CHAPTER - III
COLLEGES OF EDUCATION IN PUNJAB

Colleges occupy an important place in the higher education, aimed at the all rounded development of learners. These infuse the mental, physical, emotional and social features in students to enable them to bear the responsibility for development of society. Colleges of education prepare future teachers, who are going to impart school education to future generations, the foundation of our nation. A brief account of the growth and development of colleges of education is given below.

GROWTH AND DEVELOPMENT OF COLLEGES OF EDUCATION

In India, teacher education had its origin with the beginning of teaching learning practices. In Vedic age, teaching work was performed by Brahmins and was confined to the teaching of the Vedas. During Buddhist period, the domination of Brahmins to become teachers was removed and any intellectual from any segment of the society could become teacher after getting some training. During Muslim rule students were taught mainly ‘Quaran’ by Maulvies and the centers of learning were known as Madrasahs.

Formal education system came into existence during British Empire. In order to train the primary teachers, British rulers established many training centres in the country known as Normal Schools. In 1802, the Danish Mission established a formal training centre at Serampur (West Bengal). It is known to be the first step in
formal training of teachers in India. After this, some teacher training institutes were established at Madras, Bombay, Calcutta, Pune and Surat. With the increase in number of primary schools, to meet the demand for teachers, normal schools were established for training of teachers at Agra (1852), Meerut (1856), and Varanasi (1857). Woods Despatch of 1854 recommended establishing teacher-training institutions and adopting teacher training system of England, to suit the Indian conditions. This led to the creation of teacher training schools in all presidencies of the nation. To improve the quality of teaching, the Stanley’s Despatch of 1859 provided considerable attention to the teachers’ education. Sharma (2001) writes that in 1859 the new grant-in-aid rules provided that “salary grants to schools be given for those teachers who had obtained a certificate of teacher training.” It served as a landmark to enhance teacher’s training in the country.

After the development of training facilities for primary teachers, need was felt to prepare secondary teachers. To achieve this objective, classes were added to Govt. Normal School, Madras and Central Training School, Lahore. In the beginning, classes were added to the existing normal schools, but later on separate colleges were also created to train secondary teachers. To prepare secondary teachers, first training college was set up at Saidapet in Madras in 1886, followed by the opening of a secondary department in Nagpur Training School in 1889.
In 1904, Lord Curzon emphasized on the need to educate teachers in the art of teaching. The Govt. of India’s Resolution on Education Policy provided that a teacher shall not be allowed to teach unless he has a certificate that he has qualified for it. As a result of this, the number of teacher training colleges was increased in the country. In beginning, the teacher training colleges were isolated institutions, having no concern with universities. The University Education Commission Report (1950) states that “A Secondary Training College in Bombay was founded in 1906 and prepared secondary teachers for its own diploma, known as “S.T.C.D.”, until it was affiliated to the University in 1922 for Teaching courses leading to the B.T. degree.” Based on the recommendations of Hartog Committee of 1929, education system was revised and a new degree of B.Ed. was started by Andhra University in 1932. In 1936, Bombay University was the first to start master’s degree in education.

After independence, Govt. of India took a laudable step for higher education by appointing University Education Commission in 1948. The commission criticized different aspects of teacher education. It suggested to increase the number of professional colleges in the country and also recommended to make B.Ed. course adaptable to local conditions. In 1952, govt. appointed Secondary Education Commission to suggest improvements in secondary education. In order to design new syllabus for secondary teacher training, Pires Committee was appointed in 1956. Both of the aforesaid commission
and committee made many recommendations to raise the standard of teacher training.

The Education Commission (1966) considered teacher education as the most crucial sector for development of our nation. It emphasized that, “A sound programme of professional education of teachers is essential for the qualitative improvement of education.” The commission recommended having agencies, both at centre and state levels in order to maintain high standards in teacher education. While suggesting for other facilities in colleges of education, commission also recommended for provision of libraries.

In 1973, National Council for Teacher Education (NCTE) came into existence as an advisory body to the Centre and State Governments on all matters concerning teacher education. The National Education Policy 1986 provided to give NCTE a statutory status. In pursuance of the National Council for Teacher Education Act, 1993, the NCTE came into existence as statutory body as on 17 August 1995. It lays down the Norms and Standards for teacher training institutions in order to ensure quality education. Each college of education in India is required to get recognition from NCTE to run teacher education programmes.

Punjab is one of the 28 states of India located in its north-west. It has played a significant role in shaping up the history of the country. The Gazetteer of India (2000) describes that “Before Independence, the former Punjab Province and its native states spread over an area of 3,46,389 square kilometers, that is nearly seven times
the area of the present Punjab.” In 1947, with the achievement of independence, Punjab along with the country got split into two parts. The western part went to Pakistan and eastern part came to India. Upto 1950, Indian Punjab was known as ‘East Punjab’, but on the eve of first republic day the adjective ‘east’ was removed from its name. In 1956, the Indian states were reorganized and languages listed in the schedule formed basis for the new set up. But this formula was not applied to Punjab and it continued to be a bilingual state. This resulted into agitations for reformation of the state on the basis of ‘Punjabi Language’ and it was in 1966 that the demand was accepted. Haryana was created out of Punjab and Hindi speaking areas were shifted to it. Some of the Hindi speaking areas adjoining Himachal Pradesh were transferred to it. Chandigarh was formed as Union Territory and became capital of both the Punjab and Haryana. Now Punjab shares its international border with Pakistan and national boundaries with Kashmir, Himachal Pradesh, Haryana, and Rajasthan.

Punjab is a small, but developed state, spread over the 1.56% of the total area of India i.e. 50,362 sq. kms. As per information given in Gazetteer of India (2000), “Punjab extends from 29°-32’ to 32°-30’ north latitude and 73°-53’ to 76°-56’ east longitude.” As per census 2001 it's total population is 242, 89,296, with density of 482 persons per sq. km. The State has 874 females per 1000 males. Its total literacy rate is 69.95%, comprising 75.63% for males and 63.55% for females, Government of Punjab (2010).
EDUCATIONAL INSTITUTIONS

According to Statistical Abstract of Punjab (2004), in 2001, Punjab had 05 Universities, 205 Arts, Science, Commerce and Home Science Colleges, 16 Engineering, Technology and Architectural Colleges, 06 Medical Colleges (Allopathic only), 23 Teacher Training Colleges (B.Ed.), 1674 Senior Secondary Schools (10+2 Pattern) and 2226 High/Post Basic Schools. The Punjab has seventh rank in terms of education amongst the states of India, Government of Punjab (2010).

With the beginning of 21st century, the number of colleges of education has proliferated in Punjab. After independence, during the period of first 50 years, the growth of colleges of education was very slow. Up to 1999 Punjab had only 18 colleges of education recognized by the NCTE. Prospectus Joint Entrance Test for B.Ed., 2004-05 (2004) had listed 35 Colleges of Education. As per information obtained from Colleges Cell, Punjabi University Patiala, two more colleges came into existence under its jurisdictions up to July 2004. Hence, in August 2004 their number increased to 37. By the end of 2005 the number of colleges of education recognized by NCTE increased to 118 and during 2006 increased to 147 in the state. Till date, their number rose to 197, NCTE (2010). This shows the growth of colleges of education in the state by more than five times within the period of last few years.
Libraries of the colleges of education under study are spread over 13 districts of Punjab. These colleges can be categorized into three groups given below along with the number of colleges in each group:

1. Government Colleges of Education (GCE) 03
2. Government Aided Colleges of Education (GACE) 15
3. University College of Education (UCE) 01

**Total** 19

Among these, Dev Samaj College of Education, Ferozepur City is the oldest one having its origin in 1942. Govt. College of Education, Jalandhar and Desh Bhagat Pandit Chetan Dev Govt. College of Education, Faridkot were also established in the same decade. The University College of Education, Bathinda was established in 2001. Majority of these Colleges i.e. 11 (57.90%) were established during 1950’s. This shows that majority of the colleges of education under study came into existence immediately after independence. Table 1.0 reveals the number of colleges of education under study established during different decades:

**TABLE 1.0**

**DECADE WISE ESTABLISHMENT OF COLLEGES**

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Decade of establishment</th>
<th>Number of the colleges established</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1940’s</td>
<td>03</td>
<td>16.00</td>
</tr>
<tr>
<td>2</td>
<td>1950’s</td>
<td>11</td>
<td>58.00</td>
</tr>
<tr>
<td>3</td>
<td>1960’s</td>
<td>03</td>
<td>16.00</td>
</tr>
<tr>
<td>4</td>
<td>1970’s</td>
<td>01</td>
<td>05.00</td>
</tr>
<tr>
<td>5</td>
<td>2000’s</td>
<td>01</td>
<td>05.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>19</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>
All these colleges have been recognized by the NCTE and each of these is affiliated to either of Punjabi University, Patiala, Guru Nanak Dev University, Amritsar or Panjab University, Chandigarh. A brief account of these colleges along with their libraries is given below in chronological order:

**HISTORICAL OVERVIEW**

**During 1940’s**

Dev Samaj College of Education, Ferozepur City is serving the community since 1942. A centralized managing committee, running many schools and colleges, is looking after it. College campus is spread over the area of three acres. It is affiliated to Panjab University, Chandigarh. It exists to spread women education, having 250 seats for B.Ed. and 20 seats for M.Ed. course. In order to raise funds, college also runs coaching classes for B.Ed. entrance test. Its library has collection of approximately 16,000 books. Library is housed in a building forming part of college premises. It has a separate reading room with capacity to accommodate near about 70 users at a time.

Desh Bhagat Pandit Chetan Dev Govt. College of Education, Faridkot was established in 1945. It was started by Maharaja Sardar Bahadur Harinder Singh of Faridkot state keeping in view the educational needs of the area. Till 1960, it formed a part of Govt. Barjindra College, Faridkot and was shifted into its present building in 1972. It offered Oriental Training (O.T.) from 1973 to 1978. Desh Bhagat Pandit Chetan Dev contributed a lot in building this college,
hence it has been named after him. In addition to B.Ed. course, M.Ed. was introduced in college from the session 1989-1990. Library is housed in a hall attached to classrooms. It is crowded with collection of approximately 16000 books, leaving little space for reading purpose.

Govt. College of Education, Jalandhar came into existence in December 1947, offering a Bachelor of Teaching (B.T.) course. It is affiliated to Guru Nanak Dev University, Amritsar and offers both B.Ed. and M.Ed. courses. According to the National Assessment and Accreditation Council Report (2005), “The College was also elevated to the status of an Institute of Advance Study in Education by the Central Govt. through its Ministry of Human Resource Development during the year 1987-88”. College library is facing the problem of lack of space. It has a small, separate reading room with inadequate furniture. Library has some cupboards touching the ceiling, dumped with the books not in use.

During 1950’s

D.M. College of Education, Moga is a co-educational institute affiliated to Panjab University, Chandigarh. It is a grant-in-aid college offering B.Ed. course with an intake of 200 students. The College was started in July 1953 by Late Rai Bahadur Dr. Mathra Dass Pahwa, Retd. Civil Surgeon, known as a Kaiser-I-Hind. It is run by the management also monitoring some other institutes. Library is housed in a building attached to classrooms. It has a separate reading room. Small stack room seems crowded with books. Library has a computer,
Khalsa College of Education, Amritsar had its origin from the Khalsa College, Amritsar. In 1954, it was started as a B.T. Department, and in 1959 became an independent college. Later on, it also started J.B.T. course, but in 1969 the course was taken over by the state govt. Presently college offers B.Ed. and M.Ed. courses. Guru Nanak Dev University, Amritsar introduced Master of Philosophy (M.Phil) in education in this college in 1987-88, but it was discontinued in 1995-96, as the National Eligibility Test (NET) became compulsion for appointment as college lecturers. College is also running Post Graduate Diploma in Computer Application (PGDCA) with special emphasis on teacher education. It is the first college in northern India that has been recognized by NCTE and accepted as nodal institute for the North Zone. In order to promote research in the field of Education, college brings out a journal entitled ‘Education: New Horizons’. College library is housed in an independent building having 6 rooms. But despite of having many rooms, there is no separate reading room. Library has two computers to provide the Internet service.

Montgomery Guru Nanak (MGN) College of Education, Jalandhar came into existence in 1955. Initially, it offered B.T. course, which was later on changed to B.Ed. It is affiliated to Guru Nanak Dev University, Amritsar and is managed by Montgomery Guru Nanak
Educational Trust. It is a co-educational institute having both B.Ed and M.Ed. programmes with 200 and 25 seats respectively. In 2001, college got recognition from the university for Ph. D. programme in education and in 2002 it also introduced PGDCA with slant to teacher education. College campus is shared by a school being run by the same management. Library is located on the first floor of college building. There is no separate reading room, chairs are arranged in stack area. It did not have a full time librarian.

D.A.N. College of Education for women was started in 1955 as a part of the R.K. Arya College, Nawanshahar. It became an independent institution in 1958. College is managed by Arya Pratinidhi Sabha, Punjab through its Educational Board, the Arya Vidya Parishad that manages it through a local managing committee. It is a grant-in-aid institution affiliated to Panjab University, Chandigarh. It has only B.Ed. course with 150 seats. College library is housed in a building attached to classrooms. There is a separate reading room for teachers, but for students chairs are arranged within stack area.

Govt. College of Education, Patiala also known as State College of Education was established in 1955, and its first academic session began in August 1956. The PEPSU Govt. wanted to develop this college into a university, but the dream could not be realized after the emergence of PEPSU with Punjab as on 1st November 1956. Initially, various courses i.e. B.T., B.Ed., J.B.T., O.T. and Diploma in Arts and Crafts were stared. In 1964 M.Ed. evening classes were started, but
were discontinued after few years. The J.B.T. and O.T. were also discontinued in 1970 and 1978 respectively. Presently college is offering B.Ed. course with 180 seats and M.Ed. course with 25 seats. It has affiliation of Punjabi University, Patiala. Library is situated in a building forming part of college premises. There is a separate room for reference collection. Library building is double storeyed. It has two posts of librarians of which one is vacant.

Malwa Central College of Education for Women, Ludhiana was established in 1955. It is one of the several educational institutions run by the Khalsa Dewan, a voluntary educational organization. College is affiliated to Panjab University, Chandigarh and offers both B.Ed. and M.Ed. courses with student intake of 250 and 25 respectively. Seventy percent (70%) of the B.Ed. seats are reserve for rural area students belonging to Punjab state only. College library is housed in a building shared with computer centre and other laboratories. Library has a separate reading room and also a separate librarian office. It has a collection of more than 20,000 books. In addition to books, a good number of dissertations and few CD’s are also available.

G.H.G. Harprakash College of Education for Women, Sidhwan Khurd was established by Padam Shri Bibi Harprakash Kaur, a social worker. Having its origin in 1955, the college is managed by Shri Guru Hargobind Ujjagar Hari Trust, running some other institutes also. It is situated at a distance of 30 km from Ludhiana on Ludhiana-
Ferozepur highway. It was formerly known as Basic Training College with J.B.T and B.T. classes and occupied its present name in 1967. College is affiliated to Panjab University, Chandigarh. It has 250 seats for B.Ed. and 25 seats for M.Ed. programme. Library is strength of the college having collection of approximately 20,000 books. It is housed in college premises. Library has a separate librarian office, but not a separate reading room. There are good number of books for teaching practice, in addition to other library collection.

Khalsa College of Education, Mukatsar came into existence in 1956. It is a grant-in-aid urban institute, affiliated to Panjab University, Chandigarh. It is a co-educational college offering B.Ed. programme with an intake of 100 students. Library is housed in a hall attached to classrooms. It has collection of near about 9,000 books. The post of librarian is vacant for many years in this college.

Ramgarhia College of Education, Satnampura, Phagwara was established in 1956. It was formerly know as Ramgarhia Training College. It is a govt.-aided college affiliated to Guru Nanak Dev University, Amritsar. College has both B.Ed. and M.Ed. courses with students intake of 200 and 25 respectively. In addition to these, it also offers PGDCA with emphasis on teacher education. It is a co-educational institute run by Ramgarhia Educational Council, Phagwara. College library is housed in a hall. Almirahs are arranged very near to each other to save space. The UGC gave a grant under
tenth plan to expand library building, which was not utilized till the
date of visit to college.

Situated in the holy city of Amritsar, DAV College of Education
for Women was established in 1956 by Lala Balak Ram Kapur, a
promoter of women education. It was formerly known as the Sarswati
Training College. Since 1963, it is managed and monitored by DAV
College Trust and Management Society, New Delhi. College is affiliated
to Guru Nanak Dev University and offer both B.Ed. and M.Ed. course
having student intake of 200 and 25 respectively. Library is housed in
a double storeyed building attached to class rooms. There is no
separate reading room. Library has a collection of approximately
15,000 books. It is using computer both for housekeeping operations
and reader services like circulation and catalogue searching.

G.H.G. College of Education, Gurusar Sadhar is a govt. aided,
co-educational institute affiliated to Panjab University, Chandigarh. It
came into existence in 1957. It is serving the community under the
umbrella of management also running some other institutes in the
same village. It offers both B.Ed. and M.Ed courses with an intake of
200 and 25 students respectively. College library is housed in a
building shared with canteen. It has a separate librarian office to
perform official work and a separate theses room for M.Ed. students.
Computer is being used to create database of collection in ‘Microsoft
Access’.

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During 1960’s

Guru Nanak College of Education for Women, Kapurthala was established in 1966. It is being run by Montgomery Guru Nanak Educational Trust, Jalandhar, which is also managing MGN College of Education, Jalandhar. College is affiliated to Guru Nanak Dev University, Amritsar and offers B.Ed. course. It is housed in a building, which at one time was under the possession of Royal Family of erstwhile State. Library is housed in a big hall attached to classrooms. Library also possess near about 400 maps. It has Internet connectivity.

DAV College of Education, Hoshiarpur came into existence in 1966. In the beginning it was known as DAV Training College. It was started with 02 units of 100 seats for B.Ed. course. At present it offers both B.Ed. and M.Ed. courses with student intake of 300 and 25 respectively. It is a co-educational college affiliated to Guru Nanak Dev University, Amritsar. Library is housed in a hall attached to college building. It does not have any separate reading room but there is separate seating arrangement for M.Ed. students and teachers.

Established in 1968, DAV College of Education, Abohar constitutes a part of DAV Campus spread over the area of 25 acres of land having some other DAV institutes also. It operates under the umbrella of DAV Managing Committee, headed by Padmashree Gian Prakash Chopra who has been honoured with Padmashree award in 1999 for his contribution to the field of education. It lays special
emphasis to promote the study of Hindi, Sanskrit, Vedic ideology and Values. In addition to other subjects, it also offers the teaching of Sanskrit and Yoga Education in B.Ed. course. College is affiliated to Panjab University, Chandigarh having 250 seats for B.Ed. course and 25 seats for M.Ed. course. Library is located in hall, attached to classrooms. It does not have a separate reading room, but there is separate seating arrangement for M.Ed. students. In library books are arranged on shelves touching the ceiling. Users express their demand for books to library staff, then library attendant takes out demanded books from shelves using ladder.

**During 1970's**

Sant Darbara Singh (S.D.S.) College of Education for Women, Lopon (Moga) was established in 1976. It was founded by Sant Darbara Singh Ji Maharaj, who made a remarkable contribution for the upliftment of society and to spread women education. To achieve his objective, he established many schools, colleges, hospitals, roads and constructed holy places. Located in rural area, college is functioning under the banner of Ek Onkar Trust. It is a govt.-aided college affiliated to Panjab University with student intake of 250 for B.Ed. course. The M.Ed. course was also introduced in college from the academic session 2007-2008. Library is housed in a building attached to college premises. It was being looked after by library restorer. Library has collection of approximately 8,600 books.
After 2000

University College of Education, Bathinda was established in 2001. It constitutes a part of Punjabi University Regional Centre, Bathinda which also offers some other courses. In the beginning college had 60 seats for B.Ed. course. But during the academic session 2006-2007 the number of seats was increased to 100 and M.Ed. course was also introduced in during same year with an intake of 25 students. College does not have a separate library. It forms a part of the Regional Centre’s library. Library has a separate reading room but with seating capacity for 25 users only. Only this college library has Assistant Librarian’s post as incharge, which was lying vacant since its establishment. It was being managed by a Library Assistant.
REFERENCES