and teaching. Nevertheless, the utility of a programme is not known unless the outcome is rightly appraised and evaluated and as such the two crucial aspects of ‘Programme’ and ‘Evaluation’ are put together in this chapter.

I. PARTS INTO WHICH THE COURSES ARE DIVIDED

Obviously, it is the study of ‘parts’, into which the whole course is divided, that comes first in the purview of this chapter. By and large, the whole B.Ed. course is divided into the following parts:

- (a) Theory courses and papers.
- (b) Practice teaching.
- (c) Practical work arising out of theory papers.
- (d) Practical work other than under (b) and (c).

This division of course seems to be widely accepted by the training institutions in our country with the exception of those under the Universities of Gauhati (Assam), Gujarat Vidyapeeth (Gujarat), Jammu and Kashmir, Rajasthan, Agra, Gorakhpur (Uttar Pradesh) where no weightage seems to be given to ‘practical work arising out of theory courses and papers’. This also excludes

the universities of Dibrugarh (Assam), State Department of Education, (Gujarat), Varanasiya Sanskrit University (U.P.), State Department of Education (Kerala) and Kurukshetra University (Panjab, now Haryana) wherefrom the data about the division of B.Ed. course is not available. It might, therefore, be assumed that only 6 universities (10.2% out of a total of 59) do not conform to this pattern, while for 5 (8.5%) the data is not available. Thus 48 (81.3%) universities are definitely adopting the above scheme. If the system were prevalent in this proportion in the 5 Universities cited, the over all national figure would reach as high a percentage as 90.

Prima facie, it is the States of Assam, J&K, Rajasthan, U.P. and Gujarat which do not give any importance to the practical work arising out of theory papers. In Assam and J & K there is an entire omission of this aspect while in Rajasthan at least one (Udaipur) and in U.P. two (B.H.U. and Lucknow) universities do conform to the generally accepted pattern of course division. A synoptic view of the non-abiding colleges can be had from table no. 4.1.

Clearly 11.7% of the total number of colleges existing in the country (Mysore & Orissa excepted) at the time of this survey or 22.5% of those actually responding do not strictly abide by this accepted pattern of division of B.Ed. course. All the institutions in Assam and J & K, followed by Rajasthan (66.6%) and U.P. (65%) do not follow this pattern.

PART A: *Theory Courses*

Theory of fundamentals and first principles underlying any art or science is a primary desideratum in any study, and even more so, in any professional training. It is the theory that lends considerable insight to the practitioner and enables him to practise things most fruitfully. Without the hand of theory, practice might either fail or take sufficiently long in developing expertise in the

practitioner because he would merely take to trial and error approach. The B.Ed. course in the country is oriented with major emphasis upon theory and principles necessary for the secondary teacher.

By and large, the number of theory papers prescribed for the B.Ed. course all over the country varies from 4 to 8 as shown in table no. 4.2.

The maximum number of theory papers (8) is provided in the university of Punjab while 7 in the universities of Punjabi (Punjab), Calcutta, North Bengal, Burdwan (W.B.), Gujarat Vidyapeeth (Gujarat) and Jodhpur (Rajasthan). In other words it is the States of Punjab, Gujarat, Rajasthan and West Bengal that prescribe the largest number of theory papers in the B.Ed. course. This is followed by 6 theory papers in Osmania (A.P.), Education Department (Gujarat), J & K University, Gauhati (Assam) as well as universities of Agra, Gorakhpur, Lucknow, Department of Education (U.P.), Kalyani (West Bengal) and Jamia Millia Islamia (Delhi). Of the 59 universities, 26 (44%) prescribe just 5 theory papers and consequently this figure of 5 papers may be taken as the norm. Even the overall average, excluding Mysore and Orissa, of theory papers is just 5.4. Considering the colleges rather than universities, as many as 78 colleges (33.8%) provide for 5 theory papers followed by 62 (26.8%) offering 6 papers. However, the least number of theory papers (4) is prescribed only in seven universities—two each in A.P. and Gujarat, one each in Punjab, Kerala and U.P.

PART B: *Practice of Teaching*

Practice of teaching is equally significant in the preparation of teachers. Theory and practice, being two legs of the same organism, can not be separated from each other lest they should cripple the whole organism.

Practice of teaching has been separately dealt with in the next chapter 'Practice of Education'.

PART C: *Practical Work arising out of Theory*

Tutorial Programme

For a closer staff-trainee relationship tutorial system is useful. From table no. 4.3 it appears that out of 231 institutions, only 171 (74%) provide for tutorial programme in the teacher training courses with the largest number of colleges (31) in U.P., followed by Maharashtra (20). Minimum number of such institutions is in Bihar (2). It is gratifying to note that 100 per cent T.E.Is in Assam and J & K have adopted the tutorial system.

On an average each tutorial class or section in different T.E.Is has 20 student-teachers with the highest average number (29) in J & K followed by 27 in Bihar. However,

the least average number of student-teachers in a tutorial group is in U.Ts. (10) preceded by Gujarat (12). In terms of range the number of students in a group lies between 5 to 60 (5 in Union Territories and 60 in Kerala). The ideal range lies in the states of M.P. (10-20), Madras (12-15) and Union Territories (5-15).

Discussing as to how frequently the tutorial groups meet, the majority of the T.E.Is (71) prefer to hold weekly meetings, followed by 40 institutions meeting twice every week. There are three training colleges in the country which hold the tutorial group daily. It may be possible that some of these colleges have misinterpreted the question and given information about tutorial periods in the time table rather than about the frequency of an individual tutorial group meeting the tutors.

Tutorials are usually arranged in two ways, viz. by single-teacher or under a rotating system in which the tutorial group is rotated among the subject teachers or method-masters. Both the systems are prevalent in the T.E.Is.—As many as 98 of them have adopted the system of attaching the tutorial group to a single-teacher while 66 prefer the rotating system to the single-teacher pattern. Fortunately enough, both the patterns are adopted in all the States with the exception of the Union Territories where single-teacher system alone is opted for.

Let us now come to the nature of the tutorials arranged in secondary teacher education institutions. Most of the institutions (161) give primary importance to discussions and seminars, followed by written work and assignments (116 institutions) under the tutorial programme. Quite a few institutions (33) resort to lecture too during this programme while only eight institutions provide for reading of articles, assignments, etc. before the tutorial group. Thus the character of tutorial programme seems to be useful because due emphasis is placed on two fundamental aspects of tutorials viz. discussions and written work. Topics for the tutorial groups are, in a large number of cases (84) suggested beforehand so that the student-teachers can come prepared for discussions. Only in 16 institutions the topic is suggested on the spot and as such extempore discussions take place. However, a combination of the two i.e. suggesting the topic before and suggesting it on the spot, are resorted to by as many as 85 of the institutions.

Apparently, the tutorial system, as in the majority of institutions, seems quite useful and fruitful. It would be worthwhile to examine the extent to which the institutions feel contented with the programme as it is. Table no. 4.4 reveals the nature of satisfaction and dissatisfaction felt by the colleges.

Response to this aspect of tutorials is available only from 63 institutions out of 231, among which 51 feel

satisfied with the tutorial system because it affords opportunity for group discussions, personal guidance in individual and academic problems, and for increase in general knowledge. Only 12 feel dissatisfied because of the lack of time for discussion, lack of seriousness and shortage of qualified staff. Their work is also hampered by shortage of proper rooms and library facilities coupled with large size of the group and as such they feel that tutorial system in these institutions lacks planning, cooperation and personal contact. Here the dissatisfaction is due to lack of facilities rather than with the system as such.

Suggestions to improve the situation relate to removal of handicaps, holding regular and frequent meetings with tutorial groups of limited size, as indicated in table no. 4.4 (a).

PART D: *Practical Work in General*

Practical work in B.Ed. programme consists of two forms—one resulting from the nature of theory courses or practice teaching and the next resulting from such other activities as are deemed to be essential in the preparation of healthy teachers. Naturally this may include all co-curricular activities and activities in additional skills which form an inseparable part of the B.Ed. training. In order to study some important items of these activities as obtainable in the T.E.Is in the country a glance over table nos. 4.5 to 4.14 may be helpful.

Games and Sports

The first important activity is games and sports. (Table no. 4.5). The largest number of T.E.Is (156) gives preference to ball games comprising volley ball, football, basket ball, net ball etc. These games are popular in all the States with the highest number of colleges in U.P. (43) followed by Panjab and West Bengal with 23 and 22 T.E.Is respectively. It is noteworthy that cent per cent institutions in Bihar, J & K, Panjab, Rajasthan and West Bengal encourage these ball games. The second important game played in a large number of institutions (98) is Badminton with the highest No. (26) in U.P. followed by Panjab (13). The least number of colleges encouraging these games are in the States of A.P., Assam, Madras (1 each) in respect of Ball games while Assam, J & K, Madras (2) each in respect of Badminton. Other important games played are Table tennis, Hockey and Cricket. Indoor games are played only in 23 institutions while Indian games, comprising of Kabaddi, Khokho etc. in 44 institutions and that too only in five States of A.P., Maharashtra Gujarat, Panjab and U.P. Water games viz., boating and races are encouraged only in two

states of J & K and U.P. Athletics are also encouraged but in a very few colleges (20) in the country.

Days and Weeks

Next to sports and games are the activities emanating out of the celebration of special days and weeks. Table no. 4.6 gives information about days and weeks celebrated in the T.E.Is.

The largest number of colleges (64) celebrate the Annual day of the college, followed by National days (50) and U.N.O. day (49). Independence day is celebrated in 43 institutions while Republic Day in 36 only. Teachers' day is, however, celebrated in 38 T.E.Is and different Weeks in 34. The least celebrated activities are Bharati day (only in Madras), preceded by Flag day and students' day celebrated only in two institutions of Maharashtra and Gujarat respectively. Among others, celebration of WHO Day, local festivals, Jayanties and anniversaries, is also encouraged but not in a large number of institutions.

Social Activities

Social service activities are also included in the B.Ed. training and the position about them in different institutions may be known from table no. 4.7.

The highly prized social activity is that of community service in one form or the other; this may include slum clearance projects, cleanliness, blind relief, *shramdan* and other similar activities. As many as 98 T.E.Is in the country encourage practical work arising out of these activities. The largest number of colleges giving fillip to these activities is in Uttar Pradesh (21) followed by Gujarat (13), with practically no such emphasis in Assam. Next to community services is the civil defence programme, activities which are encouraged in 18 T.E.Is only; 12 out of these 18 are in U.P. with 3 in Madras, 2 in Maharashtra and one in U.Ts. Besides the off campus and Adult Education Programmes are also undertaken, though in a few institutions only.

Student Groups

Student teachers are required to act collectively in a number of programmes and consequently it is rather essential for them to organise themselves into groups so that the projects and programmes are implemented with ease and smoothness. Table no. 4.8 indicates different types of student organisations and clubs that are considered necessary in different T.E.Is of the country.

In the order of importance, as revealed from the data, the first preference is for creation of a Student's Council in the T.E.Is because as many as 142 of these institutions encourage the formation of such councils. This is

followed by creation of subject-clubs in 64 institutions. Almost all the States have student councils with the highest figure (28) in U.P., followed by West Bengal and Gujarat (16 each). Cent percent of T.E.Is in Gujarat, J & K and Union Territories provide for these Councils. However the least number of student councils is in Assam (1). Subject clubs also exist in all States except J & K, Rajasthan and U.P. The largest number of these clubs exists in Kerala (14), followed by A.P. (9). 100 per cent T.E.Is in A.P. provide for subject clubs.

Literary Clubs

Other important student committees are literary clubs, social service league and sports or athletic association. Not much emphasis on these is visible from the data as only a few institutions provide them. Though literary clubs exist in 38 colleges, publication committee exists only in 2 institutions of the country. It is in fact these two associations that are badly needed in the T.E.Is because without literary club in the college it may not produce any significant thing for publication. Even for producing the college magazine such a club is called for and as such these activities need encouragement and strengthening.

Study Tours

Educational tours and excursions, more or less, also form an essential part of the B.Ed. programme. Table No. 4.9 shows tours and excursions arranged by different T.E.Is in the country.

Strictly speaking, educational tours to places of educational importance, other sister institutions and community development blocks (where community service is a required subject) were organised in 188, while 52 institutions sent students to places of historical and religious importance. In 91 cases students went out to other important places.

Exhibitions

Two types of exhibitions were organised viz. the subject and the educational or general exhibitions. Majority of these exhibitions (126) were arranged in the subjects taught and learnt during the B.Ed. training course; only 29 exhibitions were general. Assam is the only state where no such exhibition was organised. (Table no. 4.10).

N.C.C./A.C.C.

Only 48 institutions in the country have adopted N.C.C./A.C.C. programmes for implementation. The largest number of colleges catering to this programme is in the State of U.P. (28), followed by 5 in M.P. This

programme is not encouraged in the States of Assam and Kerala. (Table no. 4.10).

Publications

Certain periodical publications are necessarily brought out by T.E.Is so as to foster a spirit of literary contribution among the student-teachers. Table no. 4.11 shows details about the publications brought out by them.

Contrary to expectations on the basis of earlier information that only two T.E.Is in the country have publication committees and 38 literary clubs, as many as 167 institutions (72.3%) produced publications which consist of manuscripts, cyclostyled papers, and printed material. 151 T.E.Is produced printed material; of these (150) producing annual publications.

Additional Skills

Another programme deserving attention is training in additional skills and activities which may be studied from table no. 4.12.

The highly accepted activities are physical training and craft work in 146 and 144 T.E.Is respectively. Figure for both activities is the highest in U.P. with 36 and 24 colleges respectively. No emphasis is laid on these activities in Assam.

Next come the hobbies and library organisation which are pursued in 78 and 49 colleges in the country with the highest figures in U.P. Among the less important skills are the Educational Art and handwork, community living and preparation of aids, food preservation and gardening. Photography, Music, First Aid etc. also find a place but these are available only in a few institutions. A note worthy point, however, is that at least one of these activities or skills is compulsory for all the student-teachers.

Non-examination Activities

Student-teachers are given credit for participation in these activities and get marks which enter their total evaluation. But there are some other activities which are organised merely for giving them experience or enjoyment. They may be termed as extra non-examination activities. These are given in table no. 4.13.

These are available in about 33 % of the institutions (80). The only important activity herein is citizenship training which is in vogue in 79 out of 80 institutions with such courses. U.P. provides these activities in 27 institutions, followed by 17 in Madras. Other activities in this group are Art & Craft work, Preparation of Audio-visual aids, Vocational Guidance work, Music, Dancing, First Aid, etc. The States of Assam and Panjab do not follow such programme of extra activities.

Physical Education

Physical education is a required activity in 113 (44%) institutions training secondary teachers. U.P. requires it in 26 colleges followed by Madras (17). Assam, Panjab and West Bengal are the only three States where it does not appear to be a required activity. Theory of physical education is not considered an important item as only 13 institutions provide for its teaching. Besides Drill, Sports, Games, activities of minor importance, are aquatics (in J & K), Fire fighting (in U.P.), N.C.C. (1 Madras and 4 in U.P.) and *Shramdan* (1 in U.P.) as shown in table no. 4.14.

II. CLASSIFICATION OF THEORY PAPERS

Theory papers are usually divided into two major groups viz. compulsory and optional. The optional course occasionally is such that one may or may not offer it for study, as is the case with optional papers meant for specialization in teaching school subjects in L.T. course of U.P. It depends upon the capacity and interest of the student to offer specialization or not.

Table no. 4.15 shows B.Ed. theory courses as divided into compulsory and optional papers.

Compulsory Papers

The compulsory papers prescribed for study in secondary training institutions are between 3 to 7 papers; 7 being in the University of Panjab alone followed by 6 in the Universities of Jodhpur (Rajasthan), Burdwan, Calcutta and North Bengal (W.B.). Three compulsory papers are provided in the Universities of Andhra, Venkateshwar (A.P.), Annamalai and Madras (Madras), while four in 24 Universities viz. Baroda, Gujarat, Sr. Vallabhai Vidyapeeth (Gujarat), Kerala, 6 Universities each in M.P. and Maharashtra, Kurukshetra (Punjab), Rajasthan and Udaipur (Rajasthan), Aligarh, Banaras Hindu University, Varanaseya Sanskrit (U.P.), Viswa Bharati (W.B.), and Delhi (U.T.).

The following 17 Universities on the other hand have five compulsory papers, Osmania (A.P.), Gauhati (Assam), four Universities of Bihar, Gujarat Vidyapeeth and State Education Department (Gujarat), J & K, State Education Department (Kerala), Panjabi (Panjab), Agra, Gorakhpur, Lucknow & State Education Department (U.P.), Kalyani (W.B.) and Jamia Millia Islamia (Delhi). Information about the remaining 9 Universities/Departments of Education, out of total 59, could not be available.

Fundamentally, papers on Principles or Theory of Education, Educational Psychology, and Methodology of Teaching (Practice of Education) School Subjects are

invariably prescribed under compulsory papers in almost all the Universities referred to. In addition thereto, the following papers have also been given a place under compulsory group in different Universities.

School Organization (Edl. Admn.) and School Hygiene	..	20
History of Education	..	18
Current Educational Problems	..	15
Principles of Basic Education	..	3
Indian Education	..	3
Essay and Composition	..	2
Comparative Education	..	1
Art & Visual Education	..	1
Educational Reconstruction	..	1
Simple Language paper	..	1
Educational & Vocational Guidance	..	1
Educational Measurement	..	1

Since the choice of school teaching subjects is invariably compulsory, it is worthy of examination as to how many of the school teaching subjects are prescribed in secondary training course. Majority of the Universities have prescribed two method subjects, while the Universities of Kerala, State Education Department (Kerala); Ravishankar, Saugar, Vikram (M.P.), Bombay, Poona, SNTD, Shivaji (Maharashtra), and Varanaseya Sanskrit (U.P.) provide for learning of only one method subject, though they may compensate this by providing study of crafts or other alternative subjects. However, there are only two Universities J & K and Burdwan (W.B.) which prescribe three method subjects for every student teacher.

In J & K University, teaching of English is obligatory for every student teacher and he/she offers any two other subjects, but in Burdwan he can choose any three.

III. SPECIALIZATION

Optional Papers

It may be mentioned that the Universities of Bihar State; Baroda, Gujarat (Gujarat); Kerala, State Education Department (Kerala); and Kurukshetra (Panjab) prescribe no optionals. The entire theory course is compulsory for all.

As many as 37 Universities provide for one optional paper to be taken by every teacher trainee during B.Ed. training, while the Universities of Gujarat Vidyapeeth (Gujarat); Annamalai and Madras (Madras); Panjabi (Panjab) prescribe two optional papers in addition to the compulsory ones. Eight Universities, as stated earlier, do not prescribe any optional paper. Nothing can be

said about the remaining Universities and Education Departments in the absence of requisite data. Among these optional papers, there are as many as 16 Universities providing additional optional paper which a student teacher may or may not offer. These additional optional papers consist generally of advanced courses in method subjects or special fields.

While every teacher needs certain knowledge, skills, and attitudes to perform his duties, there are certain duties of school teachers which are entrusted to a few only e.g. physical education, craft education and co-curricular activities etc. Then occasionally it is desirable to fit these teachers for certain additional specific work e.g. to man the basic training schools. For such purposes there is provision for specialization in B.Ed. level courses. Specialization is also provided for additional work in one of the subjects that the teacher proposes to handle in school. Thus teacher training as a professional course lays emphasis on specialization in such courses as could be useful to the teacher trainee during his professional career. These specialization courses comprise two types in the main; first, specialization in the method subjects, and secondly, specialization in particular fields. Specialization courses do not involve the ordinary courses taught to every student in general but try to give such knowledge to the student teacher over and above the ordinary course to enable him to meet the professional challenges effectively and efficiently.

Table nos. 4.16 and 4.17 indicate the specialization papers in various training institutions of the country.

Out of 231 T.E.Is as many as 130 (56.3%) provide for specialization in special fields, while such specialization is compulsory only in 63 (27%) institutions. Among the method subjects, the highest number of institutions (64) provides for specialization in the teaching of English, followed by those preparing for Science (49). Next in order of importance are Hindi (in 47) and Social sciences (in 44). The least preferred subject among these is Urdu provided in one institution in A.P. only preceded by Geography in four institutions (3 in U.P., 1 in Assam).

Passing over to the special fields it is revealed that the most highly offered subject is Educational and Vocational Guidance available in 58 institutions, followed by Educational Measurement and Evaluation in 48. Next in order of preference are Basic Education (in 24) and Audio-visual Education (in 23). The least preferred subjects for specialization are Curriculum Construction, Advanced Educational Psychology, Community Education, Education for Exceptional Children and Cardboard Modelling and Kitchen Gardening (in one institution each).

Practical Work in Specialization

Table no. 4.18 shows the nature of practical work required in specialization.

As many as 88 T.E.Is have indicated that practical work is required in preparing students in the specialization courses. Surveys, collection and analysis of data recommended by 27 institutions is followed by testing in 17 institutions. The other activities required in specialization are, among others, the organisation of projects, case studies, action research and craft work.

As stated earlier, around 130 institutions in the country are offering specialization courses in a variety of subjects. Could it not, therefore, be possible to explore whether these institutions are really capable of imparting instructions in these subjects to the student-teachers? This position can be well studied with the help of table no. 4.19, which shows the number of colleges ready to provide specialized training, though with added equipment.

As many as 150 training colleges have indicated that they can give specialized training in one or more areas with the largest number (37) in U.P. followed by Madras (15). However, the least number (1) comes from J & K preceded by 4 in Assam. But they feel that some strengthening in aids and tools (57 institutions), subject laboratories and equipments (50), staff (47) and library (29) will fit them to do this job still better. Obviously, therefore, additional finance to provide buildings, furniture, books and equipment is needed.

IV. MEDIUM OF INSTRUCTION

It is important to know about the medium of instruction as well as the medium of examination in B.Ed. training. Table no. 4.20 illustrates the same.

Information about medium of instruction in B.Ed. course is available for 225 (97.4%) out of 231 T.E.Is while information about the medium of examination is in respect of the universities in the respective states. As many as 99 institutions provide English as the medium of instruction; 67 institutions have Regional Languages as the medium, followed by 55 institution providing for both English and Regional Languages. Hindi as medium of instruction in non-Hindi speaking areas is available only in one institution and that too in the State of Gujarat. Maharashtra provides instruction in one institution through Hindi, Regional Language and English.

The medium of instruction is invariably the medium of examination. But other languages also are permitted as optional media of examination in the universities indicated against them when the medium of instruction is English only as shown in Table no. 4.20.

V. SESSION

Table no. 4.21 shows the academic session as it obtained in different T.E.Is of the country during 1963-64 and 1964-65.

By and large the academic session for B.Ed. programme is one academic year. During 1963-64 against an average of 195 working days, the average of actual teaching days is just 176 while in 1964-65 against 193 working days average of actual teaching days was 174 for the country as a whole. It shows that around 90% of the working days are utilized for actual teaching programme in the training colleges. The highest number of teaching days (195) is in the institutions of Bihar for 1963-64, while for 1964-65 it is in M.P. (207 days). On the contrary, the least number of teaching days during the respective years is in the case of J & K (149) and Assam (174 days).

Considering in terms of range of days available for teaching in these T.E.Is, it is revealed that actual teaching days were between 100 and 249 during 1963-64, while during 1964-65 the range was reduced to 100-235. The lowest limits of these ranges are only in Panjab and U.P. for 1963-64, while in Panjab, U.P. and West Bengal for 1964-65. The upper limit of the range for 1963-64 is in West Bengal while for 1964-65 it is in U.P.

VI. EVALUATION

Table no. 4.22 gives in a nutshell the maximum marks allotted for theory papers, practice teaching and practical work in the B.Ed. programme. It also reveals marks allotted for internal and external assessment in the entire teacher training programme. Columns 7, 10 and 13 indicate the optimum marks for Theory, Practice Teaching and other Practical Work. By comparing the total of cols. 10 and 13 with col. 7 one can have a comparative idea about the weightage of Theory and Practice of Education.

Theory Papers Assessed

Marks allotted for theory papers fall in the range of 300 to 800; the upper and lower limits being only in one university each viz. 800 in Panjab while 300 in Nagpur.

No uniform pattern seems to be adopted by the Universities, even in one state, regarding assessing the theory papers. Out of the 47 Universities and examining agencies for which information was available, twenty six have 500 as the maximum marks, nine 600 while 400 and 700 maximum marks obtain in six Universities each. The range of internal assessment in theory papers lies between 10% to 50%—10% in State Education Depart-

ment (Kerala), while 50% in Panjabi (Punjab) and Jamia Millia Islamia (Delhi). However, most of the Universities limit it between 25% to 30% of the total marks in theory papers for internal assessment. Only 18 Universities reported internal assessment in theory papers.

Table no. 4.23 shows the criteria on which internal assessment is carried out. Among others, periodical tests and essays or assignments are the main sources and methods of this assessment. As many as 91 colleges adopt both these methods. Other processes include assessment on the basis of discussions, book reviews, projects etc.

Assessment of Practice Teaching

Assessment of practice teaching usually consists of regular class lessons and final lessons; regular class lessons being invariably assessed by internal examiners, especially method masters, while final lessons are assessed both by internal as well as external examiners. The entire practice teaching programme consists of marks lying in the range of 100 and 400—100 in State Department of Education (Kerala), Banaras Hindu University (U.P.), Viswa Bharati (West Bengal) and 400 in Jamia Millia Islamia (Delhi). As many as 30 Universities prescribe 200 marks for practice teaching while 6 prescribe 300 marks. In the University of Bombay numerical marks are not prescribed for practice teaching. Assessment in this University is done by grading the student teachers in five grades A, B, C, D, E. These grades represent the standard of the student teacher in final examination and determine the division awarded to him. The same pattern is available in the other universities in Maharashtra, e.g., Poona, S.N.D.T. and Shivaji. This work is carried out through diary, journal and log book where record of practice teaching is kept.

As for division of practice teaching marks, into internal and external the internal assessment for practice teaching ranges between 13% to 100%; 13% being in Burdwan (W.B.), and 100% in the Universities of Osmania (A.P.); Kerala and State Department of Education (Kerala); Annamalai and Madras (Madras); Marathwada (Maharashtra); Banaras Hindu University (U.P.); and Delhi University (U.T.). However, majority of Universities prescribe 50% internal marks for practice teaching—such Universities are Andhra, Sri Venkateswara (A.P.); Bhagalpur, Patna, Bihar, Ranchi (Bihar); Baroda, Gujarat Vidyapeeth, Sr. Vallabhai Vidyapeeth (Gujarat); J & K; Indore, Ravishankar, Saugar, Vikram (M.P.); Panjab, Panjabi (Panjab); Rajasthan and Udaipur (Rajasthan); Aligarh (U.P.); Calcutta, Kalyani and Viswa Bharati (W.B.); and Jamia Millia Islamia (Delhi). Internal assessment is moderated through a

coordinating body comprising university representatives and college head or a member of the staff in majority of the cases.

Tables no. 4.24 & 4.25 show the criteria for internal assessment of practice teaching and the methods adopted for consolidation of this assessment in the T.E.Is of the country. Of 231 colleges, 69 take into consideration the bases shown in the tables. As many as 26 T.E.Is provide weightage to preparation and use of teaching aids, followed by 23 giving credit for lesson notes. Among others, execution of lessons, general impression and personality of the student teacher, regularity and discipline, observation records, criticism lessons, and use of techniques and mastery of matter are considered for internally assessing the practice teaching programme.

Internal Assessment of practice teaching is finalized in various ways such as by method masters only (24 T.E.Is), average of practice teaching lessons (23 institutions), discussion between Dean & Staff (4), independent supervision by the Head (5) and re-assessment in case of variation by the Head wherever feasible (1). Final assessment is decided by a Board appointed by university (15 T.E.Is), through inspectors (3) or through a standard set by the academic council (8), or by taking the average of internal and external assessment. The system of appointing a Board by university is in vogue in A.P. (2 institutions), Bihar (1) and Madras (12), while that of fixing standard by academic council is in the state of Gujarat (8) alone, and that of inspectors in J & K (3). The methods of taking the average of internal and external assessment toward final evaluation of practice teaching programmes is adopted in A.P. (1), Maharashtra (7), Panjab (1) and U.P. (9).

Assessment of Practical Work and Additional Skills

A glance on table no. 4.22 also gives marks allotted for practical work by various universities besides showing their assessment both internal and external. Marks allotted for practical work range between 20 to 800; 20 being in Burdwan (W.B.) alone preceded by 50 in Aligarh (U.P.) and in Nagpur (Maharashtra), while 800 in Jamia Millia Islamia (Delhi) (for papers on craft and community living including activities and practical work). As many as 12 Universities prescribe 200 marks for practical work, while 8 prescribe 300, followed by 7 with 100 marks each.

In a number of cases, as in A.P., a work-book of practical work done by each student teacher is maintained to be finally assessed by Board of examiners appointed by University or Academic Council.

Internal assessment of practical work ranges between 25% to 100%; 25% being in the Universities of Poona,

S.N.D.T., Shivaji (Maharashtra), while 100% is in a large number of cases (24 Universities). There is a provision of 50% internal assessment in Udaipur (Rajasthan), and Bhagalpur & Ranchi (Bihar).

Table no. 4.26 shows the basis on which internal assessment in practical work is done. As many as 61 T.E.Is adopt the criteria laid therein. Craft work including activities and cumulative performance figure quite prominently in 48 and 22 institutions respectively. Among others, tests and practicals, regularity, observation record and report by tutor or P.T.I. are taken in account for assessing the practical work done by a student teacher during the academic session.

Pass Percentage

Let us now examine the final phase of the evaluation programme and see to the minimum pass percentage in theory as well as practice besides percentage required for awarding different divisions or classes in the entire B.Ed. course. Table no. 4.27 shows a comprehensive picture of percentage pass marks for B.Ed. course adopted in various Universities of the country.

Theory

Pass percentage in theory papers falls within the range of 30 to 40. The minimum pass percentage in theory i.e. 30% is in the cases of Ranchi University (Bihar) and Gujarat Vidyapeeth (Gujarat) preceded by 33% in Bhagalpur (Bihar); Jabalpur, Ravishankar, Saugar (M.P.), and State Education Department (U.P.). There is, however, further relaxation in the cases of J & K; Kerala; Jabalpur, Ravishankar, Saugar (M.P.); Kurukshetra (Punjab); Rajasthan; Agra and Gorakhpur (U.P.), where the student may get even smaller percentage of marks in individual papers provided he reaches the minimum pass marks in aggregate of all theory papers. The highest pass percentage (40%) prescribed for theory papers is in as many as 25 Universities.

Practice Teaching

Pass percentage for practice teaching lies between 25 to 50; 25% being in the universities of Maharashtra, while 50% in Kurukshetra and Panjabi (Panjab); and Gorakhpur (U.P.). 40% pass marks are provided in as many as 27 universities.

Practical Work

Pass marks for practical work also vary between the range of 30% to 50%; 30% being only in Gujarat Vidyapeeth (Gujarat), while 50% only in Union Territory of Delhi. 40% as minimum pass marks is prescribed in as many as 24 Universities.

Divisions and Classes

The universities conducting B.Ed. courses in the various T.E.Is of the country do not strictly conform to one uniform pattern regarding award of classes. Broadly, there are two distinct patterns. The first divides it into two categories viz. Pass and Distinction, while the second sticks to the old system of awarding three categories to pass candidates viz. First class, Second class and Third class. Distinction is provided in seven Universities only viz., M. S. University of Baroda (at 70% marks), State Department of Education (Gujarat) (at 66%) Gujarat University and Sr. Valabh Vidyapeeth (%age N.A.); Bombay (Maharashtra), Jamia Millia Islamia (Delhi) and U.T. of Delhi (at 65% each). While the first three adopt the system of distinction along with the three categories of 1st, 2nd and 3rd classes, the last two adopt two category system of pass (at 50%) and distinction (at 65%).

First class in theory is awarded at 60% marks in all universities except J & K where it is awarded at 65%. J & K has the same percentage of marks for awarding First class in practice teaching while the Universities of Ravishankar (M.P.), Gorakhpur and State Education Department (U.P.) award it at 80% and 75% marks respectively. By and large those who secure 60%

marks in theory and practice separately are placed in the first class in other universities for which the data is available.

Second class in theory and practice is awarded for marks varying in the range of 40 to 50% (minimum) and 40 to 60% (minimum) respectively. It is 40% in the Universities of Gauhati and Dibrugarh (Assam); Burdwan, Calcutta, Kalyani, North Bengal and Visva Bharati (W.B.) for second class in theory while Gauhati and Dibrugarh (Assam) have 40% for practice-teaching. Second class is awarded in majority of cases at 45% or 48% or even 50% marks in theory as well as practice of teaching. Ravishankar (M.P.); Gorakhpur and State Education Department (U.P.) award second class in practice teaching at 60% while Andhra and J & K at 55%.

Aggregate Pass Percentage

Aggregate pass percentage for theory, practice-teaching and practical work is provided in 23 universities only; and this percentage lies within the range of 36 to 50%; 36% in the universities of Jabalpur, Ravishankar, Saugar (M.P.); Agra and Aligarh (U.P.); while 50% in Union Territory of Delhi. Only 15 Universities prescribe 40% aggregate marks for this programme.

Table No. 4.1

Weightage to Practical Work

S. No.	State	No. of colleges existing 1964-65	No. of responding colleges	No. of colleges laying no weightage on practical work of theory papers	Percentage	
1.	Andhra Pradesh	9	9	..	0	
2.	Assam	..	6	5	100	
3.	Bihar	..	7	7	0	
4.	Gujarat	..	17	16	2	12.5
5.	J. & K.	..	3	3	3	100
6.	Kerala	..	21	19	..	0
7.	M.P.	..	15	14	..	0
8.	Madras	..	19	19	..	0
9.	Maharashtra	..	26	23	..	0
10.	Mysore	..	19	..	N.A.	..
11.	Orissa	..	4	..	N.A.	..
12.	Panjab	..	25	23	1	4.4
13.	Rajasthan	..	11	9	6	66.6
14.	U.P.	..	56	54	35	65
15.	West Bengal	..	26	22	..	0
16.	Union Territories	..	8	8	..	0
		272	231	52	22.5	

Table No. 4.2

Number of Theory Papers Prescribed

S. No.	State	University	Number of theory papers	Individual Mean
1.	Andhra Pradesh	Andhra, Osmania, Srivenkateswar.	4,6,4	4.7
2.	Assam	Gauhati, Dibrugarh	6	6
3.	Bihar	Bhagalpur, Bihar, Patna, Ranchi	5 each	5
4.	Gujarat	Baroda & Gujarat Gujarat Vidyapeeth Sr. V. B. Vidyapeeth, & State Edn. Dept. (Gujarat)	4 each 7 5 6	5.2
5.	J. & K.	J. & K. University	6	6
6.	Kerala	Kerala University Education Department, Kerala	4 5	4.5
7.	M.P.	Indore, Jabalpur, Jiwaji, Ravisankar, Saugar & Vikram	5 each	5
8.	Madras	Annamalai & Madras	5 each	5
9.	Maharashtra	Bombay, Marathwada, Nagpur, Poona, SNDT, Shivaji	5 each	5
10.	Mysore	..	N.A.	..
11.	Orissa	..	N.A.	..
12.	Panjab	Kurukshetra Panjab & Panjabi	4 8 & 7	6.3
13.	Rajasthan	Jodhpur Rajasthan & Udaipur	7 5 each	5.7
14.	U.P.	Agra, Gorakhpur, Lucknow, Aligarh, B.H.U.,* Dept. of Edn. (U.P.) Varanasiya Sanskrit University Allahabad University	6 each * 5 each 4 ..	4.75
15.	West Bengal	Burdwan Calcutta North Bengal Kalyani, Vishwa-bharati Edn. Dept. (W.B.)	8 7 each 6, 5 N.A.	6.4
16.	Union Territories	Delhi & Jamia Millia Edn. Dept. (Tripura)	5, 6 N.A.	5.5 ..
		Total Mean		5.4

Table No. 4.3
Tutorials Arranged

S. No.	State	Colleges with tutorial systems	Tutorial Sections		Students in Tut. section		Frequency							
			R	M	R	M	Daily	Weekly	Twice a week	Thrice a week	Fortnightly			
1.	A.P.	..	..	..	4	4-10	6.5	17-30	22	..	4	..	..	..
2.	Assam	..	..	..	5	2-5	4	15-30	23	..	1	1	1	..
3.	Bihar	..	..	..	2	5-8	6	20-33	27	..	2	..	..	..
4.	Gujarat	..	..	..	13	2-17	7	8-25	12	..	6	1	2	4
5.	J. & K.	..	..	..	3	3-11	8	12-60	29	..	1	1	1	..
6.	Kerala	..	..	..	12	4-14	7	14-30	22	..	4	2	..	4
7.	M.P.	..	..	..	11	2-12	7	10-20	14	..	8	3	..	..
8.	Madras	..	..	..	17	3-9	4	12-15	14	..	1	1	..	..
9.	Maharashtra	..	..	..	20	1-20	13	8-24	18	..	2	2	1	..
10.	Mysore	..	..	..	..	..	..	..	..	..	..	..	..	..
11.	Orissa	..	..	..	..	..	..	..	..	..	..	..	..	..
12.	Panjab	..	..	..	18	4-22	9	7-28	20	1	16	2	1	..
13.	Rajasthan	..	..	..	11	2-10	5	12-30	15	..	3	5	1	..
14.	U.P.	..	..	..	31	1-14	6.5	6-35	14	1	16	9	..	1
15.	W. Bengal	..	..	..	19	3-12	5.5	13-35	20	1	5	11	..	..
16.	Union Territories	..	..	..	5	8-20	10	5-15	10	..	2	2	..	1
					171	1-20	7	5-60	19	3	71	40	7	10

Table No. 4.4
Tutorials Appraised

S. No.	State	Satisfaction											
		Satisfied	Opportunity for group discussion	personal guidance in ind. & acad. problems	Increase in General Knowledge	Dissatisfaction	Lack of time, discussion & seriousness	Shortage of method masters & staff	Shortage of rooms & Lib. facilities	Large size of group	Lack of tutorials & planning	Lack of co-operation & personal contact	
1	2	3	4	5	6	7	8	9	10	11	12	13	
1	Andhra Pradesh	..	1	1	..	..	..	..	..	..	1	..
2	Assam	..	..	..	..	..	1	1	..	..	..	..
3	Bihar	..	..	..	..	..	1	..	..	1	..	..
4	Gujarat	..	..	1	..	..	2	..	..	..	..	..
5	J. & K.	..	..	..	..	..	..	..	..	..	..	..
6	Kerala	..	4	..	1	..	..	..	2	..	..	..
7	M.P.	..	8	..	..	..	..	..	..	1	..	1
8	Madras	..	2	7	..	..	..	..	..	2	..	..
9	Maharashtra	..	7	1	..	..	8	..	..	..	..	..
10	Mysore	..	..	..	..	..	..	..	..	..	..	..
11	Orissa	..	..	..	..	..	..	..	..	..	..	..
12	Panjab	..	13	..	..	6	..	..	..	..	..	..
13	Rajasthan	..	4	1	..	..	..	..	..	..	..	..
14	U.P.	..	17	2	..	6	1	..	..	2	..	..
15	West Bengal	..	6	..	..	..	..	..	..	..	5	3
16	Union Territories	..	3	..	..	..	..	2	..	..	..	..
			51	15	13	1	12	13	3	2	6	6	4

Table No. 4.4 (a)
Suggestions for Improvement

<i>Small group</i>	<i>More weightage</i>	<i>Increased frequency</i>	<i>Residential day college</i>	<i>More tutors & staff</i>	<i>More emphasis on practice</i>	<i>Well equipped libraries & tutorial rooms</i>	<i>Advance preparation by students</i>	<i>Records & personal attention</i>	<i>Tutorials on educational & international topics</i>
14	15	16	17	18	19	20	21	22	23
..
1	..	2	1	1	1	1	..	..	..
..	..	1	..	1	..	..	..	..	..
..	1	2	..	..	..	..	2	..	..
1	..	3	..	..	..	..	..	..	..
..	1	1	..	..	..	2	..	..	..
..
4	..	..	..	..	..	..	1	4	..
..	..	5	..	1	..	..	..	..	..
..
..
3	1	2	..	1	..	..	..	1	4
1	..	3	..	..	..	1	..	..	..
..	..	2	..	..	..	..	..	1	..
1	7	1	1	3	..	..	..	..	..
..	..	..	..	1	1	..	..	..	..
11	10	22	2	8	2	4	3	6	4

Table No. 4.5
Games & Sports

<i>S. No.</i>	<i>State</i>	<i>Indoor games</i>	<i>Table Tennis</i>	<i>Badminton</i>	<i>Indian games</i>	<i>aquatics</i>	<i>Sports & athletics</i>	<i>Intramural & college competitions</i>	<i>Annual sports</i>	<i>Ball games V.B., F.B., B.B., N.B., T.B.</i>	<i>Hockey</i>	<i>Cric-ket</i>	<i>Gym-nastic Drill & Scouting</i>	<i>Other outdoor games</i>
1.	A.P.	..	..	4	5	1	..	..	3	..	1	..	..	..
2.	Assam	..	1	1	2	..	..	..	..	1	..	..	..	..
3.	Bihar	..	..	0	7	..	..	..	..	7	1	..	..	2
4.	Gujarat	..	3	5	4	10	..	..	..	12	..	1	..	1
5.	J. & K.	..	..	1	2	..	1	..	..	3	1	1	..	..
6.	Kerala	..	..	..	7	..	..	1	1	9	..	..	..	..
7.	M.P.	..	5	..	3	..	..	1	..	9	1	..	..	5
8.	Madras	..	4	..	2	..	..	4	1	1	..	..	..	..
9.	Maharashtra	..	2	5	10	3	..	..	2	11	..	1	..	..
10.	Mysore	..	..	..	..	..	..	..	..	..	..	..	..	..
11.	Orissa	..	..	..	..	..	..	..	..	..	..	..	..	..
12.	Panjab	..	..	6	13	5	..	5	..	23	7	..	..	..
13.	Rajasthan	..	..	..	5	..	..	..	..	9	5	..	..	..
14.	U.P.	..	1	10	26	15	10	13	..	43	15	13	1	..
15.	West Bengal	..	7	1	9	..	..	..	2	22	..	5	3	..
16.	Union Territories	..	..	1	3	..	..	..	1	5	1	1	..	..
		23	34	98	34	11	20	8	6	156	31	22	4	8

Table No. 4.6

Special Days & Weeks Celebrated

S. No.	State	U.N.O. day	W.H.O. day	National days	Independence day	Re-public day	Teacher's day	Children day	Annual day	Flag day	Bharti day	Students day	Jayanties	Local festivals	Anni-versaries	Different weeks
1.	Andhra Pradesh	5	..	..	..	..	4	4	..	..	..	..	4	..	..	9
2.	Assam	..	..	..	..	..	1	..	1	..	..	..	2	1	..	..
3.	Bihar	..	..	..	2	2	2	..	2	2	..	..	4	1	..	..
4.	Gujarat	..	..	4	..	12	..	4	1	5	..	..	..	1	..	2
5.	J. & K.	..	..	..	..	..	..	..	1	..	..	2	1	..	2	..
6.	Kerala	..	..	9	..	1	7	8	9	1	..	..	2	1	..	1
7.	M. P.	..	..	4	..	9	..	..	3	3	1	..	2	..	7	7
8.	Madras	..	..	9	9	..	7	4	2	..	5	..	1	..	..	3
9.	Maharashtra	..	..	5	..	18	..	..	3	..	..	1	..	3	..	..
10.	Mysore	..	..	..	..	..	..	..	..	..	2	..	..	..	..	..
11.	Orissa	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
12.	Panjab	..	..	6	..	6	2	..	4	..	..	..	..	..	..	5
13.	Rajasthan	..	..	1	..	..	6	7	1	..	..	..	..	..	..	1
14.	U. P.	..	..	3	..	..	10	9	4	..	31	..	4	12	..	2
15.	West Bengal	..	..	..	..	6	6	..	..	18	..	..	1	1	..	2
16.	U. Territories	..	..	1	..	4	3	..	3	..	..	..	..	..	..	2
		47	9	52	43	36	38	11	64	2	2	2	20	20	9	34

Table No. 4.7
Social Service Activities

S. No.	State	* Community services	Off-campus programme & Social camps	Civil defence	Adult Education	Other activities
1.	Andhra Pradesh ..	4	..	..	..	..
2.	Assam .. ..	..	..	..	..	..
3.	Bihar	7	..	..	..	..
4.	Gujarat	13	8	..	..	1
5.	J. & K.	1	..	..	..	..
6.	Kerala	2	1	..	..	2
7.	M. P.	10	..	..	3	2
8.	Madras	5	..	3	1	4
9.	Maharashtra ..	7	..	2	..	3
10.	Mysore .. ..	..	..	..	..	..
11.	Orissa .. ..	..	..	..	..	..
12.	Panjab	8	..	..	2	2
13.	Rajasthan	3	4	..	2	..
14.	U. P.	24	..	12	..	2
15.	West Bengal ..	11	..	..	..	1
16.	Union Territories ..	3	..	1	..	..
		98	13	18	8	17

* including slum clearance cleanliness, blind relief, shramdan, and other social activities.

Table No. 4.8
Student Organizations

S. No.	State	Students Council	Subject Clubs	Literary Clubs	Social service league	Sports or Athletic Association	Publication committee	U.N.O. Club
1.	A.P.	4	9	3	1	..	..	..
2.	Assam	1	2	4	..	..	..	..
3.	Bihar	4	4	1	3	2	1	..
4.	Gujarat	16	6	..	..	..	..	..
5.	J. & K.	3	..	..	..	..	..	..
6.	Kerala	13	14	7	1	3	..	..
7.	M. P.	12	8	2	1	..	..	..
8.	Madras	4	5	4	5	..	..	..
9.	Maharashtra ..	14	4	4	2	..	..	..
10.	Mysore .. ..	..	..	..	..	..	..	..
11.	Orissa .. ..	..	..	..	..	..	..	..
12.	Panjab	14	6	7	..	2	1	2
13.	Rajasthan	5	..	..	..	..	..	..
14.	U.P.	28	..	1	..	..	..	1
15.	W. Bengal	16	4	1	..	..	..	..
16.	Union Territories ..	8	2	4	1	..	..	..
		142	64	38	14	7	2	4

Table No. 4.9

Study Tours & Excursions

<i>S. No.</i>	<i>State</i>	<i>Colleges providing for tours</i>	<i>Edl. Tours</i>	<i>To historical & religious places</i>	<i>To other important places</i>
1.	Andhra Pradesh	7	..	6	1
2.	Assam	3	..	2	1
3.	Bihar	4	..	2	2
4.	Gujarat ..	16	2	5	9
5.	J. & K. ..	2	1	..	1
6.	Kerala	19	8	..	11
7.	M.P.	7	..	2	5
8.	Madras ..	19	5	4	10
9.	Maharashtra ..	21	6	7	8
10.	Mysore .. ..	..	..	..	..
11.	Orissa .. ..	..	..	..	..
12.	Panjab ..	16	1	2	13
13.	Rajasthan ..	8	2	..	6
14.	U.P.	43	18	15	10
15.	West Bengal ..	17	..	7	10
16.	Union Territories ..	6	2	..	4
		188	45	52	91

Table No. 4.10

Exhibitions & NCC/ACC

<i>S. No.</i>	<i>State</i>	<i>Subject exhibitions</i>	<i>Edl. or general exhibition</i>	<i>N.C.C./A.C.C.</i>
1.	Andhra Pradesh ..	6	1	2
2.	Assam	0	..	..
3.	Bihar	5	1	1
4.	Gujarat	15	5	2
5.	J. & K. ..	1	0	1
6.	Kerala	8	..	..
7.	M.P.	18	1	5
8.	Madras	17	1	1
9.	Maharashtra ..	9	4	1
10.	Mysore .. ..	..	..	..
11.	Orissa .. ..	..	..	..
12.	Panjab ..	16	2	1
13.	Rajasthan	2	1	3
14.	U.P.	23	4	28
15.	West Bengal ..	5	8	1
16.	Union Territories ..	1	1	2
		126	29	48

Table No. 4.11

Periodical Publications

S. No.	State	Colleges producing publications	Nature of publication				Periodicity					Content			
			Mss.	Cyclo-styled	Printed	Com-bined	Fort-nightly	Monthly	Qrly.	Half yearly	Annual	Report of activities	Contri-bution by students	Contri-bution by staff	combi-nation
1.	Andhra Pradesh	9	..	..	9	..	..	..	..	..	9	..	..	..	9
2.	Assam	5	..	..	3	..	..	..	..	..	3	..	1	1	2
3.	Bihar	6	..	..	6	..	..	..	..	..	6	1	1	1	6
4.	Gujarat	13	5	1	10	..	1	3	2	1	8	8	7	7	11
5.	J. & K. .. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
6.	Kerala	13	..	..	13	..	..	..	..	..	15	5	4	4	7
7.	M. P.	6	3	1	7	..	..	2	..	..	10	1	1	..	7
8.	Madras	13	..	..	13	1	..	..	2	..	11	3	3	3	10
9.	Maharashtra ..	21	8	1	11	..	1	4	..	..	15	11	13	7	11
10.	Mysore .. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
11.	Orissa .. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
12.	Panjab	17	1	..	17	..	..	1	..	4	15	4	5	5	14
13.	Rajasthan ..	9	2	1	10	..	..	2	2	..	7	6	7	6	8
14.	Uttar Pradesh ..	36	4	..	33	..	..	..	1	2	33	2	4	2	29
15.	West Bengal ..	15	10	..	16	..	3	3	..	4	14	8	5	6	7
16.	U. Territories ..	4	2	1	3	..	..	..	1	..	4	2	2	1	3
		167	35	5	151	1	5	15	8	11	150	51	53	43	124

Table No. 4.12

Training in Additional Skills (compulsory for students)

S. No.	State	Physical Training	Library management	Hobbies	Craft	Educational Handwork	Audio-visual Edn.	Community living	Photography	Food pres., Gardening & Agriculture	Music & Phonetics	First Aid	B.B. work	Debates & discussions
1.	Andhra Pradesh	7	1	5	7	2	3	..	..	..	..	..	..	..
2.	Assam .. ..	..	1	..	..	2	..	..	..	..	..	..	..	..
3.	Bihar	6	..	2	7	3	2	..	..	..	..	..	..	..
4.	Gujarat	6	8	3	5	..	2	3	..	..	..	..	..	..
5.	J. & K.	1	..	1	2	..	..	..	..	..	..	..	..	..
6.	Kerala	19	9	10	19	3	3	2	..	..	..	..	..	..
7.	M. P.	12	5	8	14	1	..	1	..	..	..	..	..	1
8.	Madras	19	3	8	19	7	..	2	..	1	..	..	..	..
9.	Maharashtra ..	5	2	5	6	2	2	1	..	..	..	..	..	..
10.	Mysore .. ..	..	..	..	..	..	..	..	..	..	..	..	..	..
11.	Orissa .. ..	..	..	..	..	..	..	..	..	..	..	..	..	..
12.	Panjab	10	..	10	12	..	1	..	1	..	..	..	1	..
13.	Rajasthan	10	6	6	10	1	..	..	..	..	..	..	2	2
14.	Uttar Pradesh ..	36	10	13	24	13	..	2	..	3	1	..	..	:
15.	West Bengal ..	11	3	5	15	2	..	..	2	1	2	..	..	..
16.	U. Territories ..	4	1	2	4	..	1	..	..	..	1	1	1	..
		146	49	78	144	36	14	11	3	5	4	1	4	3

Table No. 4.13

Extra-compulsory but Non-examination Activities

S. No.	State	Colleges with courses	Citizen-ship training	Art & Craft	Physical Educa-tion	Audio-visual programme	Vocal Guid-ance	Music & danc-ing	Gar-den-ing	B.B. work	Debate & dis-cussion	First Aid
1.	A. P.	..	6	6	1	2	..	..	..	..	..	..
2.	Assam	..	..	..	..	..	..	..	..	..	..	..
3.	Bihar	..	3	3	..	..	..	..	..	..	..	..
4.	Gujarat	..	6	3	1	6	2	1	..	..	..	..
5.	J. & K.	..	1	1	..	..	..	..	..	..	..	..
6.	Kerala	..	1	1	..	..	..	..	..	..	..	..
7.	M. P.	..	7	6	1	..	..	..	..	..	..	..
8.	Madras	..	17	17	1	2	..	..	..	..	..	2
9.	Maharashtra	..	2	2	2	..	1	..	..	..	..	1
10.	Mysore	..	..	..	..	..	..	..	..	..	..	..
11.	Orissa	..	..	..	..	..	..	..	..	..	..	..
12.	Panjab	..	..	3	..	..	..	..	..	..	..	1
13.	Rajasthan	..	6	6	..	..	..	..	..	..	..	..
14.	Uttar Pradesh	..	27	27	7	3	..	..	..	..	..	7
15.	West Bengal	..	2	3	2	..	..	3	1	..	1	..
16.	U. Territories	..	2	1	..	..	1	..	..	1	..	2
			80	79	15	13	4	1	3	1	1	13

Table No. 4.14

Physical Education as Required Activity

S. No.	State	Required in number of colleges	Activities									
			Drill & Exercise	Games & sports	Theory	Regular practice class	Aquatics	Fire fighting	Compe-titions	NCC/ Scouting	Shramdan	
1.	Andhra Pradesh	..	6	3	2	..	..	..	..	..	..	..
2.	Assam	..	..	..	..	..	..	..	..	..	..	..
3.	Bihar	..	4	4	1	..	..	..	..	..	..	..
4.	Gujarat	..	8	4	8	..	..	..	..	..	..	..
5.	J. & K.	..	2	2	2	1	..	1	..	..	..	..
6.	Kerala	..	14	4	7	..	4	..	..	1	..	..
7.	M. P.	..	14	6	2	..	..	..	..	..	..	..
8.	Madras	..	17	9	..	8	..	..	..	..	..	..
9.	Maharashtra	..	7	..	5	..	1	..	..	..	1	..
10.	Mysore	..	..	..	..	..	..	..	..	..	..	..
11.	Orissa	..	..	..	..	..	..	..	..	..	..	..
12.	Panjab	..	..	8	6	..	..	..	..	..	..	..
13.	Rajasthan	..	11	5	..	..	..	..	..	..	..	..
14.	U.P.	..	26	26	24	4	..	..	1	..	4	1
15.	West Bengal	..	..	1	3	..	1	..	..	..	..	..
16.	Union Territories	..	4	3	1	..	..	..	..	..	..	..
			113	75	61	13	6	1	1	1	5	1

Table No. 4.16

Provision of Specialization

S. No.	State	No. of colleges providing it	Compulsory	English	Hindi	Regional language	Social Science	Maths.	Art & Craft	Agriculture	Home Science	Urdu	Science	Geography	Biology
1.	Andhra Pradesh	6	5	2	1	..	3	2	..	..	..	1	4	..	..
2.	Assam	5	..	1	..	1	1	1	..	..	..	..	3	1	..
3.	Bihar	0	..	4	4	1	3	..	..	..	1	..	1	..	..
4.	Gujarat ..	15	15	3	2	6	4	..	..	..	..	..	8	..	..
5.	J. & K. ..	2	..	1	..	..	..	..	..	..	..	..	..	..	..
6.	Kerala	1	1	6	4	1	..	1	..	..	..	..	1	..	2
7.	M. P.	8	5	2	6	3	4	1	2	1	..	..	4	..	..
8.	Madras ..	1	1	11	..	4	1	4	..	..	1	..	4	..	3
9.	Maharashtra ..	22	22	8	2	10	3	4	..	1	..	..	8	..	..
10.	Mysore ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
11.	Orissa .. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
12.	Panjab ..	..	..	1	1	1	5	1	3	1	..	..	1	..	..
13.	Rajasthan ..	10	..	2	3	1	3	2	2	..	2	..	..	..	..
14.	Uttar Pradesh ..	39	2	17	22	1	12	5	2	1	3	..	14	3	2
15.	West Bengal ..	14	9	3	2	2	3	..	6	1	..	..	..	..	..
16.	Union Territories	7	3	3	..	..	2	2	..	..	..	..	1	..	..
		130	63	64	47	31	44	23	15	5	7	1	49	4	7

ACADEMIC PROGRAMME AND EVALUATION

Table No. 4.15

Classification of Theory Papers.

S. No.	State	University	Compulsory subjects	Optional subjects		
				School teaching subjects (no.)	Special fields	Additional optional
1	2	3	4	5	6	7
1.	A. P.	Andhra	1. Principles of Education & School Organization. 2. Educational Psychology & Health Education. 3. Methods of teaching school subjects.	Two teaching subjects from <i>a.</i> Indian languages, English, Mathematics, Science, Social Studies, etc. <i>b.</i> Fine Arts, Home Science, Commerce, Agriculture, Engineering. (one from each group).	Current problems on Indian Education consisting of the following fields:— 1. Basic Education 2. Education & Vocational Guidance. 3. School organization. 4. Educational measurement & Evaluation. 5. Mental Hygiene. 6. Audio Visual Education. 7. School library Organization. 8. Education of backward children. 9. Education for rural areas. 10. Physical Education. 11. Organization of cocurricular activities. 12. Social Education.	
		Osmania	1. Principles of Education and school organization. 2. Educational Psychology & Health Education. 3,4 Methods of teaching (i and ii) 5. Current problems of Indian Education.	One from each group: <i>a.</i> English, Hindi, Urdu Telegu; <i>b.</i> Science, Maths., Social studies History, Geography, Drawing & Painting etc.	1. Advanced Education Psychology. 2. Education Measurement & Evaluation. 3. Basic Education. 4. Child Education. 5. School Administration. 6. Educational & Vocational Guidance. 7. Curriculum construction. 8. Modern system of Education. 9. Audiovisual methods. 10. Education of backward children. 11. Education for Rural areas. 12. Mental Hygiene. 13. Moral and Social Hygiene. 14. Physical Education. 15. Social Education.	
		Venkateshwar	Same as in Andhra	Same as in Andhra	Same as in Andhra	

2. Assam	Gauhati	<ol style="list-style-type: none"> Principles of Education including Educational Psychology. Methods of teaching school subjects. History of Education. School organization and school hygiene. Essay and Composition. 	Two subjects	One of the following:- <ol style="list-style-type: none"> Mental & Educational measurement. Methods of organization of nursery schools. Comparative Education. Mental Hygiene and child guidance. Education of the Handicapped.
	Dibrugarh		Same as in Gauhati	
3. Bihar	Bhagalpur	<ol style="list-style-type: none"> Principles of Education. Educational Psychology & Health Education. Methods of teaching. Current Educational Problems. History of Educational thought. 	Two subjects	
	Bihar	<ol style="list-style-type: none"> Comparative Education & History of Educational Thought & Practice. Educational Psychology, Measurement & Guidance. Methods of Teaching. Educational Administration & Health Education. Principles of Education & Educational Sociology. 	Two subjects	
	Patna		As in Bihar	
	Ranchi	<ol style="list-style-type: none"> Principles of Education. Psychology and Statistics. School Organization & Health Education. Educational Reconstruction Methods—subjects. 	Two subjects from: Hindi, English, Sanskrit, Urdu, Mathematics, Science, Geography, Social Studies, Domestic Science, History, Elementary Education.	
4. Gujarat	Baroda	<ol style="list-style-type: none"> Principles of Education and School Administration. Educational Psychology, Measurement & Health Education. Current Problems in the Education including special fields of education. Practice of Education. 	Two from: English, Gujarati, Marathi, Hindi, Sanskrit, Social Studies, History, Geography Mathematics, Science, Home Science, Commerce, Agriculture, Music, Art Education.	One from:— <ol style="list-style-type: none"> Vocational Guidance. School Administration. Social Education. Audio Visual Education. Rural Education. Evaluation and Testing Procedures. Education of backward children. Physical Education.
	Gujarat	<ol style="list-style-type: none"> Principles of Education and Organization. Educational Psychology, Measurement & Health Education. Current Problems of Indian Education including Special Field. Practice of Education (Special Methods). 	Two from: English, Hindi, Gujarati, Sanskrit, History, Geography, Mathematics, General Science.	One from:— <ol style="list-style-type: none"> Audio Visual Education. Educational & Vocational Guidance. Social Education. Basic Education. School Administration. Education of the Handicapped. Mental Hygiene. Organization of Co-curricular Activities. Psychological Testing. School Library Organization.

Table No. 4.15 contd.

S. No.	State	University	Compulsory subjects	Optional subjects		
				School teaching subjects (no.)	Special fields	Additional optional
1	2	3	4	5	6	7
	Gujrat	V. Peeth	(five compulsory & two optional papers)	Information not available.		
		S.V.V. Peeth	<ol style="list-style-type: none"> 1. Theory of Education 2. Principles of Education & Genl. Methods 3. Special Methods (Practice of Education) 4. Educational Administration. 	One from: English, Modern Indian languages, Sanskrit, History, Geography, Mathematics, Science.		Paper no. 5: One special field. <ol style="list-style-type: none"> 1. Basic Education. 2. Rural Education. 3. Educational & Vocational Guidance. 4. Education of the Handicapped. 5. Experimental Education. 6. Audio Visual Education. 7. Physical Education. 8. Evaluation and Testing Procedures.
		State Edn. Dept	<ol style="list-style-type: none"> 1. Educational Psychology 2. Principles of Education & General Methods. 3. Principles of Basic Education. 4. School Organization & Management. 5. History of Education & Modern Problems. 	N.A.		Paper No. 6: Special Fields (1) <ol style="list-style-type: none"> 1. Basic Education. 2. Crafts. 3. Spinning and Weaving. 4. Cardboard Modelling & Kitchen Gardening. 5. Preparing booklets. 6. Community Activities. 7. Correlated teaching.
5.	Jammu & Kashmir	J. & K.	<ol style="list-style-type: none"> 1. Principles of Education & School Organization. 2. Education Psychology & Health Education. 3 & 4. Current Problems in Indian Education & Special Fields. 5. Methodology of Teaching. 	Three subjects: <ol style="list-style-type: none"> a. English (compulsory) b. History & Civics, Geography, Social Studies, Economics, Mathematics, Hindi or Urdu or Panjabi. c. Agriculture, Commerce, Home Science, Science. 		One from:— <ol style="list-style-type: none"> 1. School Library Organization. 2. Educational and Vocational Guidance. 3. Educational Administration. 4. Education of the Backward. 5. Education for Rural Areas. 6. Audiovisual Methods of Education. 7. Educational Measurement & Evaluation. 8. Physical Education. 9. Organization of Co-curricular Activities. 10. Social Education. 11. Basic Education. 12. Mental Hygiene. Paper No. 6: one from <ol style="list-style-type: none"> 1. Nature Studies & Every day Science. 2. Art and Educational Handbook. 3. Indian Music. 4. Domestic Science. 5. Physical Education.

6. Kerala	Kerala	<ol style="list-style-type: none"> 1. Principles of Education and School Organization. 2. Educational Psychology & Health Education. 3. Current Problems in Indian Education including Special Fields. 4. Methods of Teaching School Subjects. 	<p>One from: Indian Languages, English, Mathematics, Natural Science, Genl. Science, History, Geography, Social Studies.</p>	<p>One from:—</p> <ol style="list-style-type: none"> 1. School Library Organization. 2. Educational & Vocational Guidance. 3. Audio Visual Education. 4. Physical Education. 5. Basic Education. 6. Measurement and Evaluation.
	State Dept. (Edn.)	<ol style="list-style-type: none"> 1. Principles & Methods of Teaching Language (Hindi). 2. Educational Psychology. 3. General Linguistic. 4. History of Hindi Teaching. 5. Indian Culture and Current Affairs. 		
7. Madhya Pradesh				
	Indore	(Four compulsory and one optional)	Information not available	
	Jabalpur	<ol style="list-style-type: none"> 1. Principles of Education and Basic Education. 2. Educational Psychology 3. Methodology of Teaching. 4. School Organization & Health Education. 	<p>Two from:— Languages, Social Studies, History, Geography, Civics, Drawing & Painting, Music & Commerce. Science, Biology, General Science, Agriculture, Home Science, Maths.</p>	<p>One from:—</p> <ol style="list-style-type: none"> 1. Contribution of Rousseau, Dewey, Tagore, Gandhi. (one only) 2. Education and Vocational Guidance. 3. Community Life and Basic Craft. 4. Educational Evaluation & Measurement. 5. History of Indian Education,
	Jiwaji	<ol style="list-style-type: none"> 1. Principles & Practice of Education. 2. Educational Psychology. 3. School Organization & Hygiene. 4. Methodology of Teaching. 	<p>Two from: Hindi, English, Mathematics, General Science, Social Studies History, Geography, Civics, Economics, Physics, Chemistry, Biology, Home Science.</p>	<p>Paper five: Modern Developments in Education, including Special Field. One from:</p> <ol style="list-style-type: none"> 1. Special Studies on Rousseau, Dewey, Tagore and Gandhi. 2. Education in U.K., U.S. S.R., U.S.A., China & Japan. 3. Audio Visual Education. 4. Educational Administration. 5. Test and Measurement. 6. Guidance and Counselling. 7. Spinning and Weaving.
	Ravishankar	<ol style="list-style-type: none"> 1. Principles and Practice of Education. 2. Educational Psychology & Health Education. 3. Methodology of Teaching. 4. Basic Education & Current Problems. 	<p>Two from the following:—</p> <ol style="list-style-type: none"> 1. Languages, Social Studies, History, Geography, Civics, Drawing and Painting, Music & Commerce. 2. Science, Biology, General Science, Agriculture, Home Science, Mathematics. 	<p>One from the following:—</p> <ol style="list-style-type: none"> 1. Methodology of Higher Secondary School Subject. 2. Administration and Supervision. 3. Educational & Vocational Guidance. 4. Evaluation and Measurement. 5. Agriculture. 6. Spinning and Weaving.

Table No. 4.15 contd.

S. No.	State	University	Compulsory subjects	Optional subjects		
				School teaching subjects (no.)	Special fields	Additional optional
1	2	3	4	5	6	7
		Saugar Vikrim		Same as in Ravishankar University. As in Jiwaji University.		
8.	Madras	Annamalai	<ol style="list-style-type: none"> Theory of Education, School Organization & Citizenship Training. Educational Psychology, & Educational Sociology. General Methods, Health Education & Physical Education. 	Paper 4 and 5: Special Methods Two from: Tamil, Classical Languages, English, Mathematics, Physical Science, Natural Science, History Geography, Basic Education, Home Science, Music, Art and Craft, Technical Subjects like Agriculture, Commerce, Engineering.		
		Madras		Same as in Annamalai University		
9.	Maharashtra	Bombay	<ol style="list-style-type: none"> Theory of Education (Psychological). Theory of Education (Philosophical). Practice of Education. Educational Administration and Problems of Education. 	One from:— English, Modern Indian Languages, Classical Languages, History, Geography, Mathematics, Science, Technical Subjects, Commercial Subjects, Home Science, Agriculture, Indian Administration and Civics.	Paper 5 History of Education. Including Special Field. One from: Educational & Vocational Guidance. Child Guidance. Social Education. Measurement and Evaluation. History of Education in India. Education of the Backward. Education of the Handicapped. Basic Education. OR Principles & General Methods of Pre-primary Education.	

Marathwada	<ol style="list-style-type: none"> 1. Principles and Practice of Education. 2. Educational Psychology. 3. School Organization, Administration & Health Education. 4. Methodology of School Subjects. 	Two from:— English, Marathi, Hindi, Mathematics, Science, History, Geography, Social Studies.	<p>Paper 5: Modern Developments & Problems of Indian Education including Special Studies: (One)</p> <p>Vocational Guidance, Education of the Backward Children, Measurement and Evaluation. Current Trends of Secondary Education. Rural Education. Physical Education. Basic Education. Technical Education. Social Education. University Education.</p>
Nagpur	<ol style="list-style-type: none"> 1. Principles & Practice of Education. 2. Educational Psychology. 3. Methodology of Teaching Subjects. 4. School Organization and Health Education. 	Two subjects: One Language & one Science.	<p>Paper 5: Current Problems including one special field:</p> <ol style="list-style-type: none"> 1. School Library Organization. 2. Educational & Vocational Guidance. 3. Education of the Backward. 4. Education for Rural Areas. 5. Audio Visual Education. 6. Educational Measurement and Evaluation. 7. Physical Education. 8. Social Education. 9. Basic Education. 10. Pre-primary Education.
	Poona } S.N.D.T. } Shivaji }	As in Bombay University	
10. Mysore } 11. Orissa }		Information not collected	
12. Punjab	Kurukshetra	<ol style="list-style-type: none"> 1. Educational Psychology and Health Education. 2. Principles of Education and School Organization. 3. Methodology of Teaching. 4. History of Indian Education. 	Any two school subjects, including Hindi or Panjabi.
	Punjab	<ol style="list-style-type: none"> 1. Theory of Education and History of Educational Thought. 2. Educational Psychology. 3. School Administration, Educational Guidance and Counselling. 4. General Methods of Teaching. 5 & 6. Methods of Teaching two school subjects. 7. Simple Language Test in Hindi & Panjabi. 	<p>Two from:— English, Science, Geography, Classical Language, Modern Indian Languages, History & Civics, Mathematics, Commerce, Agriculture, Indian Music, Domestic Science (Women), Drawing and Painting, Social Studies, Economics, Physiology & Hygiene.</p> <p>One from: 1. Nature Study. 2. Fine Arts. 3. Music. 4. Everyday Science. 5. Health & Physical Education. 6. Youth Leadership.</p>

Table No. 4.15 contd.

S. No.	State	University	Compulsory subjects	Optional subjects		
				School teaching subjects (no.)	Special fields	Additional optional
1	2	3	4	5	6	7
		Panjabi	<ol style="list-style-type: none"> 1. Educational Psychology. 2. Theory and Principles of Education. 3. Indian Education or Educational & Vocational Guidance. 4. General Methods of Teaching. 5. School Organization and Administration. 	Paper 6 & 7 Two from: Hindi, Panjabi, Sanskrit, English, General Science, Mathematics, Social Studies, Commerce, Agriculture, Art, Geography, Economics, History and Civics, Music, Physics, Chemistry, Biology.		
13.	Rajasthan	Jodhpur	<ol style="list-style-type: none"> 1. Educational Psychology. 2. Educational Measurement. 3. Foundations of Education. 4. Problems of Indian Education. 5. School Organization, Administration & Health Education. 6. Methodology of Teaching. 	Advance Level Course (one subject): English, Hindi, Mathematics, Science, Home Science. OR Ordinary Level Course (Two subjects): Hindi, Sanskrit, English, Social Studies, History, Civics, Geography, Mathematics, Physics, Chemistry, Biology, General Science, Home Science, Arts, Music, Economics, Commerce.		Paper 7: Specialization (one) <ol style="list-style-type: none"> 1. Measurement & Evaluation. 2. Educational & Vocational Guidance. 3. Library Science. 4. Physical Education. 5. Infant Education. 6. Basic Education. 7. University Education. 8. Education of the Exceptional Children.
		Rajasthan	<ol style="list-style-type: none"> 1. Principles of Education & School Organization. 2. Educational Psychology & Health Education. 3. Principles and Methods of Teaching School Subjects. 4. Current Problems in Edn. 	Two from:— Hindi, English, History, Geography, Physics, Sanskrit, Social Studies, Civics, Mathematics, Chemistry, Biology, General Science, Domestic Science, Art, Music, Economics, Commerce.		Two papers on one field: <ol style="list-style-type: none"> 1. Advanced Educational Philosophy. 2. Advanced Educational Psychology. 3. Psychology of Childhood & Adolescence. 4. Experimental Education. 5. Vocational and Educational Guidance. 6. Educational Administration. 7. History of Education. 8. Comparative Education. 9. Educational Sociology. 10. Teacher Education.
		Udaipur		Same as in Rajasthan		

14. Uttar Pradesh

Agra	<ol style="list-style-type: none"> 1. Educational Psychology. 2. Contemporary Problems of Indian Education. 3. Principles of Education. 4. School Administration & Health Education. 5. Methods of Teaching. 	<p>Advance Level Course (one): Hindi, Mathematics, English, Science, Domestic Science, OR Ordinary Level Course (two): Hindi, English, History, Geography, Home Science, Commerce, Civics, Economics, Science, Mathematics, Social Studies, Music, Sanskrit, Art, Crafts.</p>	<p>One from: Infant Education, Experimental Education, Social Education, Adult Education, Measurement & Evaluation, School Library, Organization, Action Research Nursery Education, Guidance & Counselling, Basic Education, Physical Education, Co-curricular Activities, Agriculture, Home Science, Craft.</p>	
Aligarh	<ol style="list-style-type: none"> 1. Principles of Education. 2. Educational Psychology. 3. Contemporary Problems of Indian Education. 4. Methods of Teaching. 	<p>Two from:— English, Hindi, Mathematics, Geography, History, General Science, Physics, Chemistry, Biology, Urdu, Civics.</p>	<p>*Home Science, Physical Education.</p>	<p>(One from) Paper 5: English, History, Geography, Science, Mathematics, Urdu, Hindi, Educational Measurement & Evaluation, Guidance, Civics,*</p>
Allahabad	<p>Banaras Hindu University</p>	<ol style="list-style-type: none"> 1. Principles of Education. 2. History of Education. 3. Methods of Teaching. 4. School Management and Hygiene. 	<p>Two from: English, Hindi, Sanskrit, Mathematics, History, Geography, Science, Art, Music, Sculpture and Clay Modelling, Spinning & Weaving, Bookcraft, Physical Education, Economics, Commerce, Domestic Science.</p>	<p>Paper no. 5 One from: School Teaching Subject or Basic Education, Infant Education, Vocational Education, Physical Education, Abnormal and Social Psychology, Linguistic Pedagogy.</p>
Gorakhpur	<ol style="list-style-type: none"> 1. Educational Psychology. 2. Foundations of Education. 3. School Organization and Administration. 4. Western Education Thought & Development of Indian Education. 5. Methods of Teaching. 	<p>Two from: Hindi, English, Geography, History, Home Science, Art, Science, Mathematics.</p>	<p>One from: Hindi, English, History, Geography, Home Science, Art, Science, Mathematics.</p>	
Lucknow	<ol style="list-style-type: none"> 1. Educational Philosophy. 2. History of Education. 3. Principles of Education. 4. School Organization & Health Education. 5. General Methods of Teaching. 	<p>Two from: Hindi, Mathematics, Urdu, History, Geography, English, Art & Craft, Mental Testing, Guidance, School Organization, Education of the Exceptional Children, Library Organization, Physical Education, Nursery Education.</p>	<p>One from: English, Mathematics, Hindi, Geography, History, Science.</p>	
Varanasi— Sanskrit	<ol style="list-style-type: none"> 1. Educational & Experimental Psychology. 2. Indian & Western Education. 3. Principles & Methods of Teaching. 4. School Management & Hygiene. 	<p>One subject in a Sanskrit Medium School.</p>		

Table No. 4.15 contd.

S. No.	State	University	Compulsory subjects	Optional Subject		
				School teaching subjects (no.)	Special fields	Additional optional
1	2	3	4	5	6	7
		State Dept. of Edn.	1. Theory of Education & Educational Measurement. 2. Educational Psychology. 3. Comparative Education 4. Principles & Methods of Teaching. 5. School Administration & Health Education.	School Teaching Subjects.		Specialization in School Subjects or in: Book Craft, Wood Craft, Spinning & Weaving, Metal Work, Agriculture, Nursery Education.
15.	Bengal	Burdwan	1. & 2. Principles of Education & Educational Psychology. 3. History of Education. 4. General Methods, School Organization & School Hygiene. 5. Contents & Methods of Teaching. 6. Essay & Composition.	Any three subjects: English, Classical Language, Modern Indian Language (Bengali, Hindi, Urdu or Assamese) Modern European Language, (French or German), History, Mathematics, Geography, Hygiene, Music, Arts & Craft, Physical Sciences, Biological Sciences, Primary & Infant Education.		One from: Mental & Educational Measurement, Social and Abnormal Psychology, Mental Hygiene and Guidance, Methods & Organization in Nursery Schools, Comparative Education & Education of the Handicapped.
		Calcutta	1. Principles of Edn. 2. Educational Psychology. 3. General Methods, School Organization & Health Education. 4. History of Educational Ideas and Methods. 5. & 6. Content and Methods of Teaching.	Two from: Modern Indian Language, English, Sanskrit, Latin, Social Studies, History, Geography, Economics & Civics, Logic, Psychology, Mathematics, Physics, Chemistry, Biology, Physiology & Hygiene, Book-keeping & Commerce.		One from: Educational & Vocational Guidance, Mental & Educational Measurement, Education for the Backward, Comparative Education, Social Education, Education in Ancient and Modern India, Pre-primary Education, Social and Abnormal Psychology.
		Kalyani	1. Principles of Education. 2. Educational Psychology. 3. General Methods, School Organization & Health Education. 4. Contents & Methods of Teaching. 5. Current Problems of Indian Education.	Two from: Bengali, English, Sanskrit Mathematics, Physical Sciences Biological Sciences, Geography, Arts & Crafts, History, Social Studies.		One from: Social Education, Educational & Vocational Guidance, Education of the Backward, Audio Visual Education, Advanced Educational Measurement, Evaluation, Physical Education, Organization of Co-curricular Activities, Methods and Organization in Nursery Schools.
		N. Bengal		Same as Calcutta.		

	Vishva Bharti	<ol style="list-style-type: none"> 1. Principles and Practice of Education and School Organization. 2. Educational Psychology & Measurement. 3. Current Problems in Indian Education & Health Education. 4. Principles and Methods of School Subjects. 	<p>One from each group:</p> <ol style="list-style-type: none"> a. Mother Tongue (Bengali, Hindi) English, Mathematics, History, Geography, Social Studies, General Science, Sanskrit, b. Wood work, Weaving, Gardening, Artistic, Handicapped, Music. 	<p>One from:</p> <p>Social Education, School Library Organization, Organization of Co-curricular Activities, Physical Education, Rural Education, Educational Guidance & Counselling, Tagore's Educational Thoughts & Experiments, Education of Backward Children, Mental Hygiene, Teacher Education.</p>
16. U.Ts.	State Dept. (Edn.)		Information not available.	
	Delhi (CIE)	<ol style="list-style-type: none"> 1. Principles of Education. 2. Educational Psychology. 3. Modern Indian Education. 4. Methods of Teaching School Subjects. 	<p>Two from:</p> <p>Mother Tongue, English, Mathematics, Physical Sciences, Biological Sciences, General Sciences, History, Geography, Civics, Economics, Commerce, Sanskrit, Physiology, Home Science.</p>	<p>One from:</p> <p>Social Education, Physical Education, Early Childhood Edn., History of Education, Audio Visual Education, School Library Education, Basic Education, Organization of Co-curricular Activities, Education of the Backward.</p>
	Jamia Millia Islamia*	<ol style="list-style-type: none"> 1. Theory of Education. 2. Educational Psychology. 3. Educational Problem of India (Current). 4. Art & Visual Education. 5. Methods of Teaching School Subjects. 	<p>Hindi, Urdu, English, Mathematics, Social Studies, General Science,</p>	<p>One from:</p> <p>Educational Administration & School Organization. Physical Education, Audio Visual Education, Production of Reading Material for neo-literates, Examination Evaluation, Pre-school Education, Preparation of Literature for Basic Schools, Social Education.</p>
	Dept. of Education (Tripura)		Information not available.	

* Provides for Craft and Community Living as separate part of the course in addition to the papers mentioned.

Table No. 4.17
Provision for Specialization

<i>S. No.</i>	<i>State</i>	<i>B. Edn.</i>	<i>E & V. Guidance</i>	<i>Ednl. Administration</i>	<i>Ednl. Measurement & Evaluation</i>	<i>Mental Hygiene</i>	<i>A.V. Edn.</i>	<i>Curriculum construction</i>	<i>Adv. Ednl. Psychology</i>	<i>Child Education</i>	<i>Modern systems of Education</i>	<i>Comparative Education</i>	<i>Organization of Co-curricular activities</i>		
1.	Andhra Pradesh	..	..	5	4	5	5	3	3	1	1	2	1	..	..
2.	Assam	..	..	..	..	..	5	3	1	..	..	..	..	2	..
3.	Bihar	..	..	..	..	..	..	..	..	..	..	..	..	..	..
4.	Gujarat	..	..	..	6	11	9	2	2	9	..	..	..	..	5
5.	J. & K.	..	..	..	2	2	2	2	..	1	..	..	..	..	..
6.	Kerala	..	..	..	1	1	..	1	..	1	..	..	..	..	..
7.	M. P.	..	..	..	..	3	3	3	..	..	..	..	..	1	..
8.	Madras	..	..	..	1	..	..	..	..	1	..	..	..	..	..
9.	Maharashtra	..	..	..	..	16	..	4	..	2	..	..	2	2	..
10.	Mysore	..	..	..	..	..	..	..	..	..	..	..	..	..	..
11.	Orissa	..	..	..	..	..	..	..	..	..	..	..	..	..	..
12.	Panjab	..	..	..	..	..	..	..	..	..	..	..	..	..	..
13.	Rajasthan	..	..	..	6	4	..	4	..	3	..	..	..	..	..
14.	Uttar Pradesh	..	..	..	2	11	..	11	..	..	..	9	2	..	1
15.	West Bengal	..	..	..	..	5	..	9	9	..	..	2	1	2	..
16.	Union Territories	..	..	..	1	1	..	2	..	2	..	1	..	1	2
		24	58	19	48	17	23	1	1	16	6	6	8		

Table No. 4.17 *contd.*

Provision for Specialization

S. No.	State	Social Education	Psychological Testing	Education of the handi-capped	School Library organization	Education of the backward	Community Education	Rural Education	Teacher Education	Action Res.	Spinning & Weaving	Card Board molding & kitchen gardening	Preparing Booklets	Education for exceptional children
1.	Andhra Pradesh	..	..	..	..	..	..	..	..	..	..	..	..	..
2.	Assam	..	..	..	..	..	..	..	..	..	..	..	..	..
3.	Bihar	..	..	..	..	..	..	..	..	..	..	..	..	..
4.	Gujarat	..	5	3	2	6	1	1	2	..	3	1	2	..
5.	J. & K.	..	1	..	..	..	..	1	..	..	..	..	..	..
6.	Kerala	..	..	..	..	1	..	..	..	..	..	..	..	..
7.	M. P.	..	..	..	..	..	..	..	..	..	..	..	..	..
8.	Madras	..	..	..	..	..	..	..	..	..	1	..	..	..
9.	Maharashtra	..	..	..	3	2	8	..	5	..	..	..	..	..
10.	Mysore	..	..	..	..	..	..	..	..	..	..	..	..	..
11.	Orissa	..	..	..	..	..	..	..	..	..	..	..	..	..
12.	Panjab	..	..	..	..	..	..	..	..	..	..	..	..	..
13.	Rajasthan	..	1	..	..	..	..	..	..	..	..	..	..	1
14.	Uttar Pradesh	..	2	..	..	10	..	..	..	8	4	4	..	..
15.	West Bengal	..	..	..	..	..	..	..	..	..	..	..	..	..
16.	Union Territories	..	3	..	..	2	7	..	..	2	..	..	..	..
		12	3	5	21	16	1	8	2	8	8	5	2	1

Table No. 4.18

Nature of Practical Work in Specialization

S. No.	State	Practical work required (No. of colleges)	Assignment & Sessional work	Testing	Survey & analysis of data	Organization of activities & Projects	Experiments & Action Research	Case Study	Handling visual Aids	Art & Craft work	First Aid	Discussion on Administrative problems
1.	Andhra Pradesh	3	1	1	..	..	..	..	..	..	..	..
2.	Assam	1	..	1	1	..	..	..	..	..	..	..
3.	Bihar .. ..	..	..	..	..	..	..	..	..	..	..	..
4.	Gujarat ..	10	..	1	10	5	2	2	2	6	..	..
5.	J. & K. ..	1	..	1	..	..	..	1	..	..	..	..
6.	Kerala ..	..	..	..	..	..	..	..	..	..	..	..
7.	Madhya Pradesh	5	1	..	..	1	..	2	..	..	..	..
8.	Madras ..	..	..	..	..	..	..	..	..	..	..	..
9.	Maharashtra ..	20	..	..	..	..	..	..	..	..	..	..
10.	Mysore ..	..	..	..	..	..	..	..	..	..	..	..
11.	Orissa .. ..	..	..	..	..	..	..	..	..	..	..	..
12.	Panjab ..	..	..	..	..	..	..	..	..	..	..	..
13.	Rajasthan ..	9	..	3	2	..	..	..	..	1	..	..
14.	Uttar Pradesh	33	..	6	11	2	..	..	..	2	1	1
15.	West Bengal ..	3	..	2	1	2	..	..	..	..	..	..
16.	Union Territories	3	..	2	2	1	..	..	..	..	..	..
		88	2	17	27	11	2	5	2	9	1	1

Table No. 4.19

Equipment required by Colleges if Selected for Providing Specialized Training

S. No.	State	Consented for specialization	Library equipment	Subject laboratories & equipment	Staff	Building & furniture	Special rooms & workshops	Aids & books	Demonstration schools	Rearrangement of syllabus	Finance for equipment	Extension Service Centre	Scope for experimentation
1.	Andhra Pradesh	.. ..	8	5	4	..	..	..	..	..	..	..	..
2.	Assam	.. ..	4	2	1	2	1	..	..	..	..	..	..
3.	Bihar	.. ..	7	2	1	..	..	1	3	..	..	..	..
4.	Gujarat	.. ..	13	3	10	2	..	2	4	..	..	..	..
5.	J. & K.	.. ..	1	1	..	..	1	..	1	..	..	..	..
6.	Kerala	.. ..	10	2	3	..	..	..	4	..	..	..	..
7.	M. P.	.. ..	9	..	..	1	..	..	4	..	..	..	..
8.	Madras	.. ..	15	..	3	2	..	..	3	..	..	..	1
9.	Maharashtra	.. ..	14	10	6	6	..	..	6	2	1	..	..
10.	Mysore	.. ..	..	..	..	..	..	..	..	..	..	..	..
11.	Orissa	.. ..	..	..	..	..	..	..	..	..	..	..	..
12.	Panjab	.. ..	9	..	2	4	..	2	4	..	2	..	..
13.	Rajasthan	.. ..	5	1	1	1	..	1	..	..	..	..	..
14.	Uttar Pradesh	.. ..	37	..	10	14	9	2	21	2	..	1	..
15.	West Bengal	.. ..	12	2	6	2	..	..	4	..	..	..	..
16.	Union Territories	.. ..	6	1	3	3	1	1	3	..	..	..	..
			150	29	50	37	12	9	57	4	1	2	1

Table No. 4.20

Medium of Instruction and Examination

S. No.	State	No. of colleges responding	Medium of Instruction				Examination medium	
			English	Hindi	Regional language	English & Hindi		English & Regional language
1.	Andhra Pradesh	9	9	..	..	..	..	English/Option to use Hindi
2.	Assam	5	5	..	..	..	..	English
3.	Bihar	7	..	..	7	..	..	Hindi, English
4.	Gujarat	16	2	1	13	..	..	English, Hindi or Gujarati
5.	J. & K.	3	3	..	..	..	..	English
6.	Kerala	16	16	..	..	..	..	English
7.	Madhya Pradesh	14	2	..	4	..	8	English, Hindi
8.	Madras	19	14	..	..	..	5	English & Regional Language
9.	Maharashtra ..	22	7	..	12	1 (Regional Language also)	2	English, Hindi & Regional Language
10.	Mysore .. ..	..	..	..	..	..	..	..
11.	Orissa .. ..	..	..	..	..	..	..	..
12.	Panjab	21	21	..	..	..	..	English
13.	Rajasthan ..	9	1	..	4	..	4	English, Hindi
14.	Uttar Pradesh ..	54	4	..	23 (Hindi & Sanskrit)	..	26	English, Hindi, Sanskrit
15.	West Bengal ..	22	10	..	2	..	10	English, Regional Language
16.	Union Territories	8	5	..	1	2 (English & Hindustani)	..	English, Hindustani & Regional Language.
		225	99	1	67	3	55	

Table No. 4.21
Working and Teaching Days

S. No.	State	No. of teaching days				Number of working days			
		1963-64		1964-65		1963-64		1964-65	
		Range	Mean	Range	Mean	Range	Mean	Range	Mean
1.	Andhra Pradesh	.. 142-200	178	145-197	179	185-195	195	185-195	198
2.	Assam	130-164	150	130-179	158	130-200	173	130-200	174
3.	Bihar	193-198	195·5	193-200	196·5	199-204	201·5	199-203	201
4.	Gujarat	148-220	187	172-220	180	188-245	206	188-245	192
5.	Jammu & Kashmir	.. 132-159	149	132-159	149	180-192	184	180-192	184
6.	Kerala	150-192	180	150-192	179	180-190	183	175-194	184
7.	Madhya Pradesh	.. 141-238	192	176-220	185	180-236	209	180-223	207
8.	Madras	134-203	172	134-200	177	178-206	190	173-203	188
9.	Maharashtra	144-200	174	150-195	175	167-200	184	167-200	184
10.	Mysore .. ..	.. ..	..	.. ..	..	.. ..	..	.. ..	..
11.	Orissa .. ..	.. ..	..	.. ..	..	.. ..	..	.. ..	..
12.	Panjab	100-200	173	100-200	172	170-253	213	175-255	215
13.	Rajasthan	130-203	174	130-202	156	169-202	198	180-222	200
14.	Uttar Pradesh	100-235	182	100-235	182	132-252	205	130-246	204
15.	West Bengal	130-249	188	100-222	178	160-249	187·2	197-250	179
16.	Union Territories	.. 133-200	175	131-200	165	174-233	200	166-233	195
		100-249	176	100-235	174	130-253	195	130-255	193

Table No. 4.22

Table showing Evaluation of B.Ed. Programme

States	Universities	No. of compulsory papers	Total of compulsory papers (marks)	No. of optional papers	Total of optional papers (Marks)	Total marks for theory papers	Internal marks	External marks	Practice teaching	Internal marks	External marks	Marks for practical work	Internal marks	External marks	Total marks
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
A. P.	Andhra	3	300	1	100	400	..	400	200	100	100	200	200	..	800
	Osmania	5	300	1	100	400	100	300	200	200	..	200	200	..	800
	Sri Venkateswara	3	300	1	100	400	..	400	200	100	100	200	..	200	800
Assam	Gauhati	5	500	1	100	600	..	600	300	100	200	..	..	..	900
	Dibrugarh .. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	N.A.
Bihar	Bhagalpur	5	500	..	..	500	..	500	200	100	100	300	150	150	1000
	Bihar	5	500	..	..	500	..	500	200	100	100	300	300	..	1000
	Patna	5	500	..	..	500	..	500	300	150	150	200	200	..	1000
	Ranchi	5	500	..	..	500	..	500	200	100	100	300	150	150	1000
Gujarat	Baroda	4	400	..	..	400	120	280	200	100	100	200	200	..	800
	Gujarat V. Peeth	5	500	2	200	700	..	700	200	100	100	..	..	..	900
	Gujarat	4	400	..	..	400	..	400	225	75	150	75	75	..	700
	Sardar V. B. V. Peeth	4	400	1	100	500	150	350	200	100	100	200	200	..	900
	State Dept. of Edn. ..	5	500	1	100	600	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
J. & K.	Jammu & Kashmir	5	500	1	100	600	150	450	300	150	150	..	..	..	900
Kerala	Kerala	4	400	..	..	400	..	400	300	300	..	200	200	..	900
	State Dept. (Edn.) ..	5	500	..	..	500	50	450	100	100	..	N.A.	N.A.	N.A.	N.A.
Madhya Pradesh	Indore	4	400	1	100	500	..	500	200	100	100	150	150	..	850
	Jabalpur	4	400	1	100	500	..	500	300	200	100	200	200	..	1000
	Jiwaji	4	400	1	100	500	..	500	150	50	100	150	150	..	800
	Ravishankar	4	400	1	100	500	..	500	200	100	100	300	300	..	1000
	Saugar	4	400	1	100	500	..	500	200	100	100	300	300	..	1000
Madras	Vikram	4	400	1	100	500	..	500	200	100	100	300	300	..	1000
	Annamaiai	3	300	2	200	500	..	500	200	200	..	200	200	..	900
	Madras	3	300	2	200	500	..	500	200	200	..	100	100	..	800
	Bombay	4	400	1	100	500	100	400	Grades	..	..	..	..	..	..
Maharashtra	Marathwada	4	400	1	100	500	..	500	200	200	..	100	100	..	800
	Nagpur	4	240	1	60	300	..	300	230	80	150	70	70	..	600
	Poona	4	400	1	100	500	..	500	200	Grades	..	200	50	150	900
	S.N.D.T.	4	400	1	100	500	..	500	200	-do-	..	200	50	150	900
	Shivaji	4	400	1	100	500	..	500	200	-do-	..	200	50	150	900

Table 4.22 contd.

States	Universities	No. of compulsory papers	Total of compulsory papers (marks)	No. of optional papers	Total of optional papers (Marks)	Total marks for theory papers	Internal marks	External marks	Practice teaching	Internal marks	External marks	Marks for practical work	Internal marks	External marks	Total marks	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
<i>Mysore Orissa</i>		N.A.	N.A.												N.A.	
<i>Panjab</i>	Kurukhshetra	..	4	500	..	..	500	125	375	200	50	150	..	..	..	700
	Panjab	..	7	700	1	100	800	200	600	200	100	100	..	..	..	1000
	Panjabi	..	5	500	2	200	700	350	350	200	100	100	300	200	100	1200
<i>Rajasthan</i>	Jodhpur	..	6	600	1	100	700	230	470	200	30	170	180	180	..	1080
	Rajasthan	..	4	400	1	100	500	100	400	200	100	100	..	..	..	700
	Udaipur	..	4	400	1	100	500	150	350	200	100	100	100	50	50	800
<i>Uttar Pradesh</i>	Agra	..	5	500	1	100	600	..	600	200	100	100	..	..	..	800
	Aligarh	..	4	400	1	100	500	100	400	300	150	150	50	50	..	850
	B.H.U.	..	4	400	1	100	500	200	300	100	100	..	100	100	..	700
	Gorakhpur	..	5	500	1	100	600	150	450	200	50	150	..	..	..	800
	Lucknow	..	5	500	1	100	600	..	600	200	..	200	100	..	100	
	Varanasi Sanskrit	..	4	..	..	..	..	..	..	..	..	..	..	..	..	N.A.
	State Edn. Dept.	..	5	500	1	100	600	N.A.	N.A.	200	N.A.	N.A.	100	N.A.	N.A.	900
<i>West Bengal</i>	Burdwan	..	6	600	1	100	700	..	700	230	30	200	20	20	..	950
	Calcutta	..	6	600	1	100	700	N.A.	N.A.	200	100	100	100	100	..	1000
	Kalyani	..	5	500	1	100	600	..	..	200	100	100	400	..	..	1200
	North Bengal	..	6	600	1	100	700	..	700	200	100	100	100	100	..	1000
	Vishva Bharati	..	4	400	1	100	500	140	360	100	50	50	300	300	..	900
	State Dept. of Edn.	..	N.A.							N.A.						N.A.
<i>Union Territories</i>	Delhi (C.I.E.)	..	4	400	1	100	500	130	370	250	250	..	250	250	..	1000
	Delhi (Jamia Millia Islamia)	..	5	500	1	100	600	300	300	400	200	200	800*	..	..	1800

*Including marks for papers on "crafts" and "community living".

Table No. 4.23

Criteria for Internal Assessment of Theory

S. No.	State	Periodical tests	Essays	Both	Discussion	Book reviews and projects	Activities and Aids
1.	Andhra Pradesh	3	1	2	..	..	..
2.	Assam	2	2	..	4	..	..
3.	Bihar	..	..	..	..	..	..
4.	Gujarat	3	1	12	3	4	..
5.	J. & K.	0	1	1	..	..	..
6.	Kerala	9	2	6	..	..	..
7.	M. P.	2	2	13	..	..	1
8.	Madras	9	1	7	..	..	1
9.	Maharashtra	13	15	15	..	..	..
10.	Mysore	..	..	..	..	..	..
11.	Orissa	..	..	..	..	..	..
12.	Panjab	16	0	4	..	..	..
13.	Rajasthan	6	5	8	..	..	..
14.	U. P.	9	1	9	..	..	1
15.	West Bengal	10	0	2	..	..	..
16.	Union Territories	3	1	3	..	..	..
		85	32	82	7	4	3

Table No. 4.24

Criteria for Internal Assessment in Practice Teaching.

S. No.	State	Colleges providing criteria	Lesson notes	Execution of lessons	*Block teaching	Prepn. and use of aids	General Impression and Personality	Regularity and discipline	Method and matter	Criticism lesson	Observation records
1.	Andhra Pradesh	6	5	..	4	4	2	..	..	..	2
2.	Assam	4	3	3	..	3	..	2	4	..	..
3.	Bihar	2	1	1	..	3	..	..	1	..	..
4.	Gujarat	11	..	..	..	..	..	..	..	..	..
5.	J. & K.	3	..	..	1	2	..	1	1	3	..
6.	Kerala	5	..	..	..	..	..	..	..	..	..
7.	Madhya Pradesh	..	4	..	..	1	..	..	3	2	1
8.	Madras	14	..	5	..	1	7	..	2	..	2
9.	Maharashtra	..	..	..	..	5	..	..	..	..	..
10.	Mysore	..	..	..	..	..	..	..	..	..	..
11.	Orissa	..	..	..	..	..	..	..	..	..	..
12.	Panjab	1	4	..	..	2	1	..	..	..	..
13.	Rajasthan	..	..	..	..	..	..	..	..	..	..
14.	Uttar Pradesh	23	..	..	..	..	1	..	2	1	..
15.	West Bengal	..	2	..	..	4	2	..	2	..	4
16.	Union Territories	..	4	1	..	1	..	..	..	1	..
		69	23	10	5	26	13	3	15	7	9

*Block teaching in many cases includes besides execution of lessons, participation in other activities of the school.

Table No. 4.25
Method of Consolidation of Internal Assessment.

S. No.	State	Method master only	Average of 30 lessons	Discussion between Dean and Staff	Individual supervision	Reassessment during variation	Average of internal and external assessment	Standard set by academic Council	University Board	Through inspectors
1.	Andhra Pradesh	..	..	4	..	1	..	..	2	..
2.	Assam	..	..	..	..	..	1	..	..	..
3.	Bihar	..	..	..	..	..	..	..	1	..
4.	Gujarat	..	..	..	7	1	2	..	8	..
5.	J. & K.	..	..	..	..	..	..	..	..	3
6.	Kerala	..	..	..	..	..	1	1	..	..
7.	Madhya Pradesh	..	..	..	7	..	2	..	..	..
8.	Madras	..	..	2	5	..	..	..	12	..
9.	Maharashtra	..	..	..	4	..	..	7	..	..
10.	Mysore	..	..	..	..	..	..	..	..	..
11.	Orissa	..	..	..	..	..	..	..	..	..
12.	Panjab	..	..	1	4	..	..	1	..	..
13.	Rajasthan	..	..	..	..	..	..	..	..	..
14.	Uttar Pradesh	..	..	13	..	..	..	9	..	..
15.	West Bengal	..	..	..	..	2	..	..	..	..
16.	Union Territories	..	..	..	..	..	..	..	..	..
		24	23	4	5	1	18	8	15	3

Table No. 4.26
Basis for Assessment of Practical Work for Additional Skills

S. No.	State	Colleges doing assessment	Cumulative Performance	Tests and practicals	Craft work and activities	Report by tutor/PTI	Regularity	Observation records
1.	Andhra Pradesh	..	5	5	..	..	2	..
2.	Assam	..	..	..	..	..	..	..
3.	Bihar	..	..	..	..	..	..	..
4.	Gujarat	..	..	..	4	4	..	..
5.	J. & K.	..	..	1	1	..	..	..
6.	Kerala	..	..	4	4	..	..	..
7.	M. P.	..	..	2	..	1	1	2
8.	Madras	..	..	8	8	3	5	3
9.	Maharashtra	..	..	5	2	2	5	..
10.	Mysore	..	..	..	..	..	..	..
11.	Orissa	..	..	..	..	..	..	..
12.	Panjab	..	..	..	..	..	..	..
13.	Rajasthan	..	..	4	2	..	4	2
14.	Uttar Pradesh	..	..	18	..	1	18	4
15.	West Bengal	..	..	6	..	2	6	4
16.	Union Territories	..	..	3	..	..	1	1
		61	22	11	48	17	2	2

Table No. 4.27
Showing Pass Percentage

B. Ed.

S. No.	State	University	Pass % Theory	Pass % Practice teaching	Pass % Practical Work	Agg. Pass percentage	% 1st Division		% 2nd Division		% 3rd Division		% Distinction			
							Theory	Pr.	Th.	Pr.	Th.	Pr.				
1.	A. P.	A. U.	..	..	..	35	40	40	40	60	70	50	55	35	40	
		Osmania	..	..	..	35	40	40	..	(60)	..	..	..	..	..	..
		Venkateswara	..	..	..	40	45	40	..	..	..	..	..	(40)	..	..
2.	Assam	Dibrugarh	..	..	..	40	40	40	..	60	60	40	40	..	..	..
		Gauhati	..	..	..	40	40	40	..	60	60	40	40	..	..	..
3.	Bihar	Bhagalpur	..	..	..	33	40	40	..	60	60	45	45	33	40	..
		Bihar	..	..	..	36	40	40	..	60	60	45	45	36	40	..
		Patna	..	..	..	36	40	40	..	60	60	45	45	36	40	..
		Ranchi	..	..	..	30	40	N.A.	..	60	60	45	45	30	40	..
4.	Gujarat	Baroda	..	..	..	40	40	..	..	60	..	50	..	40	..	70
		Gujarat University	..	..	..	40	40	40	..	60	..	50	..	40	..	..
		Gujarat Vidyapeeth	..	..	..	30	30	30	..	60	..	50	..	40	..	..
		Sr. V. Vidyapeeth	..	..	..	36	36	..	..	60	..	48	..	36	..	..
		St. Deptt. Edu.	..	..	..	..	..	..	..	60	..	50	..	40	..	66
5.	J. & K.	J. & K.	..	..	..	40 (33% each paper)	45	..	40	65	65	55	55	40	45	..
6.	Kerala	Kerala	..	..	..	40 (35% each paper)	40	..	40	60	..	50	..	40	..	..
		St. Edn. Deptt.	..	..	..	35	40	..	..	60	60	50	50	35	40	..
7.	M. P.	Indore Jabalpur	..	..	..	33 (25% each)	40	40	36	..	..	..	..	..	..	..
		Jiwaji	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		Ravishanker	..	..	..	33 (25% each)	40	40	36	60	80	46	60	33	40	..
		Saugar	..	..	..	33 (25% each)	40	40	36	..	..	..	..	..	..	..
8.	Madras	Annamalai	..	..	..	40	40	40	..	60	..	50	..	40	..	..
		Madras	..	..	..	40	40	40	..	60	..	50	..	40	..	..

TABLE No. 4.27 contd.

B. Ed.

S. No.	State	University	Pass Theory	Pass % Practice Teaching	Pass % Practical Work	Agg. Pass percentage	1st Division Theory	% Division Pr.	2nd Division Th.	% Division Pr.	3rd Division Th.	% Division Pr.	% Distinction
9.	Maharashtra	Bombay	40	25*	..	40	60	..	50	..	40	..	65
		Marathwada	40	25	..	40	60	..	50	..	40	..	..
		Nagpur	40	25	..	40	60	..	50	..	40	..	..
		Poona	40	25	..	40	60	..	50	..	40	..	..
		SNDT	40	25	..	40	60	..	50	..	40	..	..
		Shivaji	40	25	..	40	60	..	50	..	40	..	..
10.	Mysore	.. ..	..	..	..	..	..	..	..	..	..	..	..
11.	Orissa	.. ..	..	..	..	..	..	..	..	..	..	..	..
12.	Panjab	Kurukshetra	40 (33 each)	50	..	40	60	..	50	..	40	..	..
		Panjab .. ..	.. ..	40	..	40	60	..	50	..	40	..	..
		Panjabi .. ..	.. ..	50	40	40	..	..	..	..	..	..	..
13.	Rajasthan	Jodhpur	36	36	..	..	60	..	48	..	36	40	..
		Rajasthan	36 (30 % each)	40	..	(36 in	60	..	48	..	36	..	..
		Udaipur	36	40	..	special paper)	60	..	48	..	36	40	..
14.	U. P.	Agra	36 (30% each)	40	..	36	60	..	48	..	36	40	..
		Aligarh	36	36	..	36	60	..	48	..	36	..	..
		Allahabad .. ..	.. ..	..	..	..	..	..	..	..	..	..	..
		B.H.U. .. ..	.. ..	..	..	..	..	..	..	..	..	..	..
		Gorakhpur	36 (30% each)	50	(5p Th. 48)	..	60	75	48	60	36	50	..
		Lucknow	36	36	..	..	60	..	48	..	36	..	..
		Varanaseya Sanskrit	36	36	..	36	60	..	48	..	36	..	..
		St. Edu. Deptt. (U.P.)	33 to 36	40-50	40 (Craft)	..	60	75	45	60	33-36	40	..
15.	W. Bengal	Burdwan	40	40	40 (40% Craft)	40	60	..	40	..	..	..	..
		Calcutta	40	40	40 (-do-)	40	60	..	40	..	30	..	..
		Kalyani	40	40	40	40	60	..	40	..	30	..	..
		N.B.	40	40	40	..	60	..	40	..	..	..	..
		V. Bharti	40	40	40	..	60	..	40	..	30	..	..
		St. Edu. Deptt. .. ..	.. ..	..	..	..	..	..	..	..	..	..	..
16.	Union Territories	Delhi	40	45	50	50	..	..	..	..	..	..	65
		Jamia Millia .. ..	.. ..	..	..	50	..	..	..	..	..	..	65
		Edn. Deptt. Tripura	40	40	40	..	60	..	50	..	40	..	..

* In the Universities of Maharashtra, Grades rather than numerical marks are awarded for assessment of practice of teaching.

Practice of Education

PRACTICE teaching programme mainly consists of Block teaching, Intermissive (stray lessons), or both. In a few institutions, Internship programme is also being tried out. Block teaching is practised in about 48.7% institutions, similarly exclusively entire practice teaching is done on intermissive basis in 15.7% institutions. Both the practices—Block and Intermissive are followed in about 23.8% institutions. Internship is in existence in the 4 Regional Colleges of Education only. Internship too is on the Block system basis. Block teaching practice is mainly followed in 71% institutions of Bihar, 73% institutions of Rajasthan, 64% institutions of Panjab, 63% institutions of Madras, 62% institutions of Kerala, 62% institutions of West Bengal and 52% institutions of Uttar Pradesh. Intermissive teaching is practised in 58% institutions of Madras and 53% institutions of Mysore. Both the practices—Block and Intermissive are largely practised in all the institutions of Andhra Pradesh, 88% institutions of Gujarat and 40% institutions of Madhya Pradesh.

Number of Subjects to be Taught

There is no institution which offers only one subject for practice in teaching, though this has been suggested by educationists for M.As. and M.Sc.s. recently. Generally two school subjects are prescribed in almost all the states except for the States of Assam and Jammu and Kashmir where 3 subjects are required to be taught.

From the table no. 5.1 it is noticed that in the States of Madras, West Bengal and Union Territories, some institutions offer 2 school subjects while others offer 3 school subjects for specialization in teaching. It is, maybe, due to the fact that different Universities within a state prescribe either 2 or 3 subjects.

It is found that almost in all the states the subjects of specialization in teaching are assigned to the B.Ed.

students on the basis of subjects taken by them at the degree level. Specialization is also permitted to student teachers in the subjects which they studied even at the under-graduate level. Such a practice is found in about 44.4% institutions in Andhra Pradesh, 66.6% institutions in Assam, 34.6% institutions in West Bengal, 34.6% institutions in Maharashtra and 28.4% institutions in Rajasthan.

Number of Lessons to be Taught

About 10-15 lessons are given in each subject in six States—Andhra Pradesh, Assam, Gujarat, J & K, Maharashtra and Madhya Pradesh. In the State of Madras and Union Territories the range is 10-25. The highest range of lessons (20 to 40) per subject is found in Bihar. Practically no difference is noticed in the number of lessons required to be given under each subject of specialization in all the states. (Table no. 5.2.)

Organization of Practice Teaching

Wide variation is found with regard to the time the student teacher gets before the commencement of practice teaching programme. A period of 1-8 weeks was found in the States of Andhra Pradesh, Gujarat, J & K, Madhya Pradesh, Maharashtra, Panjab, Uttar Pradesh whereas the maximum of 16-20 weeks was found in the States of Bihar and 1-25 weeks in West Bengal and Union Territories.

Almost in all the States majority of institutions do have Demonstration Schools attached to them.

Largest number of Demonstration Schools are found in the States of Andhra Pradesh 88.8%, Bihar 100%, Gujarat 64.7%, Kerala 76%, Madhya Pradesh 53%, Madras 68.42%, Mysore 63.15%, Orissa 100%, Panjab 80%, Rajasthan 63.63%, and in the rest of the States less than 50% of the institutions have Demonstration Schools attached to them. The Demonstration Schools are used

for demonstration of good teaching, experimentation and research besides arranging actual practice teaching by the student teachers.

Wide variation is noticed in the number of practising schools used by training institutions. (Table no. 5.3.) In some States the range is 2-25 e.g. Gujarat, West Bengal, whereas in some others the range is within 3-18 e.g. Bihar, Jammu and Kashmir, Kerala and Orissa. The higher range in case of Maharashtra, may be due to the fact that the institutions quoted the number of schools used during the entire year for practice teaching rather than giving the number of practising schools used at a time. The variation may also be due to the size of the institutions.

As regards the number of classroom teachers whose classes are used for practice teaching programme the table no. 5.4 furnishes Statewise figures.

It can be seen from the table no. 5.4 that in the States of Bihar, Madras, Mysore, Rajasthan, West Bengal and Union Territories the average number of teachers ranges from 16-36 but much higher range 42-62 is found in the States of Assam, Gujarat, Kerala, Madhya Pradesh, Panjab and Uttar Pradesh. The highest average number of classroom teachers whose classes are taken for the practice teaching programme is 118 in the State of Maharashtra.

These variations may again be due to the size of institutions and not all classes being used at the same time.

Wide variation is also noticed regarding the number of student teachers who are sent to each practising school. From table No. 5.5, it can be seen that in a majority of States the average number of student teachers varies from 10 to 20. However, in the States of Bihar, Madhya Pradesh, Maharashtra, Rajasthan and U.P. the range is 20-28. In Panjab the average number of student teachers who are normally sent to a practising school is found to be 33 which is the highest.

Medium of Instruction in Practising Schools

Information regarding the medium of instruction in the practising schools in different states is given in the table no. 5.6.

From this table it is obvious that all institutions utilize schools with the regional language as the medium of instruction. In addition a few colleges (about 27%) use English medium schools. Same 10% i.e. 28, use Hindi medium schools in the non-Hindi states and 59 use Urdu medium schools mainly in the States of Andhra Pradesh, Assam and Madhya Pradesh.

Difficulties with the Schools

The main difficulties expressed by the training institutions which they have with the practising schools and

their teachers are: (1) Lack of earnestness and cooperation, (2) Inadequate experience of the cooperating teachers, (3) Non-availability of teaching aids and inadequacy of equipment for practice teaching, (4) Lack of accommodation. Nearly 63% of the training institutions recommend that financial support should be given to the cooperating schools. The main arguments given by these institutions in support of the above recommendation are: (i) to provide more teaching aids and equipment, (ii) to elicit better cooperation, (iii) to provide for payment of suitable honorarium to the cooperating teachers.

Demonstration Lessons

✓ In almost all the States the practice of giving Model/ Demonstration lessons in various school subjects is followed. It is usually done prior to the practice teaching programme. The number of such model lessons varies from 1 to 8 in some subjects while in others it is 1-3. The largest number of model lessons are found in the States of Andhra Pradesh, Kerala and Uttar Pradesh. The model lessons are given by method masters as well as subject teachers of practising schools in almost all the States and they are invariably followed by discussion.

In all the institutions the student teachers are required to plan their lessons in advance and in 80% also to get them approved in advance. However, the exact number of lessons or per cent of lessons approved in advance is not known. Only 55% institutions inform that time is provided in the regular time table for discussion and approval of lesson plans. In others obviously it is done according to the convenience of method master and the student teacher.

Supervision of Practice Teaching

Almost in all the States there are a number of institutions where all the lessons of every student teacher are fully or partly supervised. The proportion of such institutions is as follows: Andhra Pradesh—22.2%, Assam—16.6%, Bihar—85.7%, Gujarat—88.2%, Jammu and Kashmir—25%, Kerala—4.8%, Mysore—21.1%, Panjab—28%, Rajasthan—45.85%, Uttar Pradesh—39.3%, West Bengal—11.5% and Union Territories—37.5%.

The average number of lessons fully supervised in various States is given in table no. 5.7.

Wide variation is noticeable in the average number of lessons fully supervised. It is highest in Jammu and Kashmir and lowest in Kerala, Panjab and Madras.

The average number of student teachers which are attached to a supervisor varies from 8 to 24. Higher ranges are found in Kerala, Bihar, West Bengal, Panjab

and Assam. The higher range obviously indicates the number of pupil teachers whom a supervisor observes during the whole year. The lower indicates the number placed under the supervisor at one time for daily supervision when practice teaching is going on. The latter

situation may indicate the utilization of school staff to assist the college staff.

Evaluation of practice teaching has already been dealt with in Part IV of Chapter IV entitled "Academic Programme and Evaluation".

TABLE No. 5.1

Number of Practice Teaching Subjects Offered

State	Those who offer two subjects	Those who offer three subjects	Those who did not supply the information	Total
Andhra Pradesh ..	9	..	..	9
Assam ..	..	5	1	6
Bihar ..	7	..	..	7
Gujarat ..	17	..	..	17
Jammu & Kashmir ..	..	3	..	3
Kerala ..	20	..	1	21
Madhya Pradesh ..	15	..	..	15
Mysore ..	14	..	5	19
Madras ..	14	5	..	19
Maharashtra ..	25	..	1	26
Orissa ..	2	..	2	4
Panjab ..	20	..	5	25
Rajasthan ..	11	..	..	11
Uttar Pradesh ..	49	..	7	56
West Bengal ..	18	1	7	26
Union Territories ..	6	2	..	8
	227	16	29	272

TABLE No. 5.2

Number of Lessons Taught in each Subject

State	In first subject	In second subject	in third subject
Andhra Pradesh ..	15	15	..
Assam	10-15	10-15
Bihar	20-40	20-40
Gujarat	10-15	10-15
Jammu & Kashmir	10-15	10-15
Kerala	15-20	15-20
Madhya Pradesh	14	N.A.
Madras	10-25	10-25
Maharashtra	13-15	12-15
Mysore	N.A.	N.A.
Orissa	N.A.	N.A.
Panjab	20-30	20-30
Rajasthan	20	20
Uttar Pradesh	32	32
West Bengal	15-30	15-30
Union Territories	13-25	12-25

TABLE No. 5.3

Number of Practising Schools used for Practice Teaching Programme

State	Number of practising schools Range	Mean
Andhra Pradesh ..	.. 1-25	9
Assam ..	.. 10-20	13
Bihar ..	.. 3-10	6
Gujarat ..	.. 2-25	13
Jammu & Kashmir ..	.. 7-12	11
Kerala ..	.. 3-18	10
Madhya Pradesh ..	.. 4-20	8
Madras ..	.. 6-30	13
Maharashtra ..	.. 2-40	21
Mysore ..	.. 3-30	8
Orissa ..	.. 3-00	5
Panjab ..	.. 3-30	15
Rajasthan ..	.. 3-20	6
Uttar Pradesh ..	.. 1-10	4
West Bengal ..	.. 3-25	5
Union Territories ..	.. 2-18	8

TABLE No. 5.4

Number of Classroom Teachers whose Classes are Used

State	Number of classroom teachers Range	Mean
Andhra Pradesh ..	.. 12-60	35
Assam ..	.. 22-90	47
Bihar ..	.. 6-50	16
Gujarat ..	.. 24-60	49
Jammu & Kashmir ..	.. 50-105	72
Kerala ..	.. 3-150	60
Madhya Pradesh ..	.. 1-150	46
Madras ..	.. 6-150	36
Maharashtra ..	.. 5-150	118
Mysore ..	.. 10-70	22
Orissa ..	.. N.A.	N.A.
Panjab ..	.. 7-125	43
Rajasthan ..	.. 11-65	20
Uttar Pradesh ..	.. 4-100	42
West Bengal ..	.. 4-100	36
Union Territories ..	.. 7-48	19

TABLE No. 5.5

Number of Student Teachers sent to Each School

<i>State</i>	<i>Number of student teachers Range</i>		<i>Mean</i>
Andhra Pradesh	15-24		19
Assam	12-20		17
Bihar	10-40		28
Gujarat	5-50		15
Jammu & Kashmir	11-18		15
Kerala	9-30		16
Madhya Pradesh	10-100		24
Madras	3-15		10
Maharashtra	4-30		22
Mysore	N.A.		N.A.
Panjab	12-189		33
Rajasthan	9-50		24
Uttar Pradesh	6-89		25
West Bengal	5-25		15
Union Territories	4-60		18

TABLE No. 5.6

Medium of Instruction in the Practice Teaching Schools

<i>State</i>	<i>Regional language</i>	<i>English</i>	<i>Hindi</i>	<i>Urdu</i>
Andhra Pradesh ..	9	4	3	3
Assam ..	5	3	5	3
Bihar ..	7	..	..	..
Gujarat ..	17	1	1	..
Jammu & Kashmir	2	3	1	..
Kerala ..	19	8	1	..
Madhya Pradesh ..	16	3	..	..
Madras ..	19	9	..	4
Maharashtra ..	23	9	10	2
Mysore ..	N.A.	N.A.	N.A.	N.A.
Orissa ..	4	..	..	..
Panjab ..	19	3	..	..
Rajasthan ..	9	1	..	..
Uttar Pradesh ..	50	4	..	..
West Bengal ..	16	6	3	..
Union Territories ..	4	5	4	1
India	219	59	28	13

TABLE No. 5.7

Supervision of Lessons

<i>State</i>	<i>Number of lessons fully supervised</i>		<i>Number of supervisors</i>		<i>No. of student teachers under each supervisor</i>	
	<i>Range</i>	<i>Mean</i>	<i>Range</i>	<i>Mean</i>	<i>Range</i>	<i>Mean</i>
Andhra Pradesh	5	5	10-14	12	10-35	15
Assam .. ..	..	..	8-10	9	10-25	15
Bihar .. ..	..	..	5	5	10-30	22
Gujarat	5-8	8	5	5	5-18	8
Jammu & Kashmir	45	45	45	45	12-18	14
Kerala	1-7	2	1-6	4	50	24
Madhya Pradesh	10-20	12	9	9	3-14	8
Madras	2-5	3	14	14	1-25	15
Maharashtra	15-30	25	15	15	6-25	14
Mysore	5-10	6	N.A.	..	N.A.	..
Orissa	N.A.	..	N.A.	..	N.A.	..
Panjab	3	3	10	10	10-30	18
Rajasthan	13	13	N.A.	N.A.	N.A.	N.A.
Uttar Pradesh	1-22	15	23	33	3-30	12
West Bengal	5-20	15	4-10	7	12-15	20
Union Territories	N.A.	N.A.	4-18	15	5-20	12

CHAPTER VI

Building and Equipment

Building

Information from 231 institutions regarding buildings was made available for 1964-65. Of these 117 (51.1%) private institutions and 65 (28.14%) Government institutions have buildings of their own, 29 (12.6%) private teacher training institutions and 12 (5%) Government teacher training institutions are housed in rented buildings. About 3 (1.3%) teacher training institutions in private and 2 (.9%) institutions in Government control are housed both in partly own and in partly rented buildings. About 2 (.9%) Government teacher training institutions are housed in the buildings of other institutions. Statewise statistics for housing of teacher training institutions are given in table no. 6.1.

This table does not give a picture whether the building is adequate/inadequate; sufficient/insufficient to suit the needs and requirements. Majority of the institutions have not responded to this aspect, so this point needs careful consideration in Third National Survey on Secondary Teacher Education.

Large number of institutions have not replied to the question whether they have a compound and if it is adequate or inadequate. Large number of institutions also have not reported whether they have space available for expansion or not. Both of these aspects must be thoroughly investigated and it should be found out as to how many of the institutions have adequate/inadequate compound according to the requirements and specifications of the playgrounds as well as the space available for expansion.

Nature of Surroundings

Surroundings play a major role for the smooth and healthy functioning of an institution in general and a teaching institution in particular. The table no. 6.2 gives a clear picture of the institutional surroundings.

About 103 (44.6%) secondary teacher training institutions in the country were established in the open surroundings. Maximum number of secondary teacher training institutions established in open surroundings statewise are as follows—Rajasthan 100%, J & K 67%, Gujarat 65%, Kerala 51% and lesser number are found in Maharashtra 4%, Assam 16% and in Union Territories 25%.

Within the city about 74 (32%) secondary teacher training institutions were established all over the country. Statewise maximum number of institutions were established in Assam 80%, Madras 68.5%, Andhra Pradesh 55%, Union Territories 50% and lesser number of institutions were established in the States of Madhya Pradesh 7% and Panjab 17%. About 95 (41.1%) secondary teacher training institutions have not stated whether they are situated in the open or in the city surroundings.

Physical plant—classrooms and other rooms

Two hundred and thirty-one teacher training institutions reported that they have 339 class rooms, 319 subject rooms, and 163 tutorial rooms. A total of 92 (39.8%) institutions out of 231 reported and only 70 (30.3%) have adequate reading rooms, and 22 (9.5%) inadequate reading rooms. Out of 231 institutions about 46 (19.9%) institutions reported that they have common room facilities for men whereas 89 (38.5%) institutions reported availability of common room facilities for women. Canteen facilities are available in 69 (29.9%) institutions, auditorium/assembly halls are available in 118 (51.1%) institutions, out of which 93 (40.3%) are found to be adequate and 25 (10.8%) are found to be inadequate. Staff common rooms are available in 159 (68.8%) institutions out of 231 institutions.

Thus if we take the number of class and subject rooms into consideration, facilities for expansion exist in many colleges. But there is general shortage of common

rooms for male and female students as well as for the staff. Reading rooms also need to be added in every 2 out of 3 institutions.

Only 143 (8.5%) staff members have the staff quarters out of 1,683 teacher educators. Mainly Hostel Wardens, Principals and Bursars are provided with quarters. Out of 208 (90.1%) institutions having hostels 118 (51.1%) are men's hostels and 90 (39%) are women's hostels.

Information regarding class rooms and other rooms is given in table no. 6.3.

Libraries and Laboratories

Out of 231 secondary teacher training institutions about 181 (78.4%) institutions reported about libraries. Of these 138 (76%) have adequate libraries and 43 (24%) find them inadequate. The information is however available for only 2/3 of the institutions. Psychology laboratories are available in only 82 of the 231 institutions; of these 61 are considered adequate and 21 inadequate i.e. 3 out of 4 existing laboratories are satisfactory. Regarding Science laboratories 191 institutions possess them. Of these 121 (63%) institutions find them adequate, while 70 (37%) institutions consider them inadequate. Only 16 (6.9%) institutions have Home Science laboratories. Of these 14 institutions consider them to be adequate whereas 2 institutions find them inadequate for their needs. Only five institutions reported to have a laboratory for technology. Of these two are in Rajasthan and one each in Mysore, M.P. and Orissa.

Workshops

General workshops are found to be in 76 (32.9%) institutions. Out of them 58 are adequate and 18 are inadequate. Only 46 (17.3%) institutions reported having carpentry and wood workshops. Of these 30 are adequate and 16 are inadequate. Similarly 35 (15.2%), institutions reported having spinning workshops, 23 being adequate whereas 12 (5.2%) are inadequate. Only 8 institutions gave information about having leather workshops. Of these 6 only are adequate for the needs of the concerned institutions. For information about workshops, please see table no. 6.4.

Audio-visual Aids

About 66 (28.6%) institutions are having the provision for separate Audio-visual rooms, highest number of them are found to be in the States of Andhra Pradesh 5 (55.5%) institutions, Union Territories 4 (50%) institutions and lesser number are found in Maharashtra 3 (11.5%) institutions, Bihar 1 (14%) institutions and Uttar Pradesh 9 (16%) institutions. Information regarding the different Audio-visual Aids is given in the table no. 6.5.

Maximum number of items are found to be in the States of Rajasthan 54.5%, Madhya Pradesh 33% and 4% each in the States of Maharashtra and West Bengal. About 26 (11.2%) institutions have linguaphones. 98 (42.4%) institutions have Tape Recorders, 16 M.M. film projectors are found to be in 912 (39.0%) institutions, 35 M.M. film projectors are found to be in 41 (17.8%) institutions. 64 (27.7%) institutions have film-strips and 31 (13.4%) institutions have wire records. Record-players are found in 70 (30.5%) institutions, radios in 73 (31.6%) institutions, magic lanterns in 22 (9.5%) institutions, epidiascopes in 71 (30.7%) institutions, micro projectors in 22 (9.5%) institutions, microscope set with amplifiers in 9 (3.9%) institutions, view masters in 4 (1.7%) institutions are available. Silent films are found in 150 (65%) institutions. Out of 951 sound films (16 M.M.) available in 231 institutions, maximum number of sound films (472) are found in the institutions of Madras. Out of 1451 film-strips about 911 are within the secondary teacher training institutions of Madras State. Out of 254 micro slides reported from 231 teacher training institutions maximum number (98) of micro slides are in Union Territories and a few in Madras, Madhya Pradesh and Andhra Pradesh.

Of 2"×2" slides about 944 are found in 231 institutions. Maximum number of them are found in the States of West Bengal and Maharashtra, the numbers being 377 and 181 respectively. Out of 251 view masters available maximum number of them are found in Madras and Maharashtra, 155 and 62 respectively. Out of 102 stereo picture cards, 72 stereo picture cards are available in the State of Madras. Maximum number of gramophone records 851 are within the institutions of Madras, out of 1624. J & K is the only state having A. V. aids projector. 31 Linguaphone records are also available within the institutions of Madras State. By and large it seems Madras State has the maximum number of mechanical A.V. Aids when compared to other states. Thus, the conclusion is forced on us that mechanical aids are inadequate in our training institutions at present.

Graphic Aids

English maps and charts range from 0-28 in the States of Assam, Bihar, Madras, Rajasthan and Union Territories whereas they are found to be the highest in the States of Andhra and J & K. Since the data given is inadequate to draw any conclusions, this aspect needs careful consideration in the Third National Survey of Secondary Teacher Education.

Table No. 6.1

Buildings of Training Institutions

	<i>Andhra</i>	<i>Assam</i>	<i>Bihar</i>	<i>Gujarat</i>	<i>J & K</i>	<i>Kerala</i>	<i>M.P.</i>	<i>Madras</i>	<i>Maha- rashtra</i>	<i>Panjab</i>	<i>Rajasthan</i>	<i>U. P.</i>	<i>West Bengal</i>	<i>Union Territories</i>
	<i>P G T</i>	<i>P G T</i>	<i>P G T</i>	<i>P G T</i>	<i>P G T</i>	<i>P G T</i>	<i>P G T</i>	<i>P G T</i>	<i>P G T</i>	<i>P G T</i>	<i>P G T</i>	<i>P G T</i>	<i>P G T</i>	<i>P G T</i>
Own	3 5 8	— 2 2	— 3 3	6 2 8	— 2 2	15 4 19	2 11 13	11 5 16	6 2 8	16 6 22	6 2 8	42 5 47	8 12 20	2 4 6
Rented	— 1 1	1 — 1	— 2 2	6 1 7	1 — 1	1 — 1	— — —	1 1 2	13 2 15	— — —	— 3 3	3 — 3	2 1 3	1 1 2
Both	— — —	2 — 2	— — —	— 1 1	— — —	— — —	1 1 2	— — —	— — —	— — —	— — —	— — —	— — —	— — —
Neither	— — —	— — —	— 2 2	— — —	— — —	— — —	— — —	— 1 1	— 2 2	— — —	— — —	— — —	— — —	— — —
Total	3 6 9	3 2 5	— 7 7	12 4 16	1 2 3	16 4 20	3 12 15	12 7 19	19 6 25	16 6 22	6 5 11	45 5 50	10 13 23	3 5 8

P = Private G = Government T = Total

Table No. 6.2

Nature of Surroundings of
Secondary Teacher Training Institutions

<i>State</i>	<i>Open N*</i>	<i>In the city N</i>	<i>No response N</i>	<i>Total</i>
A. P.	4	5	..	9
Assam	1	4	1	6
Bihar	2	3	2	7
Gujarat	11	N.A.	6	17
J & K	2	1	..	3
Kerala	11	10	..	21
M. P.	8	1	6	15
Madras	6	13	..	19
Maharashtra	1	10	15	26
Mysore	N.A.	N.A.	19	19
Orissa	N.A.	N.A.	4	4
Panjab	12	4	9	25
Rajasthan	11	..	..	11
U.P.	25	13	18	56
W. Bengal	7	6	13	26
U. T.	2	4	2	8
Total	103	74	95	272

* N = Number of colleges.

Table No. 6.3

Information regarding Classrooms and other Rooms

State	No. of class rooms	No. of subject rooms	No. of Tutorial rooms	No. of reading rooms			Common rooms		Canteen	Halls			No. of staff having quarters	Hostel			Staff common rooms
				Ade-quate	Inade-quate	Total	Men	Women		Ade-quate	Inade-quate	Total		M	W	Total	
A.P.	23	28	2	5	1	6	1	3	1	3	1	4	1	5	1	6	3
Assam	3	3	1	—	—	—	1	1	—	—	—	—	—	—	—	—	1
Bihar	7	6	2	—	—	—	1	2	—	2	1	3	22	4	—	4	5
Gujarat	23	26	20	5	1	6	2	3	1	9	—	9	12	8	5	13	14
J & K	9	—	—	2	—	2	—	—	1	2	1	3	—	2	2	4	3
Kerala	21	9	16	6	—	6	7	14	4	7	1	8	1	5	12	17	12
M.P.	31	34	17	3	6	9	2	9	8	3	6	9	5	11	5	16	12
Madras	12	7	2	4	—	4	4	5	3	6	—	6	26	8	5	13	16
Maharashtra	36	25	11	4	—	4	9	7	5	9	—	9	11	9	6	15	18
Panjab	28	12	6	13	—	13	6	9	13	16	—	16	4	13	16	19	17
Rajasthan	8	28	12	9	—	9	1	6	6	16	—	16	9	6	9	15	11
U.P.	84	74	58	4	13	17	6	17	15	8	11	19	6	22	6	28	24
W. Bengal	40	49	8	10	1	11	3	8	8	9	2	11	22	22	16	38	17
U. T.	14	18	8	5	—	5	3	4	3	3	2	5	23	3	8	11	6
Total	339	319	163	70	22	92	46	89	68	93	25	118	143	118	90	208	159

Table No. 6.4

Information regarding Workshops

State	Woodwork & Carpentry			Spinning			Leather Workshop		
	Ade-quate	Inade-quate	Total	Ade-quate	Inade-quate	Total	Ade-quate	Inade-quate	Total
A. P.	3	0	3	1	0	1	0	0	0
Assam	0	0	0	0	0	0	0	0	0
Bihar	3	3	6	1	3	4	2	0	0
Gujarat	2	0	2	2	1	3	N.A.	N.A.	N.A.
J & K	2	0	2	1	0	1	N.A.	N.A.	N.A.
Kerala	3	5	8	0	0	0	N.A.	N.A.	N.A.
M.P.	4	2	6	5	2	7	N.A.	N.A.	N.A.
Madras	4	0	4	2	0	2	N.A.	N.A.	N.A.
Maharashtra	N.A.	N.A.	N.A.	1	0	1	N.A.	N.A.	N.A.
Mysore	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Orissa	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
Punjab	1	0	1	7	2	9	N.A.	N.A.	N.A.
Rajasthan	2	4	6	1	3	4	2	0	2
U.P.	2	0	2	1	0	1	1	1	2
W. Bengal	2	2	4	0	1	1	0	1	1
Union Territories	2	0	2	1	0	1	0	1	1
Total	30	16	46	23	12	35	5	3	6

Table No. 6.5

Information regarding Audio-visual Aids

State	Separate Audio-Visual Room	Lingua Phone	Tape Recorder	16 MM Film Projector	35 MM Film Projector	Projector for Film Strips	Wire Records	Record Players	Gramophone	Radio	Magic Lantern	Epidia Scope	Box Camera	Micro Projector	Micro Scope Set with Amplifier	Silent Films	16 MM Sound Films	Film Strips	Micro Slides	2 × 2 Slides	View Master	Stereo Picture Cards	Gramophone Records	Aids Projector	Linguaphone Recorder	Tapes	A. V. Charts	Micro & Telescope Mikes
A.P.	5	1	5	5	3	2	2	4	2	2	5	4	3	—	—	5	7	7	1	3	5	3	5	—	—	—	—	—
Assam	1	—	1	1	—	—	—	—	2	1	—	1	—	1	1	4	86	40	—	—	—	—	73	—	—	—	—	—
Bihar	1	1	2	4	2	2	2	1	3	1	—	2	1	—	—	4	3	3	—	—	—	1	2	—	—	—	—	—
Gujarat	8	1	8	6	2	7	—	5	6	5	—	7	—	2	4	3	9	8	2	5	7	2	8	—	—	—	—	—
J & K	—	—	2	1	1	—	—	2	1	2	—	1	—	—	—	—	99	150	—	35	—	—	125	1	—	—	—	—
Kerala	7	5	10	5	4	9	4	8	4	5	—	—	—	6	—	5	7	8	7	3	5	3	8	—	—	—	—	—
M.P.	4	5	5	9	4	2	5	4	1	6	—	6	—	1	—	5	60	35	1	179	4	12	63	—	—	—	—	—
Madras	9	0	20	29	16	18	3	18	14	24	6	18	4	8	—	99	472	911	86	151	155	72	851	—	31	10	3	1
Maharashtra	3	1	8	8	1	3	—	10	5	2	—	4	1	1	1	—	55	48	40	181	63	—	170	—	—	—	—	—
Mysore	—	—	5	—	—	—	—	—	7	8	—	9	—	—	—	—	12	11	—	—	—	—	—	—	—	—	—	—
Orissa	2	—	—	—	—	—	—	—	2	2	1	—	—	—	—	—	—	2	—	—	—	—	—	—	—	—	—	—
Panjab	5	—	9	5	3	3	5	6	5	5	—	7	—	1	3	3	7	4	3	1	5	1	8	—	—	—	—	—
Rajasthan	3	6	1	1	1	1	3	2	5	—	—	3	—	1	—	4	5	7	3	1	1	1	4	—	—	2	—	—
U.P.	5	8	8	6	2	10	1	5	5	2	2	—	—	—	—	4	5	7	2	1	2	5	7	—	—	—	—	—
W. Bengal	19	1	9	8	0	6	5	4	4	7	7	7	5	1	—	6	44	31	11	377	1	2	183	—	—	6	—	—
U. T.	4	2	4	4	2	1	1	1	2	1	1	2	—	—	—	10	80	185	98	7	4	—	117	—	—	—	—	—
Total	64	26	98	92	41	64	31	70	68	73	22	71	14	22	9	150	951	1457	254	944	251	102	1624	1	31	18	3	1

CHAPTER VII

Academic Staff

TEACHING staff in secondary teacher education institutions is found mainly in two categories, namely full-time and part-time. Out of 2,543 teacher educators working in 231 secondary teacher education institutions during 1964-65 (for whom information was available), 2,306 are found to be full-time employees and 237 are part-time employees i.e. some 9%.

Staff Student Ratio

Teacher student ratio is important not only from the point of view of human relations but also from the point of view of qualitative improvement of instruction. During 1964-65 the enrolment in 231 Secondary Teacher Training Institutions at B.Ed. level was 24,777 whereas the strength of teaching staff was 2,543. Therefore, the teacher-student ratio at the national level was found to be approximately 1:10. The teacher-student ratio* was found to be the highest in the State of Bihar (1:19) whereas it was found to be the lowest in the Union Territories (1:4). The table no. 7.1 shows state-wise teacher-student ratio.

Qualifications of Staff

As regards qualifications of teaching staff working under different managements at secondary level during 1964-65, about 1,683 teacher educators, have supplied the information. Out of 1,683 teacher educators, 86 (5.10%) have Ph.D. degree in education; 535 (31.7%) have M.A., M.Ed., qualifications, 180 (10.68%) have B.A., M.Ed. qualifications, 692 (41.09%) have M.A., B.Ed. qualifications; 129 (7.61%) have B.A., B.Ed. qualifications; 129 (7.61%) have B.A., B.Ed. with diploma or degrees in physical education and 213 teacher educators have M.A. degree in school subjects but no degree or diploma in education.

* This is not very exact as it includes instructors in craft, music etc. and the staff for M.Ed. and Ph. D. work.

If we accept that B.A., M.Ed. or M.A., B.Ed. is the minimum acceptable qualification though M.A., M.Ed. and higher qualifications are desirable, we find that out of the 1,683 teacher educators for whom information is available, 1,493 have the minimum qualifications. If we further exclude the 129 teachers of physical education the percentage of qualified teacher educators works out to be about 96%. If we include the teachers of physical education as qualified then also the percentage is found to be 96. Thus only about 4% of the staff has less than minimum qualifications. If however we consider that a master's degree both in content and education is the desirable qualification only about 37% have this qualification. If Master of Education alone is considered the desirable qualification then about 47% would pass this test. Thus there is a case for general upgrading of the qualifications though the situation is not alarming.

The majority of Ph.Ds in education (2.41%) are working in University Departments/University Colleges of Education when compared to privately managed institutions (2%) and in Government institutions (.65%). Institutions under private management could attract well qualified staff having M.A., M.Eds (16.68%) when compared to Government (9.8%) and Universities (5.22%). B.A., M.Eds are largely found in private institutions (6.11%) whereas in Government and University institutions they are 2.5% and 1.95% respectively. In the case of trained post-graduates 21.49% are found to be working in private institutions, whereas 18.11% are in Government institutions and 1.95% are found in University Departments. Coming to the untrained post-graduates about 1.78% are found to be working in Government institutions whereas in University Departments there were 1.06% and still fewer in privately managed institutions.

The overall picture shows that highly qualified staff are found to be working in University Departments/Colleges of Education due to attractive salaries and other facilities. Next to Universities, institutions working under private management could attract better qualified and trained staff when compared to Government institutions which have 1.78% untrained post-graduates whereas in privately managed institutions their percentage is 1.06%.

Work Load

The work load of the various categories of teaching staff is mainly of four types namely teaching load, supervisory load, guiding research and working on some research projects. Information regarding teaching load in terms of hours per week is given in table no. 7.3.

From the table it can be seen that only in the University College of Education, Osmania, the Principal was having a teaching load of nine hours per week. Due to non-availability of the data regarding the principals of other University Colleges/Departments of Education, no specific conclusions about the teaching load per week can be arrived at. This aspect needs the careful attention of the researcher in the Third National Survey of Secondary Teacher Education. Regarding the principals, working under government and private managements, teaching load in terms of hours per week was found to range from 2-8 and 6-10 respectively.

Teaching load in terms of hours per week for professors working under University, Government and private managements ranges from 3-15, 3-16 and 2-12 respectively. The teaching load of professors in Universities is found to be highest in the States of Madras, Panjab and Maharashtra, 15, 10 and 10 hours per week respectively, whereas in the States of Maharashtra, Bihar and Gujarat, 2, 3 and 3 hours per week respectively. Regarding the maximum teaching load of professors in Govt. institutions it is found to be highest in the States of Punjab (16 hrs.) and M.P. (11 hrs.) whereas teaching load is found to be lowest in the States of Maharashtra (3 hours), and J & K (3 hours). In the case of privately managed institutions teaching load of professors was found to be 2-12 hrs. per week in Uttar Pradesh, whereas in the States of Gujarat and Rajasthan it was found to be only 2-4 hours per week.

In the case of readers teaching load in terms of hours per week was found to range management-wise as follows: University, 5-20, Government, 5-16 and private, 3-12. Regarding the maximum teaching load of readers in University Departments it is found to be the highest in the States of U.P. (20 hours) and in Madras (15 hours)

whereas it is found to be the minimum in the State of Bihar (6 hours) and Union Territories (5 hours). Among the Government institutions, training load of readers is maximum in the State of Punjab (16 hours) whereas it is found to be the minimum in the state of Madhya Pradesh (5 hours).

In the case of privately managed institutions the maximum amount of teaching load in case of readers is found in the states of Gujarat and Panjab, 12 hours each per week, whereas teaching load is found to be the minimum for readers in the States of Maharashtra and Rajasthan, where it is 3 hours per week.

Teaching load in terms of hours per week for lecturers ranges from 3 to 18 in University Departments, 2 to 24 hours in government institutions and 3 to 18 hours in private institutions. Teaching load for lecturers working in University Departments is found to be the maximum in the Union Territories (18 hours) whereas it is found to be the minimum in the State of Gujarat (3 hours). In the case of lecturers working under Government management teaching load is found to be the maximum, 24 hours per week, in the State of Punjab, whereas it is found to be the minimum, 2 hours per week, in the State of U.P. In the case of lecturers working under private management teaching load is found to be the maximum 18 hours per week in the State of U.P., whereas it is found to be the minimum, 3 hours per week, in the States of Rajasthan, Maharashtra and Gujarat.

Regarding junior or assistant lecturers working under different managements teaching load ranges as follows: in University Departments/Colleges of Education it is 18 hours, whereas in Government institutions 4-12 hours per week. There is no data for junior lecturers under private management, probably, there is no such personnel of this level in the reporting institutions.

As regards the instructors working under different managements teaching load per week ranges as follows: in University Departments/Colleges of Education 2 to 6 hours, in Government institutions 6 to 12 hours and whereas in private institutions 1 to 7 hours per week. Minimum (2 hours per week) as well as maximum (6 hours per week) teaching load of instructors in the University Departments/Colleges of Education is found in the State of Gujarat. In the case of instructors under Government management maximum teaching load is found in the States of Bihar, M.P. and Maharashtra, 12 hours each, whereas it is the lowest in the State of M.P., 6 hours per week.

With regard to the teaching load of tutors working in University Departments of Education/Colleges of Education and private institutions, it was found to be

2 to 12 hours, whereas in government institutions it was 10 hours per week.

Maximum teaching load for tutors is given in the University Departments of Education in the State of Punjab, 12 hours per week, whereas minimum teaching load is given in the State of Gujarat, 2 hours per week. Under Government management maximum or minimum teaching load is given to the tutors in the State of Maharashtra, 10 hours per week. In the case of private management maximum teaching load of 12 hours per week was given in the State of Andhra Pradesh whereas minimum teaching is given to the tutors working in the States of Gujarat and Maharashtra, 2 hours per week.

In summary, we can say that the teaching load for teachers in secondary teacher education institutions ranges from 2 to 24 hours per week. This has, however, to be viewed with other equally taxing and time consuming work in their hands e.g. supervision and correction of lesson plans.

Supervision of Practice Teaching

It has been found that usually supervision is not continuous throughout the year. It lasts about six months at the maximum. Secondly, there are blocks of time when no other work except supervision and checking of lesson plans may be done e.g. during block practice teaching. Lectures and other work are then suspended. Thus the load of work of a teacher educator cannot be found by simple addition of lecture work, supervisory work, guidance or checking of lesson plans. It is also not uniform for the whole year. The information regarding supervisory load of teaching staff is given in table no. 7.4.

The data available under different managements regarding principals show that in the case of Government institutions it is 18 hours per week. Data regarding University and private managements are not available.

In the case of professors working under different managements, the hours per week for supervision were found to range as follows: University 2-10, Government 4-12 and private 3-12 hours. Maximum supervisory load for professors working in the University Departments was given in the State of Kerala (10 hours) whereas it is found to be the minimum 2 hours per week in each of the States of Gujarat, Madras, Panjab and West Bengal. In the case of Government institutions maximum supervisory load per professor was found in the States of Madhya Pradesh and Panjab (12 hours each per week). Regarding private management, professors have the maximum supervisory load in the States of Gujarat and Maharashtra — 12 and 10 hours per week respectively,

whereas the minimum supervisory load is given to the professors working in the States of Maharashtra and Rajasthan, 3 hours per week.

Regarding supervision by readers, it is found to range management wise as follows: University 2-18, government 2-12 and in private 6-15 hours per week. In the case of University Departments of Education, maximum amount of supervision work to readers is given in the State of Bihar (18 hours per week) whereas minimum of supervision work (2 hours per week) is given to them in the States of Madras and West Bengal. In the case of government institutions the minimum (2 hours per week) and maximum (12 hours per week) supervision work to readers was found in the state of Madhya Pradesh. In the case of privately managed institutions the minimum and maximum supervision work to readers was found in the State of Maharashtra, 6 and 15 hours respectively per week.

In the case of lecturers working under different managements supervisory work given to them ranges as follows: University Departments of Education and Government institutions 2-18 and in private institutions 3-15 hours per week. Maximum supervisory work is given to the lecturers in University Departments in the State of Bihar (18 hours per week), whereas minimum supervisory work is given in the State of Panjab (2 hours per week). In the case of Government institutions maximum supervisory work 18 hours per week is given in the States of Bihar and Madhya Pradesh, whereas it is found to be the minimum (2 hours per week) in the State of Madras. Regarding private management supervisory work is found to be the maximum 15 hrs. per week, in the State of Uttar Pradesh, whereas it is found to be the minimum in the States of Kerala and U.P. i.e. 3 hours per week in each.

From the obtained data it is found that supervision work was entrusted to junior/assistant lecturers in the Government institutions only in the States of Andhra Pradesh and Gujarat i.e. 8 hours and 10 hours per week respectively.

For instructors, the supervision work ranges management-wise as follows: in University Departments 5-18 hours per week, in the government institutions 10-12 hours, whereas in private institutions 3-4 hours per week.

Supervisory work for instructors is found to be the maximum in the University Departments/Colleges of Education in the State of Gujarat (15 hours) and is found to be the minimum in the State of West Bengal (5 hours per week). In the case of instructors working in Government institutions, supervisory work was found to be the maximum in the State of Bihar, 12 hours

per week, whereas it is found to be the minimum in the State of M.P., 10 hrs. per week. For instructors working in privately managed institutions, the supervisory work was found to be 3 to 4 hours per week in the State of Rajasthan only.

Supervisory load of tutors working under University Department/College of Education is 2-12 hours per week and in privately institutions 5-15 hours per week. In the case of University Departments of Education maximum supervisory load is given to the tutors in the State of Gujarat (12 hours), whereas minimum supervisory work is given in the State of Panjab (2 hours per week). As regards private institutions maximum supervisory load is given to the tutors working in the State of Maharashtra (15 hours per week), whereas minimum supervisory load of 5 hours per week is given in the State of Rajasthan.

In conclusion we can say that the supervision work for teachers of all categories in these institutions ranges from 2 to 18 hours per week.

Post-graduate Students for Guidance

Apart from teaching and supervision work, teaching staff has to guide some post-graduate students and to work on some research projects. In the case of University Departments/Colleges of Education the number of students taking guidance from each professor ranges from 2 to 10, the maximum being 10 students per professor in the State of U.P. whereas the minimum being 2 students in the State of Gujarat. In the case of government institutions the number of post-graduate students taking guidance from a professor, ranges from 1 to 6. Both minimum and maximum number of pupils taking guidance are found in the State of Madhya Pradesh ranging from 1 to 6 pupils per professor. Regarding private institutions the number of post-graduate students guided by each professor are found in the range of 3 to 15, the minimum number of students is in Gujarat, whereas the maximum number of students is in the State of Maharashtra.

In the case of readers the number of students they guide ranges from 1 to 6 in University Departments/Colleges of Education, the minimum being 1 student per reader in the State of Andhra Pradesh, whereas maximum being 6 pupils per reader in the State of Uttar Pradesh. Under Government management the number of students a reader guides ranges from 1 to 3, the minimum being 1 pupil per reader in the State of Madhya Pradesh and the maximum being 3 students in Rajasthan. In private institutions the number of students a reader guides ranges from 6 to 8, the minimum being 6

students in Maharashtra and the maximum being 8 students in Rajasthan.

Regarding lecturers, the number of post-graduate students for guidance in the University ranges from 1 to 6, the minimum being 1 pupil in the States of Andhra Pradesh and Gujarat, whereas maximum number of students guided were 6 in the State of Panjab. In government institutions, the number of post-graduate students, who are under the guidance of a lecturer, ranges from 1 to 6, the minimum being 1 student each in the States of Madhya Pradesh and Uttar Pradesh while the maximum is 6 students in the State of Andhra Pradesh. As regards private institutions, the number of students a lecturer guides, ranges from 1 to 5. The minimum being 1 student per lecturer in the States of Gujarat and Rajasthan and the maximum being 5 students in the State of Rajasthan.

From the data obtained it is found that junior or assistant lecturers also guide the post-graduate students upto a maximum of 4 in the institutions under government management in Gujarat. Nowhere, either in University Department or in private institutions, junior or assistant lecturers are given the assignment of guiding post-graduate students.

Instructors guide post-graduate students only in the States of Bihar (upto 5) and Rajasthan (2). In no institution under any type of management, are tutors given the work of guiding post-graduate students.

*Research Projects**

Number of research projects guided by professors in the University Departments ranges from 1 to 4. The minimum being 1 research project in Union Territories and the maximum being 4 research projects in the State of West Bengal. In the case of Government institutions number of projects guided by the professors ranges from 1 to 6, the minimum being 1 in the State of Madhya Pradesh and the maximum being 6 in the State of Maharashtra. Regarding private institutions professors guide 1 to 3 research projects, the minimum and maximum being 1 and 3 respectively in the States of Gujarat and Uttar Pradesh.

In the case of readers the number of projects guided by them ranges from 1 to 4 in Universities, the minimum and maximum being 1 and 4 in the State of Gujarat. In government institutions the number of projects guided by a reader is only 1 in the State of Madhya Pradesh. As regards private institutions data regarding this aspect were not received.

* Information supplied under this head, it appears has in some cases been mixed up with the guidance of M.Ed. dissertation.

In the case of lecturers working in the Universities the number of projects guided by them ranges from 1 to 10, the minimum being 1 in the States of Gujarat and Union Territories and the maximum being 10 in the State of Maharashtra. The number guiding the projects in government institutions ranges from 1 to 4, the minimum being 1 in Madhya Pradesh and maximum being 4 in the State of Maharashtra. In the case of lecturers working in private institutions the range of projects they guide varies from 1-3. Under any management junior or assistant lecturers, instructors and tutors are not allowed to guide research projects.

Particularly in the State of Gujarat all categories of teaching staff are given 1-4 hours tutorial work per week in University Departments, whereas in the State of Madhya Pradesh professors and readers in Universities are also requested to look after extra-curricular activities.

Teaching Experience

As regards teaching experience teacher educators are found to have experience at school level apart from their experience of teaching at training college level. The information regarding experience of teacher educators is given in table no. 7.5.

Out of 1,683 teacher educators who supplied the information regarding teaching experience, about 590 (34.3%) teacher educators have above 10 years school experience, 441 (26.5%) teacher educators have school experience of 5-10 years, 490 (29.4%) teacher educators have teaching experience of less than 5 years at school level, whereas 162 (9.7%) teacher educators do not have school experience though it is considered to be essential for efficient discharge of their duties as teacher educators.

Apart from the school experience 360 (21.4%) teacher educators have above 10 years standing in training college, 478 (28%) teacher educators have 5-10 years experience in training college, 845 (50.6%) have less than 5 years teaching experience in training college. Thus it appears that most teacher educators are new to their job. This may be due to the quick and sudden expansion of this category of institutions. As about 50% have more than 5 years experience at such institutions, the staff can be said to be reasonably stable.

Activities for Professional Development

A number of activities were undertaken for professional development of teacher educators during 1964-65. Out of 1,683 teacher educators, 530 (31.8%) teacher educators have reported that they attended seminars and conferences organized by various educational agencies. About 147 (8.6%) teacher educators attended

Summer Institutes. In about 77 (33.3%) institutions, provisions were made for teacher educators to enhance their qualifications with a view to improve their professional competence. In about 29 (12.6%) institutions provision was made for participation in science exhibitions. In about 24 (10.4%), institutions teacher educators were preparing for their M.A. degree, whereas in about 12 (5.2%) institutions teacher educators were either working for their Ph.D. degrees or other research work.

As many as 22 (9.5%) institutions reported that they had organized educational tours. In 21 (9.1%) institutions provision was made for training teacher educators in dynamic methods of teaching and in 15 (6.5%) institutions teacher educators have reported that they undertook writing of books etc. Refresher courses were organized in 10 (4.3%) institutions; in 9 institutions provision was made for undergoing training in audio-visual aids and for more participation in cultural activities. In about 8 (3.5%) institutions teacher educators could go abroad on study tours.

If we assess the total in-service education programmes provided for teacher educators, it appears inadequate and sporadic. Therefore, a systematic and sustained effort is called for in this direction. Regular and definite incentives should be provided for acquiring higher professional competence at M.Ed. and Ph.D. levels.

Utilization of Staff

(a) Shortage of qualified staff

With regard to science subjects as many as 50 (21.65%) secondary teacher training institutions reported their difficulty in getting qualified staff. Next to science comes English wherein there are not qualified people in about 31 (13.4%) institutions. Thirdly, 24 (10.4%) institutions did not get qualified staff in Mathematics. Fourthly, in the subject of Psychology about 9 (3.9%) institutions were not getting qualified teachers, whereas 7 (3.03%) institutions were not getting qualified staff in Home Science, Geography and Sanskrit.

State-wise picture shows that particularly in the States of Punjab 7 (30%) institutions and in Uttar Pradesh 20 (37.3%) institutions there is urgent need for qualified staff in Science. In the subject of English, about 6 (26%) institutions in Punjab and 10 (18.7%) institutions in Uttar Pradesh stated that they do not have qualified staff. Regarding the subject of Mathematics 4 (17.2%) institutions in Panjab and 13 (24%) institutions in U.P. reported their difficulty in having qualified staff.

(b) Utilization of non-specialists

For Science subjects, 31 (13.4%) institutions are reported to have been using non-specialists. Next to

Sciences, in Mathematics 18 (7.8%) institutions have been using non-specialists. For teaching English 14 (6.6%) institutions reported using non-specialists, while for Geography 13 (5.6%) institutions reported using non-specialists. Making statewise comparisons, it is found that 16 (29.6%) institutions in Uttar Pradesh and 6 (26%) institutions in Punjab reported using non-specialists in the Science subjects. For Mathematics 12 (22.2%) institutions in U.P. reported the appointment of non-specialists. Thus the shortage of teacher educators seems confined to Panjab & U.P. where colleges have expanded very fast.

(c) Difficulty in holding able staff members

In all 22 (9.5%) institutions have reported their difficulty in holding or retaining qualified staff. Particularly, in the State of Panjab 10 (43.5%) institutions reported that they faced difficulty in retaining qualified staff in Science subjects.

(d) Vacancies in teaching staff

In all about 31 (13.4%) institutions reported that during 1964-65 there were vacancies in teaching staff in one subject or the other.

Salary Scales of Teaching Staff

Salary scales of teaching staff are found to vary from state to state and from management to management. Statewise picture regarding salary scales of teaching staff during 1964-65 is given in table no. 7.6.

Other Facilities for Teaching Staff

Teacher educators working in secondary teacher training institutions have the following benefits—pension facilities in 72 teacher training institutions, provident fund facilities in 187 institutions and insurance facilities in 38 institutions.

Table No. 7.1
Information Regarding Teacher-Pupil Ratio

<i>State</i>				<i>No of institutions responded/ questionnaire sent</i>	<i>Enrolment during 1964-65</i>	<i>Teacher staff</i>	<i>Teacher-pupil ratio</i>
Andhra Pradesh	..	..	..	9/9	1585	133	1 : 12
Assam	..	..	..	5/6	317	50	1 : 6
Bihar	..	..	..	7/7	989	53	1 : 19
Gujarat	..	..	..	18/17	1139	147	1 : 8
J. & K.	..	..	..	3/3	433	40	1 : 11
Kerala	..	..	..	19/21	2345	172	1 : 12
M. P.	..	..	..	14/15	1898	193	1 : 10
Madras	..	..	..	19/19	1736	192	1 : 9
Maharashtra	..	..	..	23/26	1802	259	1 : 7
Panjab	..	..	..	23/25	3492	304	1 : 11
Rajasthan	..	..	..	9/11	1266	150	1 : 8
U. P.	..	..	..	54/56	4609	493	1 : 9
West Bengal	..	..	..	22/26	2684	244	1 : 11
Union Territories	..	..	..	8/8	482	113	1 : 4
				*231/249	24777†	2543	1 : 10

* Excludes the Teacher Training Institutions from the States of Mysore and Orissa.

† Including enrolment in shortened B.Ed.

Table No. 7.2

Information Regarding Qualifications of Method Masters

State		Ph.D.			M.A., M.Ed.			B.A., M.Ed.			M.A., B.Ed.			B.A., B.Ed. or Dip. in Education			M.A.			Total No. of responses
		Uni.	Govt.	Pvt.	Uni.	Govt.	Pvt.	Uni.	Govt.	Pvt.	Uni.	Govt.	Pvt.	Uni.	Govt.	Pvt.	Uni.	Govt.	Pvt.	
Andhra Pradesh	N	3	..	1	8	15	8	..	..	..	1	48	18	1	2	2	..	1	..	108
	%	2.8	..	.9	7.4	13.9	7.4	..	..	..	.9	44.6	16.7	.9	1.9	1.9	..	.9	..	
Assam	N	..	..	..	..	1	..	3	..	..	3	4	3	..	..	1	5	..	4	24
	%	..	..	..	..	4.2	..	12.5	..	..	12.5	16.8	12.5	..	..	4.2	20.5	..	16.8	
Bihar	N	1	..	..	3	10	..	3	..	..	..	13	..	..	2	..	..	..	..	33
	%	3.03	..	..	9.09	30.3	..	9.09	..	..	..	39.4	..	..	6.06	..	..	..	..
Gujarat	N	5	..	3	13	3	26	11	5	21	8	7	9	..	5	..	2	..	1	119
	%	4.2	..	2.5	10.9	2.5	21.8	9.2	4.2	7.6	6.7	5.9	7.6	..	4.2	..	1.7	..	.84	
J. & K.	N	..	..	..	..	4	..	..	1	..	..	7	..	..	..	..	..	3	..	15
	%	..	..	..	..	26.8	..	..	6.7	..	..	46.9	..	..	..	..	..	20.1	..	
Kerala	N	2	..	2	3	5	13	..	1	24	..	24	54	..	4	13	1	..	..	146
	%	1.4	..	1.4	2.0	3.5	9.0	..	.7	16.8	..	16.8	37.0	..	2.8	9.0	.7	..	..
M.P.	N	..	1	1	..	59	9	..	14	5	..	3	6	..	3	1	..	3	..	105
	%	..	.95	.95	..	56.0	8.6	..	13.3	4.8	..	2.8	5.7	..	2.8	.95	..	2.8	..	
Madras	N	1	..	2	5	8	20	..	2	3	2	45	30	..	12	26	..	..	1	157
	%	.64	..	1.3	3.2	5.5	12.8	..	1.3	1.9	1.3	28.8	18.9	..	7.7	16.0	..	..	.64	
Maharashtra	N	2	2	10	15	15	31	11	17	35	..	9	28	1	..	21	..	..	1	198
	%	1.0	1.0	5.0	7.6	7.6	15.5	5.6	8.6	17.5	..	4.5	14	..	..	10.5	..	..	.51	
Punjab	N	4	1	..	1	16	23	..	1	1	..	34	47	..	6	12	..	5	1	152
	%	2.6	.66	..	.66	10.5	15.2	..	.66	.66	..	22.4	30.8	..	3.9	7.9	..	3.3	.66	
Rajasthan	N	..	..	6	..	10	28	..	..	4	..	15	23	..	..	2	..	2	1	91
	%	..	..	6.6	..	10.9	30.6	..	..	4.4	..	16.3	24.9	..	..	2.3	..	2.3	1.09	
U.P.	N	14	3	8	25	7	119	2	..	10	4	44	116	1	5	1	1	9	3	372
	%	3.8	7.6	2.2	7.0	1.5	32.1	.5	..	2.7	1.6	11.9	31.3	.27	1.4	.27	.27	2.4	.8	
West Bengal	N	2	4	1	3	8	4	3	1	..	7	44	20	1	2	..	1	4	2	107
	%	1.8	3.6	.9	2.8	7.2	3.6	2.8	.9	..	6.5	39.6	18.7	.9	1.8	..	.9	3.6	1.8	
Union Territories	N	7	..	..	12	4	..	..	2	..	8	8	..	3	2	..	7	3	..	56
	%	12.6	..	..	21.6	7.2	..	..	3.6	..	14.4	14.4	..	5.4	3.6	..	12.6	5.4	..	
India	N	41	11	34	88	166	281	33	44	103	33	304	345	7	43	79	18	30	14	1683
	%	2.41	.65	2.00	5.22	9.8	16.68	1.95	2.60	6.11	1.95	18.11	21.49	.007	2.54	4.69	1.06	1.78	.83	
Total	N	86			535			180			692			129			62			
	%	5.10			31.76			10.68			41.09			7.61			3.68			

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Table No. 7.3
Teaching Load in Terms of Hours/Weeks

State	Principal			Professor			Reader			Lecturer			Junior or Asstt. Lecturer			Instructor			Tutor					
	Uni.	Govt.	Pvt.	Uni.	Govt.	Pvt.	Uni.	Govt.	Pvt.	Uni.	Govt.	Pvt.	Uni.	Govt.	Pvt.	Uni.	Govt.	Pvt.	Uni.	Govt.	Pvt.			
Andhra Pradesh	9	8	6	6	..	..	10	..	..	10	6-10	7-10	..	4-10	..	..	..	..	..	12		
Assam	12	..	..	16	..	..	..	..	..	..	..	..	..	..
Bihar	3	..	..	6	..	..	7	9	..	..	..	3	12	..	..	..
Gujarat	3-6	..	2-4	4-8	..	12	3-10	3-10	3-13	..	..	..	2-6	..	..	2-6	2-3	
J & K	2	..	..	3-30	..	12	..	..	..	13	..	..	..	..	..	..	..	..	..
Kerala	4	..	7	10	..	..	12	..	7-10	..	..	..	..	..	3-7	..	..
M. P.	5-11	..	..	5-11	..	..	4-10	..	..	..	..	6-12	..	..	..	..
Madras	15	4-10	10	15	..	..	..	5-12	10	..	..	..	..	..	..	..	..
Maharashtra	10	2-10	3-5	..	..	..	3-4	10	3-8	3-15	..	..	..	..	12	..	..	10	2-10	
Mysore	
Orissa	
Punjab	4-10	16	..	10-12	16	12	12-14	24	9-12	12
Rajasthan	2-4	3	3-10	2-3	3
U.P.	7-9	..	2-12	8-20	8-12	2-15	5-18	1	3-5
West Bengal	7	10	12	6	6-10	5	..	3
Union Territories	5	5-18	5-18	7-12	..	18	7-12

Table No. 7.4

Supervisory Load of Teaching Work in Terms of Hours per Week

State	Principal			Professor			Reader			Lecturer			Junior or Asst. Lecturer			Instructor			Tutor				
	Uni.	Govt.	Pvt.	Uni.	Govt.	Pvt.	Uni.	Govt.	Pvt.	Uni.	Govt.	Pvt.	Uni.	Govt.	Pvt.	Uni.	Govt.	Pvt.	Uni.	Govt.	Pvt.		
Andhra Pradesh	18	..	6	..	..	6	..	..	6	6	6-7	..	8	..	..	..	..	..	6	
Assam	8	..	..	..	..	..	..	..	..	..	..	..	..	..
Bihar	18	..	..	10-18	18	..	..	..	..	18	12	..	..	..
Gujarat	2-5	..	8-12	8	12-15	10-15	7-13	..	10	..	12-15	12	10-13
J & K	
Kerala	10	..	..	3	..	..	3	..	3-7	..	..	..	..	..	..	..
M.P.	2-12	..	..	2-12	..	..	3-18	..	..	..	..	10	..	..	..
Madras	2	1-3	4	2	..	..	2	4	..	..	..	..	..	..	..	..
Maharashtra	4-8	3-10	..	..	6-15	10	8-12	5-10	..	..	..	10	..	..	..	9-15	
Mysore	
Orissa	
Punjab	2	4-12	..	..	6	6	2	..	6	..	..	..	2	..	2	..	
Rajasthan	3-8	4-8	3	..	5	
U.P.	6	..	8	6-8	6-8	8-15	3-15	
West Bengal	2	2	4	..	6	5-6	
Union Territories	5	9	4	

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Table No. 7.5
Number of Post-Graduate Students given Guidance in Research Projects.

State	Principal			Professor			Reader			Lecturer			Junior or Asstt. Lecturer			Instructor			Tutor		
	Uni.	Govt.	Pvt.	Uni.	Govt.	Pvt.	Uni.	Govt.	Pvt.	Uni.	Govt.	Pvt.	Uni.	Govt.	Pvt.	Uni.	Govt.	Pvt.	Uni.	Govt.	Pvt.
Andhra Pradesh	3	..	..	1	..	..	1	6	..	..	..	..	..	..	..	..	..	..
Assam
Bihar	3	..	..	..	..	..	5	..	..	..	..	..
Gujarat	2-5	..	3-6	4	..	..	1-3	4	1-4	..	4	..	..	..	..	..	..	..
J & K	2	..	1	1-4	..	..	1	..	1	..	..	..	..	..	..	..	..	..
Kerala	5	..	3-4	..	..	3	..	..	..	..	..	..	..	..	..	..	..
M. P.	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Madras	1-6	..	..	1-2	..	..	1-4	..	..	..	..	..	..	..	..	..	..
Maharashtra	1	..	..	1	..	..	1	..	..	..	..	..	..	..	..	..	..
Mysore	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Orissa	3-5	6-15	..	..	6	..	4	..	..	..	..	..	..	..	..	..	..
Punjab	5-6	..	..	..	..	10	4	..	..	..	..	..	..	..	..	..	..
Rajasthan
U.P.	5	2-3	..	..	2-3	..	6	2	..	..	..	..	..	..	..	..	..
West Bengal	4	..	..	8	..	..	1-5	..	..	..	2	..	..	..	..	..
Union Territories	6-10	3	6	..	..	2-4	1-3	2-3	..	..	..	..	..	..	..	..	..
	2	3	2	..	..	2	2	3	..	..	..	..	..	..	..	..	..
	3	..	3	..	..	3	..	..	..	..	..	..	..	..	..	..	..
	4	..	3	..	..	3	..	..	..	..	..	..	..	..	..	..	..

	1	..	..	2	..	..	1	..	..	..	..	..	..	..	..	..	..	..

Table No. 7.6

Experience of Teacher Educators at School and Training College Level

State	Management	Teaching Experience at School/College Level						Training College Experience						Remarks						
		Above 10 years		5 to 10 years		Below 5 years		No experience	Total	G. Total	Above 10 years		5 to 10 years		Below 5 years	Total	G. Total			
1	2	N	%	N	%	N	%	N	%	7	8	N	%	N	%	N	%	12	13	14
Andhra Pradesh	University	6	5.5	3	2.8	3	2.8	1	.92	13		7	6.4	3	2.8	3	2.8	13		
	Government	21	19.3	17	15.6	19	17.5	9	8.3	66	108	9	8.3	16	14.7	41	37.7	66	108	
	Private	4	3.7	4	3.7	12	10.0	9	8.3	29		7	6.4	6	5.5	16	14.7	29		
Assam	University	1	4.17	3	12.5	5	20.9	2	8.3	11		2	8.3	3	12.5	6	25.1	11		
	Government	1	4.17	..	..	1	4.17	3	12.5	5	24	..	..	2	8.3	3	12.5	5	24	
	Private	4	16.7	..	..	4	16.7	..	..	8		1	4.17	..	..	7	29.2	8		
Bihar	University	3	9.8	3	9.8	2	6.8	..	..	8		4	12.12	1	3.03	3	9.1	8		
	Government	12	36.4	9	27.3	3	9.1	1	3.03	25	33	5	15.15	10	30.3	10	30.3	25	33	
	Private	..	..	..	..	..	..	..	..	..		..	..	..	..	..	..	..
Gujarat	University	21	17.6	14	11.8	4	3.4	..	..	39		7	5.9	6	5.0	26	21.8	39		
	Government	9	7.6	8	6.7	2	1.7	1	.84	20	119	1	.84	4	3.4	15	12.6	20	119	
	Private	27	22.5	23	19.3	10	8.4	..	..	60		4	3.4	3	2.5	53	44.5	60		
J & K	University	..	..	..	..	..	..	..	..	..		..	..	..	..	..	..	..
	Government	7	46.6	5	33.3	2	12.3	1	6.6	15	15	4	26.6	5	33.3	6	39.9	15	15	
	Private	..	..	..	..	..	..	..	..	..		..	..	..	..	..	..	..
Kerala	University	1	.68	2	1.4	..	..	3	2.0	6		1	.68	3	2.0	2	1.4	6		
	Government	20	13.6	10	6.8	4	2.7	..	..	34	146	16	10.9	11	7.5	7	4.8	134	146	
	Private	32	21.8	23	15.6	29	14.7	22	15.0	106		6	5.1	22	15.0	78	53.0	106		
Madhya Pradesh	University	..	..	..	..	..	..	..	..	..		..	..	..	..	..	..	..
	Government	40	38.0	26	24.7	17	16.2	83	105	18	17.1	31	29.5	34	32.3	83	105	
	Private	8	7.6	8	7.6	5	4.8	1	.95	22		3	2.9	7	6.7	12	11.4	22		

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Table No. 7.6 (Contd.)

State	Management	Teaching Experience at School/ College Level						Training College Experience						Total	G. Total	Remarks			
		Above 10 years		5 to 10 years		Below 5 years		No experience		Above 10 years		5 to 10 years					Below 5 years		
1	2	N	%	N	%	N	%	N	%	N	%	N	%	N	%	12	13	14	
Madras	University	2	1.4	3	1.9	3	1.9	..	..	8		2	1.4	4	2.5	2	1.4	8	
	Government	26	16.4	15	9.5	24	15.1	2	1.4	67	157	8	5.0	23	14.4	36	22.8	67	157
	Private	32	20.2	23	14.5	24	15.1	3	1.9	82		20	12.6	21	13.2	41	25.8	82	
Maharashtra	University	7	3.5	12	6.0	6	3.0	4	2.0	29		8	4.0	14	7.0	7	3.5	29	
	Government	27	13.5	12	6.0	4	2.0	..	..	43	198	15	7.5	11	5.5	17	8.5	43	198
	Private	53	26.5	43	21.5	25	12.5	5	2.5	126		18	9.0	29	14.5	79	39.5	126	
Punjab	University	1	.65	2	1.3	2	1.3	..	..	5		3	1.9	2	1.3	..	..	5	
	Government	11	7.2	15	9.8	20	13.0	17	11.5	63	152	28	18.2	22	13.0	15	9.8	63	152
	Private	10	6.5	5	3.3	44	28.6	25	16.3	84		12	7.8	14	9.1	58	37.7	84	
Rajasthan	University	..	..	..	..	..	..	..	..	..		..	..	..	..	..	..	..
	Government	18	19.8	3	3.3	5	5.5	1	1.1	27	91	6	6.6	10	11.0	11	12.1	27	91
	Private	16	17.6	16	17.6	23	25.3	9	9.9	64		10	11.1	16	17.6	38	41.8	64	
U.P.	University	11	2.9	9	2.4	16	4.3	11	2.9	47		22	5.9	14	3.8	11	2.9	47	
	Government	29	7.8	14	3.8	18	4.9	7	1.9	68	372	24	6.5	19	5.1	25	6.8	68	372
	Private	77	12.7	79	13.2	101	16.5	..	..	252		52	9.2	95	16.2	110	17.0	257	
West Bengal	University	9	8.4	2	1.9	2	1.9	4	3.7	17		10	9.3	1	.93	6	5.6	17	
	Government	22	20.5	13	12.1	20	18.6	8	7.4	63	107	27	25.1	9	8.4	27	25.1	63	107
	Private	12	11.2	3	2.8	10	9.3	2	1.9	27		2	1.9	3	2.8	22	20.5	27	
Union Territories	University	7	12.6	9	16.2	12	21.6	9	16.2	37		17	30.6	12	21.6	8	14.6	37	
	Government	3	5.4	5	9.0	9	16.2	2	3.6	19	56	1	1.8	8	14.6	10	18.0	19	56
	Private	..	..	..	..	..	..	..	..	..		..	..	..	..	..	..	..
Total		390	34.3	441	26.5	490	29.4	162	9.7		1683	360	21.4	478	28.0	845	50.6		1683

Table No. 7.7

Salary Scales of Teaching Staff during 1964-65.

State	Management	Principal	Professor	Reader	Lecturer	Tutor	Physical Director	Method Master	Super-visor	Lecturer Part time	Instru-ctor	Asstt. Physical Director	Reactor
1	2	3	4	5	6	7	8	9	10	11	12	13	14
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Andhra Pradesh	University	600-900	900-1200	600-900	..	..	..	..	..	..	..	..	..
	Government	600-1100	600-900		200-600	150-200	200-500	..	..	..	..	..	..
	Private	400-800	400-700		200-700	150-200	..	..	..	..	..	..	..
Assam	University	700-1200	1000-1500	550-1100	350-925	..	..	..	..	..	..	..	..
	Government	750-1100	550-1100		350-925	..	..	..	..	..	..	..	..
	Private	350-	..	..	250-	..	..	..	..	100	..	..	..
Bihar	University	350-1250	700-1100	..	400-800	..	..	..	..	..	..	..	..
	Government	450-1250	..	..	350-925	..	..	..	..	..	..	..	..
	Private	..	..	..	..	..	..	..	..	..	..	..	..
Gujarat	University	500-1500	1000-1500	700-1100	250-850	..	..	..	..	..	..	..	..
	Government	420-1100	420-1100	..	200-735	..	..	..	..	..	..	..	..
	Private	200-900	300-700	..	200-500	125-300	..	..	..	100	..	..	..
J & K	University	500-1000	450-800	..	250-600	..	..	..	..	..	..	..	..
	Government	..	..	..	..	..	..	..	..	..	..	..	..
	Private	..	..	..	..	..	..	..	..	50-80	..	..	..
Kerala	University	1000-1500	..	700-1100	400-800	..	..	..	..	..	..	..	..
	Government	500-800	475-700	..	250-500	125-200	..	..	..	..	..	..	..
	Private	400-700	300-600		125-400								
M. P.	University	..	..	..	..	..	..	..	..	..	..	..	..
	Government	1100-1500	550-1500	360-1100	..	..	..	..	..	..	..	..	..
	Private	1100-1500	550-950	360-700	..	..	..	..	..	..	..	..	..

* Special Pay

CHAPTER VIII

Summary of Findings

Chapter I

- i) **A**S many as 273 teacher training institutions existed in April 1965, out of which data from 231 has been included in the survey report. (Table no. 1)
- ii) Uttar Pradesh has the highest number of teachers colleges (56) and Orissa and Jammu and Kashmir the lowest (4 each). (Table no. 1.1)

Chapter II

- iii) There were only 51 training institutes in the country before 1947. The only state which had no training college before 1947 was Jammu and Kashmir where the first college was opened in 1949. (Table no. 2.1 and 2.2)
- iv) As many as 222 training colleges came into being during the period from 1948 to 1964, as against 51 that were opened during the period from 1886 to 1947. (Table no. 2.1 and 2.2).
- v) Almost 75.5% of the training colleges are residential or partly residential while only 24.5% are non-residential ones. (Table 2.3). Seventy-eight per cent of them are co-educational while 6.6% and 14.7% are exclusively for men and women alone. (2.4). Seventy-five per cent teacher training institutes are non-Basic i.e. only 25% of them are Basic training colleges (2.5) and 87.5% are located in urban areas against 12.5% only in rural surroundings (2.6).
- vi) Sixty-eight per cent of the T.E.Is are independent training colleges; i.e. they are exclusively for teacher preparation programmes. About 20.5% form sections of the arts or science colleges while 11.5% are departments or colleges of universities (2.7); 54.5% of them are privately managed (aided as well as unaided) while 34% are government colleges. In all the States, except Orissa and Rajasthan, there is either a University Department of Education or a University College for preparing teachers for the secondary level. In only Bihar and Orissa no privately managed T.E.Is exist (2.8).
- vii) Total student enrolment during 1963-64 was 23,801 while for 1964-65 it was 25,264 with an average of 100 and 102 respectively (2.11, 2.15). Per capita expenditure during these years was Rs. 556 and 568 respectively (2.12 and 2.16), while total expenditure on T.E.Is during these years was Rs. 1,49,56,000 and Rs. 1,61,53,000 (2.10 and 2.14) for 238 and 247 T.E.Is. respectively (2.17).
- viii) Two hundred and fifty-seven T.E.Is are owned by or affiliated to 53 universities, while 16 to the State Departments of Education (2.20). Out of 53 universities, 27 have either their own Department of Education or Colleges directly under their control. Twenty-six universities have only academic control over T.E.Is and are merely examining agencies for them while their administrative control is not under the university (2.22). As many as 68% (180) T.E.Is impart only B. Ed. training while about 16% both B. Ed. & M.Ed. (2.24).
- ix) Only 91 out of 273 T.E.Is are equipped with facilities for in-service education through their Extension Centres and Units (2.25).

Chapter III

- x) It is revealed that almost 89% of the enrolled student population passed the B.Ed.

- examination during 1963-64 while 88% during 1964-65. Of these men and women were in the ratio of 13 : 7 and 16 : 9 respectively (3.4, 3.5). However 4% increase in output of men and 6% in output of females was recorded in 1964-65 over 1963-64 (3.6).
- xi*) The highest output in school subjects was recorded in English (8,341) followed by Hindi (5,201) and History (4,731) and the lowest in Hygiene (46) preceded by Fine Arts (57) only. However, output in English, Maths, History, Geography was recorded in all the States. In terms of major fields, the credit of maximum output went to the Social Sciences (13,526) followed by Regional Languages (9,040) while the least to Fine Arts (150). (3.7 and 3.7a). No output was recorded in Hindi language in the States of Assam, Kerala, Madras and Orissa (3.8).
- xii*) A wastage of 14% was recorded during 1963-64 while during 1964-65 it was 16%. However, the highest wastage occurred in the State of Assam during both the sessions i.e. 40% and 39% respectively. (3.11 and 3.12). Five per cent of the sanctioned seats during 63-64 and 6% thereof during 1964-65 remained unutilized. (3.13 and 3.14).
- xiii*) Likewise 13% and 14.8% of the total seats sanctioned for admission to M.Ed. remained unutilized during 1963-64 and 1964-65 respectively. Total M.Ed. enrolment for these years was recorded at 1,021 and 1,072 respectively (3.16 and 3.17).
- xvii*) 167 colleges encourage publications, out of which 151 produced printed materials. The highest number is that of annual publications (120 colleges) and the least (5) is that of fortnightly publications (4.11).
- xviii*) Theory papers compulsorily prescribed for B.Ed. in different universities range between 3 to 7 papers; the average remains at 5 papers (26 universities) while only four papers are compulsory in 7 universities. There is invariably a choice of school teaching subjects. There are also one to two optional papers in addition to the compulsory ones (4.15). Almost 130 training colleges also prescribe courses for specialization either in school subjects or in other special fields; while 150 have stated that they can conduct specialization courses provided they are equipped with certain aids and equipments (4.18).
- xix*) As regards medium of instruction and examination at B.Ed. level, it is English in 99 colleges followed by Regional Languages in 67 colleges (4.19). On an average the teaching and working days during 1963-64 and 64-65 have been 195 : 167 and 193 : 174 respectively (4.20).
- xx*) Marks allotted for theory papers range between 300 to 800 and those for practice teaching between 100 to 400. The assessment is invariably both internal as well as external (4.21). Pass percentages for theory and practice teaching range between 30% to 40% and 25% to 50% and that for practical work between 30% to 50% (4.26).

Chapter IV.

- xiv*) As many as 77.5% training institutions put emphasis on or weightage to practical work. On an average tutorials are arranged in 171 T.E.Is with 19 students in each section and the maximum number of tutorials are arranged only weekly (71) followed by twice a week in 40 T.E.Is (4.3).
- xv*) The largest number of T.E.Is encourage ball games (156) followed by badminton (98). The least popular are gymnastics and scouting (4 TEIs) (4.5).
A dozen of the Days are also celebrated by them as at table 4.6. Physical education is a required activity in 113 T.E.Is (4.14).
- xvi*) A number of student organisations also exist. Many of the colleges have Students Council's (142), followed by subject clubs (64) and

Chapter V

- xxi*) Majority of institutions prescribe two school teaching subjects (5.1) and the number of lessons to be taught in each subject varies from 10 to 40 lessons (5.2). The number of practising schools used for practice teaching programme ranges between 1 to 30 in respect of States and between 2 to 28 in respect of Union Territories (5.3). The number of classroom teachers whose classes are used lie within the range of 1 to 150 (5.4) and against this the number of student teachers sent to those schools is between 3 to 180; the mean for these student teachers, however,

lies between 10 to 33 (5.5). Number of supervisors for supervising practice-teaching lessons lies within the mean of 4 to 45 and the number of student teachers under each supervisor are between 8 to 24 mean (5.7).

Chapter VI

xxii) Only 51% private and 28% government institutes have their own buildings (6.1); only 44% of the T.E.s lie in the open surroundings (6.2); 76% of them have college hostels while about 61% have staff common-rooms (6.3). Among audio-visual aids, things like lingua phone, tape-recorders, film projectors, films, epidiascope, microphones and telescopes are also available in a number of institutions. The largest number is that of gramophone records followed by filmstrips (6.5).

Chapter VII

xxiii) The number of teacher educators available is reported to be 2,543 and the teacher-pupil ratio works out at 1:10 (7.1).

xxiv) Out of 2,543 teacher educators, qualifications, both academic and professional were available for 1,683. Of these 1,493 have the minimum qualifications prescribed for teacher educators in the secondary training colleges. Only 5.1% are Ph.D's; while 31.76% are M.A., M.Eds. The highest percentage (41.09%) is of those who are M.A. B.Eds. (7.2).

xxv) Teacher educators have three types of work loads viz. teaching, supervising and guidance. Teaching and supervising load is heavier in case of lecturers or method-masters while the guidance load is heavier in the case of readers and professors (7.3 to 7.5)

xxvi) Majority of college lecturers possess teaching experience both at the college as well as school level (7.6).

xxvii) A lot of variation exists in the pay scales of different categories of teacher educators in different states and under different managements (7.7).

List of Institutions data for which is included in the Report

1. ANDHRA

- | | |
|--|--|
| 1. Government Training College, Rajahmundry. | 6. A. C. College of Education, Guntur. |
| 2. Government Training College, Hyderabad. | 7. Osmania University College of Education, Hyderabad. |
| 3. Government Training College, Kurnool. | 8. Government Training College, Warangal. |
| 4. St. Joseph Training College, Guntur. | 9. Government Training College, Nellore. |
| 5. Maharaja's Training College, Vizianagram. | |

2. ASSAM

- | | |
|---|--|
| 10. Post Graduate Training College, Shillong. | 13. Basic Training Department, Gauhati University. |
| 11. Post Graduate Training College, Jorhat. | 14. St. Mary College, Shillong. |
| 12. Teacher Training College, Silchar. | |

3. BIHAR

- | | |
|---|--|
| 15. Teacher Training College, Turki. | 19. Patna Training College, Patna. |
| 16. Teacher Training College, Samastipur. | 20. Teacher Training College, Deoghar. |
| 17. Teacher Training College, Bhagalpur. | 21. Teacher Training College, Ranchi. |
| 18. Women's Training College, Patna. | |

4. GUJARAT

- | | |
|---|---|
| 22. Gujarat Vidyapeeth, Ahmedabad. | 30. S. J. College of Education, Surat. |
| 23. S. C. N. Graduate B. T. College, Ahmedabad. | 31. M. B. P. College of Education, S. V. B. Vidyapeeth. |
| 24. Graduate B. T. College, Rajpipla. | 32. Baroda University, Baroda. |
| 25. A. G. Training College, Ahmedabad. | 33. Prakash College of Education, Ahmedabad. |
| 26. D. G. Shikshan Mahavidyalaya, Aliabada. | 34. Madhyamik Shikshan Mahavidyalaya, Bhavnagar. |
| 27. P. D. M. Graduate Training College, Rajkot. | 35. S. L. University College, Ahmedabad. |
| 28. Secondary T. Training College, Ahmedabad. | 36. Mahila Vidyalaya, Baroda. |
| 29. R. G. Training College, Porbander. | 37. Graduate B. T. College, Mangrol. |

5. JAMMU AND KASHMIR

- | | |
|---|--|
| 38. Gandhi Memorial College, Srinagar. | 40. Teacher's Training College, Jammu. |
| 39. Teacher's Training College, Srinagar. | |

6. KERALA

- | | |
|---|---|
| 41. N. S. S. Training College, Pandalam. | 51. Government Training College, Trichur. |
| 42. N. S. S. Training College, Ottapalam. | 52. Mgr. Theophilus Training College, Trivandrum. |
| 43. Titus II Training College, Thiruvalla. | 53. Peet Memorial Training College, Mavelikara. |
| 44. St. Thomas Training College, Palai. | 54. N. S. S. Training College, Changanery. |
| 45. S. N. N. Training College, Maothakunam. | 55. Farook Training College, Feroke. |
| 46. Mt. Tabour Training College, Pathnapuram. | 56. Government Training College, Tellicherry. |
| 47. S. N. Training College, Nedugenda. | 57. Government Training College, Trivandrum. |
| 48. K. R. Training College, Quilon. | 58. Government Training College, Calicut. |
| 49. St. Joseph Training College, Ernakulam. | 59. Mt. Carmel Training College, Kotayam. |
| 50. St. Joseph Training College, Mannanam. | |

7. MADHYA PRADESH

- | | |
|---|---|
| 60. Government Post Graduate B. T. College, Ujjain. | 67. Post Graduate B. T. College, Bilaspur. |
| 61. Hawabagh Women's College, Jabalpur. | 68. Post Graduate B. T. College, Rewa. |
| 62. P. S. Mahavidalya, Jabalpur. | 69. Post Graduate B. T. College, Sagar. |
| 63. A. E. C. Training College, Pachmarhi. | 70. Post Graduate B. T. College, Bhopal. |
| 64. Post Graduate B. T. College, Chatarpur. | 71. Post Graduate B. T. College, Gwalior. |
| 65. Post Graduate B. T. College, Khandwa. | 72. Post Graduate B. T. College, Dewas. |
| 66. Post Graduate B. T. College, Raipur. | 73. Regional College, of Education, Bhopal. |

8. MADRAS

- | | |
|---|---|
| 74. St. Ignatius Training College for Women, Palayamkottai. | 84. Government B. T. College, Orathanad. |
| 75. Thiagaraja College of Perceptors, Madurai. | 85. S. M. Training College for Women, Madras. |
| 76. St. Christopher Training College, Madras. | 86. St. Xavier Training College, Palayamkottai. |
| 77. V. O. C. Training College, Tuticorin. | 87. Meston Training College, Madras. |
| 78. Dr. A. Chettiar Training College, Karaikudi. | 88. Sri Rama Krishnan Mission Vidyalaya Training College, Coimbatore. |
| 79. Government Training College, Pudukkottai. | 89. Lady Willingdon Training College, Madras. |
| 80. University Department of Education, Annamalai. | 90. Teacher College, Saidapet. |
| 81. N. V. K. S. D. Training College, Attoor. | 91. Government Training College, Katpadi. |
| 82. Annamal Training College for Women, Tirunelveli. | 92. Government Training College, Coimbatore. |
| 83. Government Training College, Komarapalyam. | |

9. MAHARASHTRA

- | | |
|--|--|
| 93. St. Xavier Institute of Education, Bombay. | 106. University Training College, Nagpur. |
| 94. Secondary Training College, Bombay. | 107. S. N. D. T. College, Poona. |
| 95. D. N. College of Education, Sholapur. | 108. Government B. T. College, Dhulia. |
| 96. Azad College of Education, Satara. | 109. Government Post Graduate Basic Training College, Amravati. |
| 97. College of Education, Sangli. | 110. Government College of Education, Akola. |
| 98. College of Education, Osmanabad. | 111. Government College of Education, Aurangabad. |
| 99. A. J. V. D. Teacher Training College, Gargoti. | 112. S. M. T. Training College, Kohlapur. |
| 100. S. S. College of Education, Amravati. | 113. Tilak College of Education, Poona. |
| 101. P. V. D. T. College of Education, Bombay. | 114. College of Education, Nasik. |
| 102. Swavalambhi College of Education, Wardha. | 115. Sadhna School of Educational Research and Training, Bombay. |
| 103. Janta College of Education, Chanda. | |
| 104. College of Education, Jalgaon. | |
| 105. College of Education, Dhulia. | |

10. MYSORE (Not included)**11. ORISSA (-do-)****12. PUNJAB**

- | | |
|--|---|
| 116. Chhotu Ram Training College, Rohtak. | 128. Government Training College, Simla. |
| 117. D. A. N. Training College, Nawanshahr. | 129. D. N. M. Training College, Moga. |
| 118. Khalsa Training College, Gurusar Sadhar. | 130. S. L. Training College, Ambala. |
| 119. Khalsa Training College, Sidhwan Khurd. | 131. Saraswati Women's Training College, Amritsar. |
| 120. Dev Samaj Training College, Ferozepur. | 132. M. G. N. Training College, Jullundur. |
| 121. Malwa Training College, Ludhiana. | 133. K. M. T. Training College, Bhiwani. |
| 122. Government Post Graduate B. T. College, Solan. | 134. College of Education, Kurukshetra. |
| 123. State College of Education, Patiala. | 135. R. G. Training College, Phagwara. |
| 124. Government Training College, Jullundur. | 136. Khalsa Training College, Amritsar. |
| 125. Government Training College, Faridkot. | 137. Teachers' Training College, Rewari. |
| 126. Khalsa Training College, Muktsar. | 138. Government Post Graduate Training College, Dharmshala. |
| 127. Government Post Graduate B. T. College, Chandigarh. | |

13. RAJASTHAN

- | | |
|---|---|
| 139. Government Teachers Training College, Ajmer. | 144. J. L. Institute of Education, Ajmer. |
| 140. M. T. Training College, Jodhpur. | 145. Banasthali Vidyapeeth Teachers Training College, Banasthali. |
| 141. Vidhya Bhawan Training College, Udaipur. | 146. Regional College of Education, Ajmer. |
| 142. B. T. Training College, Sardarshahr. | 147. Government Teacher Training College, Bikaner. |
| 143. S. S. G. P. Training College, Jaipur. | |

14. UTTAR PRADESH

- | | |
|--|---|
| 148. K. P. Training College, Allahabad. | 175. University Department of Education, Lucknow. |
| 149. Tilak Dhari College, Jaunpur. | 176. Aligarh Muslim University, Aligarh. (Edu. Deptt.) |
| 150. Digambar Jain College, Baraut. | 177. University Deptt. of Education, Gorakhpur. |
| 151. B. R. College, Agra. | 178. Government Training College, Varanasi. |
| 152. N. A. S. College, Meerut. | 179. Teacher's Training College, Varanasi. |
| 153. Barahseni College, Aligarh. | 180. Education Department, Varanasya Sanskrit University. |
| 154. Christan Training College, Lucknow. | 181. D. A. V. College, Dehradun. |
| 155. Government Constructive College, Lucknow. | 182. Bareilly College, Bareilly. |
| 156. K. R. Training College, Mathura. | 183. J. V. Jain College, Saharanpur. |
| 157. Mahila Vidalaya, Lucknow. | 184. R. S. K. D. Degree College, Jaunpur. |
| 158. I. T. College, Lucknow. | 185. B. D. College, Deoria. |
| 159. Hindu College, Moradabad. | 186. Central Pedagogical Institute, Allahabad. |
| 160. D. A. V. Training College, Kanpur. | 187. Women's Training College, Allahabad. |
| 161. Degree College, Pratapgarh. | 188. R. E. Institute, Agra. |
| 162. Saket Mahavidyalaya, Faizabad. | 189. V. M. L. Girl's College, Ghaziabad. |
| 163. Town Degree College, Ballia. | 190. D. A. V. College, Muzaffarnagar. |
| 164. Shivli National College, Azamgarh. | 191. D. A. K. College, Moradabad. |
| 165. M. D. College, Balrampur. | 192. D. B. S. College, Kanpur. |
| 166. A. K. College, Shikohabad. | 193. K. L. D. A. V. College, Roorkee. |
| 167. Vardhman College, Bijnor. | 194. Almora College, Almora. |
| 168. D. V. College, Orai. | 195. N. R. E. C. College, Khurja. |
| 169. Degree College, Ghazipur. | 196. D. G. College, Moradabad. |
| 170. D. S. N. College, Unnao. | 197. G. D. College, Ganjundwara. |
| 171. D. N. Women's Training College, Kanpur. | 198. K. V. D. College, Machhra. |
| 172. D. N. Women's Training College, Dehradun. | 199. S. C. Degree College, Ballia. |
| 173. D. S. Training College, Aligarh. | 200. H. C. Degree College, Varanasi. |
| 174. Women's Training College, Agra. | 201. Meerut College, Meerut. |

15. WEST BENGAL

- | | |
|--|--|
| 202. Government College of Education, Burdwan. | 213. Sevayatan Shikshan Mahavidyalaya, Midnapur. |
| 203. A. C. Teacher's College, Jalpaiguri. | 214. Ramakrishna Shiksha Mandir, Belurmath. |
| 204. Teacher's Training College, Purulia. | 215. Shri Shikshaytan College, Calcutta. |
| 205. Government Teacher's College, Hooghly. | 216. Institute of Education for Women, Calcutta. |
| 206. U. C. Teacher's College, Berhampur. | 217. Scottish Church College, Calcutta. |
| 207. Post Graduate Basic Training College, Banipur. | 218. David Hare Training College, Calcutta. |
| 208. B. N. Basic Training College, Rahara. | 219. University Deptt. of Education, Calcutta. |
| 209. Teacher's Training College, Santiniketan. | 220. St. Xavier Training College, Calcutta. |
| 210. S. R. K. M. Basic Training College, Darjeeling. | 221. Loreto House, Calcutta. |
| 211. Government Teacher Training College, Malda. | 222. Teacher Training College, Kalyani. |
| 212. B. T. Department, Gohardanga Hindu College, Gobardanga. | 223. V. L. College of Home and Social Science, Calcutta. |

16. UNION TERRITORIES

- | | |
|--|--|
| 224. Central Institute of Education, Delhi. | 228. Institute of Education, Panjim. |
| 225. Lady Irwin College, Delhi. | 229. B. T. College, Agartala. |
| 226. Jamia Millia Islamia, Delhi. | 230. Government D. M. College, Imphal. |
| 227. Post Graduate Basic Training College, Agartala. | 231. Government B. T. College, Solan. |
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APPENDIX B (i)

Questionnaire

*Please consult the Manual of Instructions
before filling in the Questionnaire*

1. IDENTIFYING DATA

- 1.1. Name of the institution
- 1.2. Location and address
 - (i) Village/Town/City
 - (ii) District
 - (iii) State
- 1.3. Year of establishment
- (If it started as a part of a bigger college and later became an independent college, please give both the dates).
 - (i) As part of a bigger college.....
 - (ii) As Department of Education of University.....
 - (iii) As independent college.....
- 1.4. Population of the place.....
- 1.5. Character of the place (i) Urban
- (ii) Rural
- 1.6. Nature of the institution (Please check below)
 - (a) (i) Residential
 - (ii) Partly residential
 - (iii) Non-residential
 - (b) (i) Co-educational
 - (ii) For men only.....
 - (iii) For women only.....
 - (c) (i) Basic
 - (ii) Non-Basic
 - (d) (i) Government owned.....
 - (ii) Government sponsored
 - (iii) Private aided
 - (iv) Private unaided.....
 - (v) University college.....
 - (vi) University Department of Education.....

- 1.7. If private, is it (i) An independent institution.....
 (ii) A part of a bigger institution.....
 If yes, please give below the name of the Institution

- 1.8. Is your institution/parent institution affiliated to a university. Yes..... No.....
 If yes, please give below the name of the University.
 Name of the University.....
 Year of affiliation.....
 If no, please mention the body which grants degree, diploma or certificate.

- 1.9.1. Is the institution/parent institution sponsored and run by any religious or educational society or other public organisation ?
 Yes.....No..... If yes, please give below the name of the organisation.

- 1.9.2. Please describe briefly how the Managing Body is constituted and what its functions are ?
- 1.9.3. Is the Principal of the College a member of the Managing Body ?
 Yes.....No.....
- 1.10.1. If it is a Govt./Govt. sponsored college or a University College or University Department of Education, is there a separate Governing Body or Advisory Body ? Yes.....No.....
- 1.10.2. Indicate briefly how Governing Body or Advisory Body is constituted and what its functions are ?
- 1.10.3. Is the Principal of the College an ex-officio member of the above Governing or Advisory Body ? YesNo.....
- 1.10.4. What office if any does he hold in it ?
- 1.11. Is there an Elementary Training College/School under the same management ?
 Yes.....No.....
 If yes, is it in the same campus?
- 1.12. Apart from teaching practice how do you keep contact with schools?
- 1.13. Does your institution have an inservice training programme?
- 1.14. Is there a Department of Extension Services attached to your college or University Department of Education?
 Yes.....No.....
- 1.15. Whether it is a Centre or a Unit and state when it was started.
 Extension Centredate.....
 Extension Unitdate.....
- 1.16. Please give below details of the courses offered by your institution.

Name of the course	Minimum qualifications for admission	Duration of the course	Part-time or full time	Degree/ Diploma or Certificate	Examining authority
B.Ed./B.T./L.T.					
M.Ed./M.A.(Ed.)					
Ph.D./D.Litt.					
Any other (specify)					

1.17. Please give a brief history of your institution indicating the various stages of its growth.

II. THE STUDENT POPULATION

2.1. Total enrolment in the College/Department

	Degrees						Non-degree Diploma and Certificate (Designate)			
	B.T./B.Ed.		M.Ed.		Ph.D.					
2.1.1. Sanctioned strength 1963-64										
1964-65										
2.1.2. Actual enrolment 1963-64 Beginning of Session End of Session										
1964-65 Beginning of Session End of Session										
2.1.3. Total number of applications received for getting admission 1963-64										
1964-65										
2.1.4. Total output of teachers (Number of student teachers passed in the final exam.) 1963-64	M*	W†	M	W	M	W	M	W	M	W
1964-65										

* M = Men † W = Women:

2.1.5. Please state below the reasons for shortage or excess of student teachers admitted over the sanctioned strength.

2.1.6. Total output during 1963-64 and 1964-65 of B.Ed. (or B.T. or L.T.) students by subject teaching fields, combined men and women.

<i>*Subject Teaching Fields</i>	<i>Total output for B.Ed./B.T. degree</i>	
	1963-64	1964-65
Regional Language
Hindi
English
Social Studies
History
Geography
Economics
Civics
Mathematics
Biology
Chemistry
Physics
General Science
Fine Arts
Music
Physical Education
Agriculture
Home Science
Commerce
Technical Fields (designate field)

* Subject offered for special methods. Since each trainee customarily is prepared to teach at least two teaching fields, the total column of figures given should be at least twice the number of students receiving degrees in the programme. In case of advanced level course offered by the trainee put the number separately and state whether it is treated equal to two teaching fields.

2.2.3. Please indicate in the table given below the total number of students admitted to your M.Ed. programme during the last two years by division or class earned in their B.Ed. examinations. If you give importance to different parts of examinations—theory, practice, or community work etc.—please indicate the same below.

Class or division	Number admitted to M.Ed. programme	
	1963-64	1964-65
A. Composite division		
Division I/Distinction		
Division II/Pass		
Division III		
B. Division by parts		
Division I/Distinction		
(a) Theory		
(b) Practice		
(c) Any other		
Division II/Pass		
(a) Theory		
(b) Practice		
(c) Any other		
Division III		
(a) Theory		
(b) Practice		
(c) Any other		
Total Admitted		

2.2.4. Indicate the total number of students admitted to your Ph.D. programme during the last two years by division or class earned in their M.Ed. examination.

		Ph.D. Programme	
		Male	Female
M.Ed. Level			
	Division I/Distinction		
	1963-64		
	1964-65		
	Division II/Pass		
	1963-64		
	1964-65		
	Division III		
	1963-64		
	1964-65		

2.3. Composition by teaching experience.

Indicate by years of experience the number of students admitted to the B.Ed. or B.T. course.

Years of teaching experience	1963-64		1964-65	
	Men	Women	Men	Women
5 years or more				
4 years—4 yrs.-11 months				
3 years—3 yrs.-11 „				
2 years—2 yrs.-11 „				
1 year—1 yr.-11 „				
Less than one or no experience				

2.4. Composition by age.

Indicate age of student teachers admitted to the B.Ed. or B.T. course.

	1963-64		1964-65	
	Men	Women	Men	Women
above 35 yrs.				
between 25 yrs. and 35 yrs.				
between 20 yrs. and 25 yrs.				
upto 20 yrs.				

2.5. Composition by deputed/non-deputed candidates. Please supply following information about candidates admitted to B.T./B.Ed. course.

	Deputed by State Government	Deputed by Schools	Selected directly
1963-64			
1964-65			

2.6. State and District-wise distribution.

Please indicate in the spaces below the number of students from States and Districts who were admitted to B.T. or B.Ed. courses of 1963-64 and 1964-65.

Number of students who came from :	1963-64	1964-65
a. State in which the College/ Department is located.		
b. Other States		
c. District in which the College/ Department is located.		
d. Other districts		

2.7. Qualifications and conditions for admission.

We wish under this heading to get a clear picture of the minimum qualifications and conditions you require of students for admission to your degree programmes. Please check the items below.

Factors being considered :

	Yes	No	Specify
(i) Age of candidate
(ii) Teaching experience
(iii) Division or class earned on examination for previous degree
(iv) Is the division you count earned on the total examination score or do you specify certain subjects? Indicate the subjects.
(v) Performance on entrance tests
(vi) Performance in interviews
(vii) Subject fields of previous degrees
(viii) Social or cultural background of candidate

2.8. Selection procedure for admitting candidates to the B.T./B.Ed. course.

2.8.1. Do you use any specific procedure for admitting candidates ? Yes.....No.....

2.8.2. Do you get candidates deputed by State Department of Education ? Yes.....No.....

2.8.3. Are there cases in which factors indicated above are not considered and candidates are admitted (e.g. deputed candidates or those with special privilege) ? Yes.....No.....

2.8.4. Which of the following categories of positions are your students likely to fill in ?

(a) Teachers and Principals of High/Higher Secondary Schools Yes.....No.....

(b) Teachers and Headmasters of Middle Schools Yes.....No.....

(c) Elementary School Inspectors/Supervisors Yes.....No.....

(d) Teacher Educators in the Elementary Training Institutions. Yes.....No.....

2.8.5. Do you use different factors for men and women ? Yes.....No.....

If yes, please describe briefly.

2.8.6. Do you reserve certain seats for scheduled and backward classes ? Yes.....No.....

If yes, how many seats are reserved ?

Do you lower the entrance requirements for them ? Yes.....No.....

If yes, how you lower the entrance requirements ?

2.8.7. If there are more than one training college in your town or city have you any mutually agreed arrangements for admissions ? Please describe below.

2.8.8. Describe briefly the process you use in admitting candidates to the B.T./B.Ed. degree. This should include various tools (including psychological tests) being used, the weightage given to each etc.

2.8.9. Describe briefly the qualifications and process you use in admitting candidates to the M.Ed., degree.

2.8.10. Do you offer M.Ed. programme to part-time students ?

Yes.....No.....

If yes, are the qualifications and process for admission the same as those described above ?

If not, describe how they differ.

2.8.11. Describe briefly the qualifications and process you use in admitting candidates to the Ph.D. degree.

2.9. Is there any follow-up programme of the student teachers ?

Yes.....No.....

If yes, what are general results of the follow-up work ?

2.10. Do you have an old student's (alumni) association ?

Yes.....No.....

If yes, please give the following information.

(a) How often does it meet ?

(b) What percentage of old students generally attend the meeting ?

(c) What are the programmes of such meeting ?

III. INSTRUCTIONAL PROGRAMME

3.1. Programme for the B.T./B.Ed. degree

3.1.1. What is the medium of instruction in the B.Ed. course ?

3.1.2. Is the medium of instruction the same as the medium of examinations ?

Yes.....No.....

Please describe briefly.

3.2.1. What was the number of effective teaching days during the sessions ?

1963-64.....days

1963-64.....days

3.2.2. Please mention the opening and closing dates of your college.

1963-64 1964-65

Opening date.....

Closing date.....

3.2.3. Give also the number of full working days in each session.

1963-64.....

1964-65.....

(Half days being calculated as one full day in a year)

3.3. Papers taught in B.T./B.Ed. programme

List by title all the papers actually taught in your college during the session 1963-64 for the B.T./B.Ed. programme. Give hours of teaching (not periods) devoted to each paper ; give the strength of each class, and indicate whether you teach the paper in more than one section ; indicate size of sections. List theory papers, optionals practicals, etc. List each paper by field and title and indicate size of class.

Title of paper	Hours of teaching (not period)	Number of students in class	If class is sectioned	
			Number of sections	Number of students in each section

3.4. Tutorials

Do you use tutorials in your B.T./B.Ed. programme ?.....

3.4.1. If so how many tutorial sections do you offer ?.....

3.4.2. How many students are in each section ?.....

3.4.3. How frequently do they meet ?.....

3.4.4. Comment briefly on your satisfaction or dissatisfaction with your system of tutorials.

3.4.5. What suggestions do you have for its improvement ?

3.4.6. Is each group attached to a single teacher/tutor during the year ?

Yes.....No.....

3.4.7. If you follow the rotating system, are the discussions in the tutorial related to the subject of the teacher the group is meeting ?

Yes.....No.....

3.4.8. What is the nature of the tutorials ? Check.

(i) Lecture by the teacher/tutor

(ii) Discussion

(iii) Written work.....

(iv) Any other (Specify)

3.4.9. Is the topic for discussion in the tutorial suggested on the spot or assigned earlier or both ? Check

- (i) Suggested on the spot
- (ii) Assigned earlier
- (iii) Both.....

3.5. Does your college offer any extra courses (for example citizenship training course, social hygiene, community work etc.) which are required compulsory although they are not examination subjects ?

Yes.....No.....

If yes, please briefly describe below.

3.6. Is physical education a required activity ?

Yes.....No.....

If yes, please briefly describe below about such activities.

3.7. Practice teaching programme.

Describe the programme you follow for supervising practice teaching by answering the following questions :

3.7.1. Do you have a demonstration school attached to your college ?

Yes.....No.....

If you have such a school, do you use it for

- (i) Demonstrating good teaching to student teachers Yes.....No.....
- (ii) Actual practice teaching Yes.....No.....
- (iii) Experimentation and research Yes.....No.....

3.7.2. The schools in which your students do practice teaching :

- (i) Medium of instructions in schools.....
- (ii) Number of schools you use.....
- (iii) Number of class room teachers whose classes you use.....
- (iv) Number of student-teachers sent to each school.....

(Indicate in brief paragraph the kinds of relations or difficulties you have with the practice schools and their teachers).

(v) Do the class room teachers assist in supervision of trainees ? Yes.....No.....

If yes, indicate the nature of their assistance in a brief paragraph.

(vi) Do you give the class room teachers, who assist in supervision, any training ? Yes.....No.....

If yes, indicate in brief paragraph the nature of such training.

(vii) Do you think that financial support should be given to the co-operating schools to improve their usefulness ? Yes.....No.....

Please describe briefly.

3.7.3. Analyse in terms of clock hours your student-supervision-programme (practice-teaching programme) for the B.T./B.Ed. degree, by answering the following questions.

Total hours each student devotes to

- (i) Classroom observation.....
- (ii) Lesson preparation.....
- (iii) Discussion of lesson plans with supervisor.....
- (iv) Actual classroom practice teaching.....

- 3.7.4. How many different subjects does each student teach ?.....
- 3.7.5. On what basis are the subjects of specialization in teaching assigned to the B.Ed. candidates ?
- 3.7.6. Do you allow students who have not specialized in a subject for their Bachelor's degree to specialize in teaching that subject ?
- 3.7.7. How many lessons has each student teacher to give on each of the subjects ?
- First.....
- Second.....
- 3.7.8. Is practice teaching programme in your institution
- (i) Block teaching
- (ii) Intermissive (Stray Lessons)
- (iii) Both
- (iv) Any other special practice teaching device you use ? (Describe briefly).
- 3.7.9. Under the present arrangements in your institution, how many weeks preparation does the student teacher get before he starts practice teaching ?.....
- 3.8. Lesson plans
- 3.8.1. Do you provide for 'model'/'demonstration' lessons in various subjects of teaching prior to practice teaching by student teachers ?
- Yes.....No.....
- If yes, how many in each subject of teaching ?.....
- 3.8.2. Who gives the 'model'/'demonstration' lessons ?
- Please check below :
- (i) 'Master of method' in the training institution.....
- (ii) All teachers of the college.....
- (iii) Subject teachers from practising schools.....
- 3.8.3. Is the 'model' or 'demonstration' lesson followed by any discussion ?
- Yes.....No.....
- 3.8.4. Is the student-teacher required to plan his lesson in advance ?
- Yes.....No.....
- 3.8.5. Is he also required to get his lesson plans approved in advance ?
- Yes.....No.....
- 3.8.6. Is time provided in the regular time-table for students to discuss their lesson plans with teachers and get them approved ?
- Yes.....No.....
- 3.9. The supervisor :
- 3.9.1. (i) Does the college supervisor supervise each practice teaching lesson ?
- Yes.....No.....
- (ii) If not, how many lessons of each student is he required to supervise ?
-
- (iii) How many clock hours does this amount to for each student supervised ?
-
- (iv) How many practice student-teacher does each supervisor have responsibility for ?
-
- (v) How many members of the teaching faculty supervise the practice teaching ?
-
- (vi) Does the supervisor supervise only lessons of his own subject ?
- Yes.....No.....
- (vii) If not, how does the student get supervised help on teaching problems peculiar to the subject ? Please describe briefly.
- 3.9.2. In arriving at equality of faculty load for your staff, how do you equate supervision of practice teaching with classroom teaching ?
- (Describe your formula or method in a paragraph).

3.9.3. Do you follow-up your students as they begin their teaching in their new positions ? Yes.....No.....

(If yes, describe below in a brief paragraph your follow-up programme during the first year after they leave your institution and for any successive years).

- (i) First year follow-up
- (ii) Successive years follow-up.

3.10.0. Preparation for specialization.

3.10.1. Besides methods of teaching, do you have in your programme an area called special field, additional paper, specialization ?

Yes.....No.....

3.10.2. What is this area called ?.....

3.10.3. If you have this programme, please mention the subjects offered under it.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

3.10.4. Is it compulsory for every student teacher to take up this programme ?

Yes.....No.....

3.10.5. Is the student teacher required to do any practical work under this ?

Yes.....No.....

If yes, please indicate below the nature of such practical work (e.g. experiments, organization of activities, fact-finding surveys, counselling etc).

Area of specialization	Nature of practical work

3.10.6. There is a tentative proposal to develop specialization within certain teacher training colleges in addition to the normal training programme they are carrying, for instance, one or two institutions in each State might be developed with specialization in one of the languages (English ; Hindi, the Regional language), in Social Studies, in one or more of the Sciences (Biology and Chemistry, Physics), in mathematics, in arts and crafts, or in one of the technical fields (agriculture, commerce, home science, technology). Will you indicate your judgement as to the one or two subject fields in which you think your college is best equipped, or interested, by faculty members and facilities to do outstanding work ?

- (i)
- (ii).....

3.10.7. Would you be interested in having your college selected for such specialization ?

Yes.....No.....

If yes, what additional equipment and specialized facilities would you need to offer a superior programme in the field you specify ? State briefly your needs.

3.11.0. Co-curricular activities.

3.11.1. Mention the important items of curricular activities your institution promotes under the following :

Games and Sports	Special days and weeks celebrated	Social Service activities
1.	1.	1.
2.	2.	2.
3.	3.	3.

3.11.2. What student organisations (student union, parliament, council, associations, clubs, subject societies, etc.) do you have in your institution ? Mention them below by name.

- (i)
- (ii)
- (iii)
- (iv)
- (v)

3.11.3. Do you organise study tours and excursions ? Yes.....No.....

3.11.4. Mention some study tours and excursions you organised during the last session.

3.11.5. Do you organise exhibitions ? Yes.....No.....

3.11.6. Mention some exhibitions organised by you last year.

3.11.7. Do you have A.C.C. or N.C.C. units in your institution ? Yes.....No.....

3.11.8. Do you bring out any periodical publication by the students ? Yes.....No.....

3.11.9. What is its nature ?

- (i) Manuscript
- (ii) Cyclostyled
- (iii) Printed
- (iv) Combination of the above

3.11.10. What is the periodicity of publication ?

- (i) Monthly
- (ii) Bi-monthly
- (iii) Quarterly
- (iv) Half-yearly
- (v) Annual
- (vi) Any other

3.11.11. What is the nature of its content ?

- (i) Contains reports of activities
- (ii) Contains creative contributions by students
- (iii) Contains creative contributions by students and staff
- (iv) Combination of the above

3.12.0. Training in additional skills.

3.12.1. Do you provide the student-teachers training in the following additional skills ?

- | | |
|-------------------------|-----------------|
| (i) Physical training | Yes.....No..... |
| (ii) Library management | Yes.....No..... |
| (iii) Craft | Yes.....No..... |
| (iv) Hobbies | Yes.....No..... |
| (v) Any other (Mention) | Yes.....No..... |

3.12.2. Is it compulsory for the student-teacher to offer one or more of the above ?

Yes.....No.....

3.12.3. How many has he to offer ?

3.13.1. Assessment for B.Ed./B.T. degree

(i) General

Please furnish in the table below the break-up for the total marks between internal and external assessment :

Area	Max. marks allotted	Whether counted for pass	Min. required for pass	Marks assigned	
				Internal assessment	External assessment
I. Theory papers					
(a) Compulsory					
(i)					
(ii)					
(iii)					
(iv)					
(v)					
(b) Optional					
(i)					
(ii)					
(iii)					
II. Practice teaching					
(a) Regular lessons					
(b) Final lesson					
(c) Any other (Mention)					
III. Practical work					
(a) Related to theory papers					
(b) Crafts					
(c) Any other					

3.13.2. Which of the following measures do you take to minimise the errors in assessment due to varying standards of assessment by different teachers ?

- | | |
|---|-----------------|
| (i) Discussion among staff members before assessment. | Yes.....No..... |
| (ii) Assessment by more than one independently | Yes.....No..... |
| (iii) Joint assessment by two or more staff members | Yes.....No..... |
| (iv) Moderation after assessment | Yes.....No..... |
| (v) Any other (Please mention)
..... | Yes.....No..... |

3.13.3. Assessment in theory

- a. Is practical work and theory separately assessed in your institution ?
- Yes, in all subjects in which practical work is done.
 - Yes, but only in some subjects in which practical work is done
- b. If you have checked (ii) under (a) mention these subjects ?
- -
 -
 -
- c. What is the basis for the assessment of practical work ?
- Record of work done
 - Observation during work
 - Both record and observation
 - Any other (Please mention)
- d. What is the basis for the internal assessment of theoretical work ?
- Periodical tests
 - A specified number of essays
 - Both (i) and (ii)
 - Any other (Please mention)

3.13.4. Assessment of practice teaching

- a. If practice teaching is assessed externally also, how many lessons constitute the basis for such assessment ?
- b. Who makes the external assessment ?
- A panel of examiners
 - One examiner
- c. If (i) in 'b' how many members constitute the panel ?
- d. Do the members of your staff also sit on the panel ? Yes.....No.....
- e. If yes, how many of them ?
- f. What is the basis of internal assessment of practice teaching ?
- Performance in a final lesson given for the sake of assessment
 - Cumulative performance during the session
 - Both cumulative performance and final lesson

- g. If (ii) in 'f', is each lesson during practice teaching separately assessed ? Yes.....No.....
- h. If cumulative performance is assessed, who makes the assessment ?
 - (i) The methods master only
 - (ii) Collectively by the methods master and other supervisors
 - (iii) Methods master and the Head/Principal.
- i. If (ii) 'h' how is this done ?
 - (i) Through discussion
 - (ii) Through consolidation of marks separately submitted by individual supervisors.
- j. If it is through consolidation of marks independently submitted by different supervisors, please state the methods of consolidation adopted.
- k. If you checked (i) and (iii) under 'f', is the final lesson always assessed by the methods master concerned? Yes.....No.....
- l. Have you laid down any criteria and weightage in marks for internal assessment of practice teaching ? Yes.....No.....
- m. If yes, what are the criteria and their weightage ?

S. No.	Criteria	Weightage
1.		
2.		
3.		
4.		

3.13.5. Assessment of co-curricular activities

- a. Do you have any system of assessing participation in co-curricular activities ? Yes.....No.....
- b. Who are the teachers who make the assessment ?
 - (i) The tutors
 - (ii) Teachers in charge of co-curricular activities
 - (iii) Any other (Please mention)
- c. What is the basis of assessment ?
 - (i) Report by the tutor
 - (ii) Reports by teachers in charge of various co-curricular activities
 - (iii) Report by students themselves
 - (iv) Any records (Please mention the name of such records).

3.13.6. Assessment in additional skills

Please give below, in brief, the methods adopted in your institution for the internal and external assessment of the subjects you have listed under 'Additional Skills'.

S. No.	Subject	Method of Assessment	
		Internal	External
1.			
2.			
3.			
4.			
5.			

3.16. Pass percentage

3.16.1. What is the pass percentage of marks that is required for various degrees ?

Division	B.T./B.Ed.	M.Ed.
(i) Third Class		
(ii) Second Class		
(iii) First Class		

3.16.2. Do you require a separate minimum in theory, practice teaching, practical work and any other for the B.Ed. examination ?

Yes.....No.....

If yes, what is the minimum percentage for

- (i) Theory
- (ii) Practice teaching
- (iii) Practical work
- (iv) Any other

3.16.3. Are the examination results published in separate parts ? Please describe briefly.

3.16.4. Does your Examining Body allow those who fail in one or more subjects to take the examination in those subjects only at the next or subsequent examination ?

Yes.....No.....

3.16.5. If you have more than one Teacher's College in your University area and if your evaluation system includes internal assessment in addition to the external examination, please state whether there is any arrangement to maintain uniformity in the standard of internal assessment done in different colleges. If so, describe the arrangement and procedure adopted.

IV. RESOURCES OF THE INSTITUTION

4.1. Physical facilities and their use

4.1.1. Has the institution a building of its own or rented ?.....

In which year was your building constructed ?.....

Was it built for your institutional purposes or adapted ?.....

If adapted, from what building ?.....

Has any building been constructed in the last five years ?.....

If so, how many rooms have been added ?.....

How much did the addition cost ?.....

4.1.2. What is the size of your compound, in acres or fractions of an acre or in square feet ?.....

What portion is devoted to

- (a) Buildings.....
- (b) Physical education and play grounds
- (c) Garden plots for school use.....
- (d) Other purposes (specify).....
- (e) What percentage of your land is actually covered by buildings ?.....

- 4.1.3. What space is available for expansion of plant (give size in acres or fractions of an acre) ?
- (a) On your current compound
- (b) On available land adjacent to your compound and suitable for building purposes.
- 4.1.4. Please attach a 'master plan' of your compound showing locations of building, playgrounds etc. Mark with X that part of your land, if any, which you think might be available for expansion. Draw the plan as nearly to scale as possible and give dimensions and attach it at the end of this section.
- 4.1.5. What is the location of your plan ? Give description under the following :
- (a) The nature of the environmental surrounding. (Describe briefly)
- (b) Transportation facilities. (Describe briefly).
- (c) How located with respect to your student and faculty homes ? (Describe briefly)
- (d) How located with reference to city utilities ? (Describe briefly)
- (e) How located with reference to schools where you do practice teaching ? (Describe briefly)
- 4.1.6. How is it located with reference to other schools where you could do practice teaching if your college were enlarged
- (a) to include more secondary teachers.
- (b) to include primary teacher training programmes if your college were made a "composite" training institution ?
- (c) What problems could be involved in using these schools ? (Problems such as distance and conveyance, payment of high school teachers for supervision etc. Describe briefly)
- (d) Would the schools be more interested in co-operating with the college in its practice teaching programme if an additional teacher was added to the school staff to assist in administration of the programme. Yes.....No.....
- (Please give reasons for your answer)
- 4.1.7. Utilization of the building :

Purpose	Number of rooms	Carpet area of each room (in sq. ft.)	Adequate or not	
			Adequate	Inadequate
General class rooms				
Subject-rooms				
Tutorial or seminar rooms				
Auditoriums/Assembly hall				
Library				
Reading room				
Science laboratory				
Psychology laboratory				
Workshops				
Administrative Offices				
Staff common rooms				
Individual staff offices				
Staff quarters				
Store-rooms				
Men's common room				
Women's common room				
Men's hostel				
Women's hostel				
Canteen/Cafeteria				

- (a) How many faculty men do your staff quarters accommodate ?
- (b) How many faculty women do your staff quarters accommodate ?
- (c) How many men students do your hostels accommodate ? .

- (d) How many women students do your hostels accommodate ?
- (e) What is the average hostel expenditure per trainee ?
 - (i) Mess charges
 - (ii) Rent, if any
 - (iii) Other charges
- (f) Is there student participation in managing the hostel, mess arrangements etc. (Please describe briefly).
- (g) If you do not provide residential accommodation, what is the existing arrangement for residential facilities for the students ?
- (h) Does your institute provide transport to the following types of students ?
 - (i) Residential students
 - (ii) Non-resident students
 - (iii) All students
 - (iv) None

4.2. Finances

4.2.1. Sources of income

Please state below the sources of your finances and the amount of income from them.

Sources	Income in 1963-64	Income in 1964-65
Government grants		
Contribution from management		
Fees		
Any other (Please specify)		
Total :		

4.2.2. Please indicate the formula that the University or Department uses for calculating the Financial Grant.

4.2.3. Please give below the rate at which fees are charged *annually* from student teachers.

	B.Ed./B.T.	M.Ed.	Ph.D.
(a) Tuition Fee			
(b) Admission Fee			
(c) Library Fee			
(d) Sports and Games Fee			
(e) Other (specify)			

4.2.4. Pay scale of teaching staff

Please give below details of the pay scales of the various categories of your teaching staff. (If you do not use the designations indicated below, change them to the ones you use.)

Category	Scale of pay	Total allowance	Whether residence is provided
Principal/Head of the Deptt.			
Professor			
Reader			
Assistant/Junior Professor			
Senior Lecturer			
Lecturer			
Any other (specify)			

4.2.5. Does your institution provide facilities like pension, provident fund etc., to members of the teaching staff ? Check the facilities provided.

- a. Pension ()
 b. Provident Fund ()
 c. Insurance from Provident Fund ()
 d. Any other (Mention)..... ()

.....

4.2.6. Expenditure

(a) Please state the capital outlay expenditure made in the indicated categories.

	1963-64	1964-65
New buildings		
Expansion on buildings		
Permanent improvements		
Acquisition of land		
Equipment other than recurring		
Other (Indicate)		
Total :		

(b) Please state amounts expended for recurrent expenditures in the indicated categories.

Salaries : Teaching staff		
Salaries : Non-teaching staff		
Teaching materials		
Library		
Laboratory supplies, equipment etc.		
Travelling allowance of staff		
Rent		
Other (specify)		
Miscellaneous		

4.3. What financial assistance do your students get ?

	Number			Annual Amount		
	B.Ed.	M.Ed.	Ph.D.	B.Ed.	M.Ed.	Ph.D.
Scholarships						
Stipends						
Free Studentships						
Half Free Studentships						
Other (specify)						

What are the specific conditions for giving these scholarships/Stipends and how are the students selected for stipends ? (Please describe briefly the procedure.)

4.4. Personnel resources

4.4.1. Teaching staff

List by name the number of full-time and part-time teachers you had during the year 1964-65. For the part-time teachers indicate the percentage of full-time load each part-time teacher carried.

Name of Teacher	Age	Full-time (Put a check)	Part-time—Indicate percentage of full-time load

4.4.2. (a) In what fields have you had difficulty in getting adequately prepared staff ? (Please list below)

(b) In what fields, if any, have you been forced to use non-specialists to teach specialised papers ?

(Non-specialists would mean persons with qualifications lower than the minimum laid down by the University or the State Department of Education)

(c) Have you had difficulty in holding able staff members ?

Yes.....No.....

If yes, please describe your difficulties, what specialists have been especially difficult to retain; and give the reasons for this as you see them.

(d) Have you had any vacancies in the teaching staff ?

Yes.....No.....

If yes, please give the duration of each.

	Number of staff vacancies		
	For less than 3 months	3 to 6 months	Full session
1963-64			
1964-65			

4.4.3. What factors do you take into account when you calculate a full time load for your B.Ed. (B.T.) teachers ?

(Check below, and add any that you think have been omitted from the list)

-Hours of actual classroom teaching
-Hours spent in correction of notes
-Clock hours of supervision of teaching or number of student teachers supervised (cross out the one that does not apply)
-Hours spent in discussion of lessons before and after practice teaching lessons
-Hours of laboratory teaching
-Hours spent in teaching tutorials
-Hours spent in counselling students or number of counsellees assigned (cross out the one that does not apply)
-Hours spent in other assigned duties, such as extra curricular programmes, hostel supervision, college committee memberships.

4.4.4. Indicate how, taking into account the factors you have checked, you arrived at a full time load for your faculty members. Do you give more credit for some activities for equal clock hours spent, such as actual classroom teaching versus laboratory teaching, or supervision of student teaching ? If so, how do you weigh each factor ? By what formula do you arrive at equal loads for your several staff members ?

What is a full time weekly load (in clock hours) for one teacher ?

4.4.5. Describe the full-time work load of those who teach the M.Ed., Ph.D. courses and guide theses and dissertations, by answering the following questions :

- (a) How many clock hours of actual classroom teaching—lectures, discussions, seminars.....
- (b) How many resident graduate students actually working on theses or dissertations would be considered equivalent in the work load to teaching classes for 3 clock hours a week.....
- (c) How many hours of laboratory work and how are they equated to classroom teaching.....
- (d) How many students to be counselled.....
- (e) Other types of activities (name and indicate hours per week).....
- (f) How many total hours of assigned work constitutes a full work load for a teacher handling M.Ed., Ph.D. students.....
- (g) What difference in work load do you assign to staff teaching B.Ed. and those teaching M.Ed. student ? How do you calculate these differences ? (Describe below).
- (h) What is the average load of each of the following staff members ?

	Teaching Hours	Supervising Hours	No. of post-graduate students for guidance	No. of research projects	Any other
Professor					
Reader					
Lecturer					
Instructor					
Tutor					

4.5. Library

- 4.5.1. What is the number of books (excluding multiple copies) in your library as on the close of the year 1963-64.....
 - 4.5.2. How many journals do you subscribe to for library use ? (Attach separate list)
 - (a) Indian journals : Professional.....
Non-professional.....
 - (b) Foreign journals : Professional.....
Non-professional.....
 - 4.5.3. Give the number of books (excluding multiple copies) procured by your library during
 - (a) 1963-64
 - (b) 1964-65
 - 4.5.4. Give the amounts you spent on purchase of books and journals during the past two years
 - (a) 1963-64 Books.....Journals.....
 - (b) 1964-65 Books.....Journals.....
 - 4.5.5. Does your library run on open-shelf system (either in full or in part) ? Yes.....No.....
 - 4.5.6. What is your average issue of books per day ?.....
 - 4.5.7. What are the working hours of the library ?
 - (a) On practice teaching days.....
 - (b) On other working days.....
 - (c) On holidays.....
 - 4.5.8. What methods or devices do you use to assure that your teachers use the library (*i.e.*, read the books and journals procured) ?
 - 4.5.9. What methods or devices do you use to assure that your students use the library books and journals rather than relying solely on text-books ?
- 4.6. Laboratories
- 4.6.1. What laboratories do you have ? How adequately equipped are they ?

Type	Number of laboratories	Adequately equipped	Inadequately equipped
Biology			
Chemistry			
Physics			
General Science			
Psychology			
Home Science			
Commerce			
Technology			
Other (indicate nature)			

4.6.2. What craft workshops do you have ?
How adequately equipped are they ?

Type (indicate)	Number	Adequately equipped	Inadequately equipped

4.6.3. Do you have a teacher training programme in agriculture ?
Yes.....No..... If yes, do you have a farm ?.....
What size is it (in acres or square feet) ?.....
Is it adequate to your needs ? Yes.....No.....
(If no, discuss briefly)

4.6.4. How much money have you spent in improving your laboratory instruction in science ?

Year	For building	For equipment	For new science staff
1963-64			
1964-65			

4.6.5. Do you require your science teacher trainees to work in the laboratory while studying the methods in science teaching paper?
Yes.....No.....
(If Yes, describe in a brief paragraph their laboratory programme.)

4.6.6. Are student trainees required to improve laboratory equipment for their practice teaching? Yes.....No.....
(If yes, describe in brief paragraph the nature of improvements expected of them).

4.7. Audio-visual appliances and aids

4.7.1. Does your institution have a separate audio-visual room ?
Yes.....No.....

4.7.2. Please list below and indicate the number of audio-visual appliances (such as gramophones, record players, tape recorders etc.) that you possess. Only list appliances that are in working condition.

<i>Name of the appliance</i>	<i>Number</i>
1.	
2.	
3.	
4.	

4.7.3. Please state the number of mechanical aids available in your institution against each item.

- Silent films 16 mm
- Sound films 16 mm
- Film strips
- Micro-slides
- 2" × 2" slides
- View master disc
- Stereo picture cards
- Gramophone records
- Any other (Specify)

4.7.4. Please give below the number of graphic aids related to various subjects available in your institution.

Subject to which the aid is related	Number of Maps or Charts	Number of Models

4.7.5. (a) Do you have electric supply in your college ? Yes.....No.....

(b) Do you have a telephone in your college ? Yes.....No.....

4.8. As you know, there have been proposals to meet the teacher shortage that will be occasioned by the great increase in secondary school pupils during the next fifteen years, by increasing the number of students the present training colleges accept rather than by starting many new colleges.

Various proposals for such expansion have been made. Some colleges could become "comprehensive colleges of education" offering co-ordinated programmes for pre-primary, primary, and secondary teacher training. Others could become enlarged "specialist" institutions, featuring the training of teachers of science, language, mathematics, etc. Others should retain their present identity as secondary teacher training institutions, but serve more students. Still others should develop new programmes as alternates to the present single post-graduate B.Ed. year (for example four-year integrated programme such as in the Regional Colleges, or Kurukshetra University in addition to the one year course).

As you look at your own college in the light of this survey, should your student strength be increased ?

Yes..... No.....

If yes, under what conditions ? Mention maximum limit. (Please give us your best judgement on this important question. Your best thinking is needed for the State master plan for teacher education to be worked out.)

V. RESEARCH AND PUBLICATION

5.1.1. How many members of your staff are regularly engaged in research ?

- (i) Approved by the college
- (ii) Approved by the State or the Central Government
- (iii) Approved by the University
- (iv) Approved by the U.G.C.
- (v) Approved by agencies such as NCERT etc. (Mention)
- (vi) Any other (Mention)

5.2. Give below details of research in progress in the institution during the current session.

S. No.	Name of the Research Project	Date of starting	Authority which has approved the project

5.3. Please give below details regarding the publications in education, if any, of the members of your staff during 1963-64 and 1964-65.

S. No.	Name of the teachers	Title of the publication	Nature of publication (book, paper, article, etc.)	Name of the publisher or the journal in which published

5.4. Does the institution publish any educational journal ? Yes.....No.....

5.5. What is the name of the journal ?

5.6. What is the mode of publication ? (Please check)

(i) Monthly ()

(ii) Bi-monthly ()

(iii) Quarterly ()

(iv) Half-yearly ()

(v) Annual ()

(vi) Any other ()

5.7. Does the institution promote/publish other material on education ? Yes.....No.....

5.8. If yes, please give below details regarding such material published during 1963-64 and 1964-65.

S. No.	Name of the publication	Nature of the publication (book, pamphlet, monograph, off-prints from journals, etc.)

5.9. List briefly not more than three of the most critical problems in teacher education as they exist in your institution today.

5.10. If you do not now offer a master's degree programme in teacher education, do you plan to introduce one in the foreseeable future?

Signature of person answering questionnaire.....

Designation.....

Date.....

The Director,
Department of Teacher Education,
33, Chhatra Marg,
DELHI - 7.

APPENDIX B (ii)

Teacher Data

This form is to be filled in by each full time teacher and part time teacher who is being paid for more than one-half time load if he is available (Additional forms are appended).

If the teacher is not available, the principal should fill it from his records. In any event, the principal should sign it. *Have one form filled in for each teacher employed during the session 1965-66. The form should be filled only for work done during the session 1963-64 and 1964-65.*

I. General Information.

Name of Teacher.....Title or Rank

Degrees held

Major field or fields of training for your B.A. or B.Sc.....

.....

Major field of training for your M.A./M.Sc./M. Com.....

In what field or fields did you take courses in methods of teaching for your B.Ed. or B.T. degree

.....

Teaching experience (Give years and months)

In schools.....(Indicate level of teaching)

In college

Total

How many years have you been in your present position ?.....

Are you classed as a full time-teacher ? Yes.....No.....

or part-time teacher ? Yes.....No..... If part time how much time do you put in on college duties ?

..... For what percentage of a full-time load are you paid ?.....

II. Resident Instruction

1. Classroom Teaching

List all courses (papers) taught, by name and fill each blank for each course.

Papers	Number of students in class or group	Number of sections taught	Number of hours met per week	Credit hours per week on work load	Number of weeks taught or met
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(1) *B.Ed. or B.T.*

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(2) *M.Ed.*

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(3) *Diploma or Certificate*

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(4) *Tutorials*

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.....
.....

III. Supervision

	Number of students supervised	Number of hours met per week	Credit hours per week on work load	Number of weeks devoted to supervision
1 Students practice teaching
2 Guiding theses :				
(i) for M.Ed. degree
(ii) for Ph.D. degree

IV. Extension Services

1. Regular classroom teaching
(List courses taught)
.....
.....
2. Short Courses, Institutes, Seminars
(List courses taught)
.....
.....
3. Does this extension teaching count on your regular faculty load or is it an additional responsibility ?
(Explain)

V. Research

List the research or writing work you have completed during the following sessions

1963-64

1964-65

VI. Other activities

List any other activities you have carried this year which are part of your assigned load and estimate number of hours spent.

VII. Activities for professional development

List any formal study, degrees earned, seminars or workshops participated in, significant travel etc., during the last five years which has contributed to your professional competence as a teacher.

I certify that the answers to these questions are to the best of my knowledge true and accurate.

Signature of the staff member

Signature of the Principal

Date

Name of the Institution

The Manual of Instructions for filling in the Questionnaire

Please consult the Manual for the explanation of terms before filling in the Questionnaire

- | Q. No. | |
|-------------|--|
| 1.2. | District —For the purpose of this Survey, the district is defined as a revenue district, and not an educational district. |
| 1.6. (a) | Residential —Institution in which living in the hostel is compulsory for most of the pupil-teachers. |
| 1.6. (d) IV | Private unaided —Institution which does not receive aid from the State or Central Government. (This also includes those Education Deptt. in aided colleges which do not receive grant from a public authority.) |
| 1.6. (d) VI | University College and University Deptt. of Education —They may be different as well as the same. |
| 1.9.2. | How the Managing Body is constituted —Information in this question should cover such points as size of the Managing Committee, Representation of different bodies or agencies, if any, ex-officio members and the like. The functions of Managing Body may include such points as—authority to appoint staff, preparation of the budget, collection of donations etc. |
| 1.11. | Elementary Training College/School —Institution which is run for the training of primary school teachers (including teachers for middle classes/schools). |
| 1.12. | Contact with practising school —Information under this question should include such points whether the headmasters or other staff members of practising schools are invited to give model lessons, to attend functions, seminars, or to deliver lectures, or some functions are organised jointly with the practising schools. |
| 1.13. | In-service training programme —Special training for employed teachers with a view to increasing their competency. (This should not include regular programme in which some employed teachers take leave for the full session to complete their training.) |
| 1.14. | Department of Extension Services —This includes centres or units run by the Directorate of Extension Programme for Secondary Education under National Council of Educational Research and Training for organising in-service courses. |
| 1.16. | B.Ed./B.T./L.T. —This includes all post-graduate teacher training diplomas and degrees including Post-graduate Basic Training Diploma. |
| 1.17. | History of institution —This may include information pertaining to growth in property, building, courses provided, strength of the staff, laboratory facilities, any mark made in the University by the students, etc. |
| 2.1. | Sanctioned strength —Mention the number of seats approved by the University or the Directorate of Education for admitting candidates. |
| 2.1.2. | Session —This includes period from 1st working day till the last working day. |
| 2.5. | Deputed candidates —Those candidates who are sent for training by the appointing authority directly.
Non-deputed —Those candidates who come for training on their own initiative. |
| 2.8.4. | Positions students are likely to fill in —Mention specifically for which of the categories the training is suited. |
| 2.8.4. (d) | Teacher educators —Members of the academic staff of a training institution. |
| 2.8.5. | Different factors for men and women —Information under this question should include factors such as reservations if any, consideration to widows, preference to ladies with Science subjects etc. |
| 2.8.6. | How you lower the entrance requirements —This answer should include the areas where you lower the requirement—age, experience, division in the first degree, or any other qualifications laid down for admission by the College. |

- 2.9. **Follow-up programme**—This means in-service programme for the old student-teachers after they join the staff of a school.
- 2.10. (a) **How often Alumni Association meets**—Give information about the meeting of General Body of the Association in a year.
- (b) Give percentage of old students who are enrolled as members of the association.
- 3.2.1. **Effective teaching days**—This includes working days on which instructions in theory and/or practice teaching are organised. The days when the institution is open for half day only, may be counted as half days and not as full days.
- 3.2.3. **Working days**—Denotes all the days including teaching days, plus days for examination, admission etc.
- 3.3. **Hours of teaching**—Indicate hours of teaching the different papers in a week. A 45 mt. period is equal to 3/4 hours.
- 3.4. **Tutorials**—A regular meeting of a small number of students with a staff member. (This group should be smaller than the regular class and meet for receiving individual guidance.)
- 3.4.1. **Tutorial section**—Give the number of tutorial groups in which the class is divided and give approximate number of students in each group.
- 3.4.3. **How frequently tutorial groups meet**—Indicate how many times tutorial groups meet in a week.
- 3.4.7. **Rotating system**—This means that the group meets the different teachers turn by turn.
- 3.7.1. **Demonstration school**—The school attached to the training college or department purposely for demonstrating teaching methods and techniques as taught in the training college and not merely for practice teaching.
- 3.7.1. (III) **Experimentation**—Trying out new ideas in a scientific manner in the school to judge their effectiveness.
- 3.7.2. (III) **Number of class room teachers**—Give the number of class room teachers who are affected by practice teaching when their classes are taught by pupil teachers.
- 3.7.2. (IV) **No. of student teachers sent to each school**—if the number of students varies from school to school, give the average.
- 3.7.2. (V) **Do class-room teachers assists in supervision**—Whether teachers affirm that the lesson is taught, give criticism, observe lessons and give oral or written suggestions, give demonstration before the class etc.
- 3.7.2. (VII) **Financial support to co-operating-schools**—Give reasons for such financial support and the items for which this support may be given.
- 3.7.3. **Total hours each student devotes to**—Give total hours for the whole session.
- 3.7.8. (I) **Block-teaching**—This means concentrated practice teaching for a definite period.
- 3.7.8. (II) **Intermissive**—This means practice teaching only for a few days in a week and continuing throughout the whole session.
- 3.8.1. **Model/demonstration lesson**—Means lesson delivered by the training college or an outside teacher to demonstrate the techniques of teaching for the benefit of student-teachers.
- 3.8.2. (I) **Master of Method**—Subject lecturer in a training college.
- 3.9.1. (I) (II) (III) **College-supervisor**—This refers to the staff member authorised by the training college to supervise practice lessons of pupil teachers placed under him. Give the total number of lessons to be supervised and clock hours spent in supervision in the whole lesson.
- 3.9.3. **New positions**—After being appointed as teachers in the school.
- 3.13.1. **Internal assessment**—Assessment done by the members of the faculty or the department on the basis of day to day performance of the pupil teacher.
- External assessment**—Assessment done by the outside examiners.
- Whether counted for pass**—Whether taken into account in calculating success or failure.
- 3.13.2. (IV) **Moderation after assessment**—Proper standardization and finalization of the results after the assessment has been submitted by the examiners.
- 3.13.3. (a) **Practical work**—This should not be misunderstood as practice teaching. If practical work is not prescribed in theory, please write 'not prescribed'.
- 3.13.4. f (i) **Final lesson**—This is often called criticism lesson.
- 3.13.4. f (ii) **Cumulative performance**—Containing fairly complete information about the pupil teacher's performance in all the fields throughout the session.
- 3.13.5. b (I) **The tutors**—Members of the teaching staff in charge of a tutorial group.
- 3.16.2. **Separate minimum**—Minimum marks required separately to be declared as pass.
- 3.16.3. **Results published in separate parts**—Results published for theory, practice teaching and for any other subjects such as craft work or specialization, separately.
- 4.1. **Building**—If the teachers' training department is a part of that college, it should exclude that portion of the building which is used for organising instructions for general college. If the building is neither owned nor rented but leased, or given in any other way, please mention that fact.

- 4.2. **Compound**—Refers to that area in which teachers' training college or department, its library, hostel, staff quarters etc. are located. Information related to general college should *not* be included under this item.
- 4.1.3. **Plant**—This includes land, building, library, laboratory, farm, play-ground etc. for teachers' training college or department.
- 4.1.4. **Master Plan**—A comprehensive plan for the optimum development of the various aspects of the institution.
- 4.1.5. (a) **Nature of environmental surrounding**—This information should include such points as congested or away from the locality, hilly or plain area, near the lake, river etc.
 (b) **Located with reference to city utilities**—Give information about drainage system, road, light, water facilities etc.
- 4.1.6. (b) **Composite training institution**—In which training programme for primary as well as secondary teachers are run simultaneously.
- 4.2.1. **Any other sources**—This implies income from public securities, rent from buildings owned by the college, interest on bank balances, farm products etc.
- 4.2.6. **Capital outlay**—This means non-recurring expenditure on building, equipment etc.
- 4.3. **Financial assistance**—If a student has been granted *Scholarship* and *free or half-free studentship* both, he may be counted twice.
- 4.4.1. **Percentage of full time**—If a full-time teacher's daily load is four hours and the part-time teacher comes to share the load of one hour only, then for the part time teacher the percentage of full-time load would be 25%.
- 4.4.2. (b) **Non-specialists**—Those who have not specialised at Master's level in the subject they are teaching or guiding.
- 4.4.5. **Full-time work load**—Indicates the load in terms of clock hours per week while answering items from (a) to (h).
- 4.4.5. (a) **Seminar**—Means discussion of educational problems topic-wise.
- 4.5.1. and 4.5.3. **Library**—Where teacher's training department is the part of the general college, give the number of books for education department only.
- 4.5.2. **Professional**—Periodical magazines devoted to a discussion of the problems pertaining to education.
Non-professional—Periodical magazines which may not be directly related to educational theory and practice.
- 4.5.4. **Amount spent on purchase of books**—Where teacher's training department is a part of the general college, give the amount spent on purchase of books and Journals only for the teacher's training department.
- 4.5.5. **Open-shelf system**—Students have access to all the books personally in the library.
- 4.5.6. **Average issue of books**—Where teacher's training is a department of the general college, give the average for students in teacher's training class.
- 4.7.3. **Mechanical aids**—Under this item do not mention graphic aids such as maps, charts or models 'under any other'.
- 5.1.1. **Members of the staff engaged in research**—Give the number of staff members engaged in research projects taken by them personally for obtaining Research Degree or assigned to them on behalf of the institution.