

**ORIGIN AND DEVELOPMENT OF TEACHER EDUCATION IN INDIA
IN THE NINETEENTH CENTURY (1813 — 1904)**

Dissertation submitted to the Jawaharlal Nehru University
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the award of the Degree of
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DECLARATION

Certified that the dissertation entitled "Origin and Development of Teacher Education in India in the Nineteenth Century (1813 - 1904)", submitted by Lutfun Rasul Saikia is in fulfilment of eight credits out of the twenty-four credits required for the degree of Master of Philosophy of this University. This dissertation has not been previously submitted for any other degree of this University or any other University and it is her own work.

We recommend that this dissertation may be placed before the examiners for evaluation.

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CHAPTER - I

THE PROBLEM AND ITS SIGNIFICANCE

INTRODUCTION

In the broadest sense teacher education refers to the total education experience which contribute to the preparation of a person for a teaching position in schools, but the term is more commonly employed to designate the programme of courses and other experiences, offered by an educational institution for the announced purpose of preparing persons for teaching and other educational services and for contributing to their growth in competence for such service. Such teacher education programmes are offered in teachers colleges and in normal schools and universities¹.

Teacher education includes programme of activities and experiences required for the preparation for, and improvement of members of the teaching profession. It consists of pre-service and in service education. Teacher training is an older term limited to the development of proficiency in the skills and methods of teaching, while teacher education is a broader concept of professional preparation.²

Thus teacher education is education imparted in

-
1. H.G. Good - Encyclopadia of Educational Research, p.1374.
 2. A. Biswas and J.C. Aggarwal - Encyclopaedic dictionary and directory of education, P. 164.

teacher training institutions with the specific objective to shape and develop the personalities of its students and develop desirable value system among teachers, the knowledge of the present and the emerging value patterns, how they got started and improved and also how they have come to the present shape.

The missionaries who came to India prior to the East India Company, activities were mostly confined to the propagation of christianity in India and for the realization of this objective educational institutions were established. Teacher education as it constitutes today is a direct lineal descendent of the training given by the missionaries in the late eighteenth century. Thus it is clear that the need for imparting training to teachers, working in primary and secondary schools, all over the country was felt in the eighteenth century by the government of India and with collaborated efforts of Danish and English missionaries the first normal school for teachers was set up at Serampore in 1773.³

The East India Company who were administrators of the country, were required to maintain offices for the

3. J.P. Naik and Syed Nurullah - A students History of Education in India, P. 38.

purpose, since it was expensive to bring clerks for the offices of the company from England, training of the Indians for minor jobs of the company necessitated the establishment of schools and colleges. Due to the increase in the activities of the company, the number of English officers also increased. The company was therefore required to make provision of education for the children of the officers of the East India Company, and so schools were established and the company was compelled to look after the education of the children of its own people serving in India. They also encouraged the Christian missionaries to establish schools, particularly to train Indian assistants to help English judges in the interpretation of Hindu and muslim laws. No progress of education was possible without a body of well trained teachers, so training of teachers was emphasised as it was believed gradually that teachers were to be trained. Thus, it is clear that teacher education was influenced by both cultural and political current events.⁴

Research in India relating to Teacher education is distributed over the specific areas of historical

4. S. Saikia - History of Education in India, P. 6.

development of teacher education in a particular state or region, organisation and administration of teacher education, curriculum and training programmes, methods of teaching, measurement and prediction of teaching success and teacher organisations. From the view of methodology of research the investigations range from general surveys to specific studies. Research on historical development of teacher education in different states of India has been done by G.N. Bharadwaj (Rajasthan, 1974), N.S. Marker (Maharashtra 1975), D.V. Desai (Gujarat 1973), D.D. Yadav (Haryana 1980), S. Saikia (Assam 1971), K. Joseph (Kerala 1967).

Studies dealing with the history and problems of teacher training in India has also been done by Roberts (1954) and Paramesh Warappa (1960). Historical development of teacher education in India from 1854 to 1937 by Bano in 1944 and Deshpande in 1955 dealt with growth of teacher education in Madhya Bharat. Another study of the history of Teacher Training from 1856-1899 in Bombay was done by Sidhura in 1952.

Thus survey of historical development and existing conditions of teacher education at doctoral level has been done. The first successful doctoral work was done in India in the sixties. The first approved doctoral thesis

was in 1967, was at the elementary stage and its scope was all India. Apart from research studies, historical development of teacher education has also been discussed by many authors such as Udaishankar (1971) Choursia (1959) Mathur (1975) Mukherjee (1968) and Adaval (1968) N.C.E.R.T. (1970), Director of Training Colleges (1963) and Symposia on teacher education (1964) also dealt with historical development of teacher education in India.

In view of the spotty nature and lack of deep studies of the historical development of teacher education in India as a whole, this study was undertaken. The basic assumption is that such an enquiry will result in tracing the historical development of teacher education not only in a particular state but all over the country. Thus although researches have been done on historical development of teachers' education, there exists numerous gaps which are to be filled up.

I propose to fill in the gaps by making an overall study of the historical development of teacher education, in India as a whole and not limit my study to a particular state only. The main objective of this present study is to review the historical development of Teacher Education in India in the 19th century from 1813 to 1904. I therefore propose to organise my research study into the following chapters as

Chapter I - A brief introduction preceeds the main body of the study which will include meaning of teacher education, How and when teacher education started in India, the organisation of research work, review of previous researches in teacher education and the source material utilized.

Chapter II - is mainly historical. It traces the origin and development of teacher education in India in the first half of the 19th century from 1813 to 1853. The chapter is worded as "Development of Teacher Education in India from 1813 to 1853."

Chapter III - the third chapter deals with the expansion and progress of teacher education in the second half of 19th century in India from 1854 to 1882. This chapter is worded/styled 'Expansion of Teacher Education in India from 1854 to 1882".'

Chapter IV - the fourth chapter investigates the progress of teacher education from 1883 to 1904 and is worded as "Progress of Teacher Education in India during the period 1883 to 1904".'

Chapter V - The last chapter summarises the main findings and gives a conclusion.

The year 1813 has been taken as it was in 1813 that the Charter Act of 1813 was passed. The 43rd section of the Charter ran as follows -

"It shall be lawful for the Governor General in Council to direct that out of any surplus which may remain of the rents, revenues, and profits arising from the said territorial acquisitions, after defraying the expenses of the military, civil and commercial establishments and paying the interest of the debt, in manner hereinafter provided, a sum of not less than one lac of rupees in each year shall be set apart and applied to the revival and improvement of literature and the encouragement of the learned natives of India and for the introduction and promotion of a knowledge of the sciences among the inhabitants of the British territories in India."⁵

Thus, prior to 1813 the East India company was not prepared to accept the educational responsibility of the Indian people but by the charter Act of 1813 the agitation which Grant and Wilberforce carried on for nearly twenty years came to a successful end by the passage of the Charter of 1813. The Act marks a turning point in the Indian educational history as by this Act the education

5. H. Sharp - Selections from Educational Records, p. 22.

of the Indian people was included within the responsibilities of the company. A large amount was annually set apart for educational activities and the missionaries established English schools at their expenses, thereby laying the foundation of modern educational system in India.⁶ The fact is that the Charter of 1813 compelled the East India Company to accept responsibility for the education of the Indian people and also laid the foundation of a state system education in India.

The period has been taken till 1904 because it was in this year that the Indian educational policy, Resolution of the Government of India, in the Home Department dated 11th March 1904 was effected by Lord Curzon, the Governor General of India (1899). Lord Curzon emphasized the necessity of providing a large number of training institutions of two years' course for primary teachers, particularly in Bengal and also training of rural teachers in elementary agriculture, to impart education in rural schools attended by the children of agriculturalists.⁷ Thus in 1904 the training of teachers was encouraged to improve the quality of education.

6. J.P. Naik and Syed Nurullah op. cit., p. 57.

7. Ibid., p. 263.

In making this historical study the sources of data included both primary and secondary source materials.

The primary source materials include:

1. Minutes, Letters, Charters, Acts, Despatches, Resolutions and Memorials
2. Commissions and Committees
3. Reports, Year Books, Educational Records
4. Moral and Material Progress Report of India since 1859
5. Statistical Abstracts

and

secondary source materials include books.

I hope, this study will be found useful in streamlining and strengthening teacher education in India and help to understand the trends and issues of the past in Indian teacher education which will become helpful in understanding the current situation.

CHAPTER II

DEVELOPMENT OF TEACHER EDUCATION IN
INDIA FROM 1813 TO 1853

Development of Teacher Education in India from 1813 to 1853:

Teaching is the oldest of all professions in the world. Teacher education as it constitutes today is a direct lineal descendant of the training given by the missionaries in the late 18th century to make "their own votaries more efficient and persuasive".¹

By the Charter Act of 1813, after prolonged agitation, the company was compelled to accept responsibility for the education of the Indians, and to spread western light and knowledge. This was the beginning of the state system of education in India under the British rule. It was in the early British period that the need for teacher training institutions was felt. In Bengal, The Calcutta School Society was established in 1819. This Society took early steps to educate teachers, to prepare trained teachers to work in indigenous schools for imparting elementary education. Thus, attempts for specialised training of teachers, although sporadic in nature, was made in the

1. R.S. Devi, Origin and Development of Teacher Education in India, in Education of Teachers in India (S.N. Mukherjee) Vol.I, p. 4.

beginning of the 19th century. In 1825 the Court of Directors awarded the Society a monthly grant of Rs.500/- for the purpose.

Official recognition emphasizing the teacher training and its importance was for the first time accorded in Bombay Presidency, Hon. Mountstuart Elphinstone in his Minute dated 13th December, 1823 placed the improvement of the mode of teaching first in the measures for the spread of education. He suggested that a very concise treatise or two treatises might be prepared in each of the native languages, containing a few rules for the management of schools in the "modern way, along with a short exposition of the advantages which would accrue to both masters and scholars from the adoption of such improvements. This was the very first proposal to give some sort of information about school management and organisation to intending teachers".²

Training of primary teachers began in Maharashtra as far back as 1824. An organisation of social workers called Bombay Native Society started the first training class for primary teachers. The objective of this society

2. Op.cit., P.56

was to start a new type of primary education through 'vernacular schools' with the aim of spreading the knowledge of western science and literature, but there were no teachers who could undertake this new task. Therefore, as a pre-requisite for the proposed reform of primary education the training of teachers was begun by the Special Committee of the Bombay Native School Book and School Society, two years before the establishment of new type of school. This special committee gave training to a number of young men in the lines of the monitorial system, so that the training would in future aid them to secure appointments in the near future as headmasters and superintendents. The object was to spread western science and literature through Marathi and Gujarathi.

In contrast to the training of elementary teacher, the importance of training of secondary teachers was not recognised by the government early. Therefore, during the first half of the 19th century very little could be done for the training of secondary teachers as the presiding officers of the then Bombay Education Department held the view that -

- good general education was of far greater significance than professional training and that

The University was the great normal school for Assistant High School masters.

In May 1824 at Calcutta Mrs. Wilson founded a Central School under the auspices of "Ladies Society for Native Female Education", one of this section devoted to training of women teachers. In May 1825, the first instance of deputation for training occurred, when a youth from the village - Mazali Puluspey in northern Konkan represented that they were too poor to keep a school master and therefore it was decided to call a youth from there to Bombay to receive the required training.

In March 1825, the Court of Directors stated -

"The Calcutta School Society appears to combine with its arrangements for giving elementary instruction encouragement of still greater importance, for educating teachers for the indigenous schools. This last object we deem worthy of great encouragement, since it is upon the character of indigenous schools that the education of the great mass of the population must ultimately depend. By training up, therefore, a class of teachers, you provide for the eventual extension of improved education to a portion of the native's of India for exceeding that which any elementary institution meets that could be immediately bestowed, would have any chance of reaching."³

3. A.N. Basu - Indian Education in Parliamentary Papers, P. 88.

By 1826, Teacher Education was gaining much popularity. Twenty four teachers trained well in the Bell-Lancaster system instructed by the Native Education Society of Bombay was distributed throughout the presidency. Their courses included knowledge of content, methods of instruction, theory was however not present. However, supervised practice teaching existed. In the same year, the Committee of Public Instruction circulated a letter to all officers residing in the presidency of Madras instructing that education be imparted and provided to superiors and collectorate teachers. Communal bias was the guiding line as the selection criteria. In this connection, it is worthwhile to quote the statement made by A.N. Basu -

"The Hindus will be taught grammatical rules, the vernacular language of the province to which they belong and Sanskrit; the muslimans will be taught Hindustani Persian and Arabic. Both will be instructed in English language as well as in elements of European literature and sciences."⁴

Two candidates, a Muslim and a Hindu were sent to Madras, for training and a stipend of Rs.15/- per mensem

4. A.N. Basu, Op.cit., p. 112.

was paid during studentship period which continued while resuming duties in the presidency after training. The age of admission was eighteen years. The Committee, however, had to bring about fresh proposals as the suggestions already implemented did not bear fruitful results. The new proposal advocated that students of law who had obtained certificates and possessed requisite qualifications as law officers should be utilized as teachers if found eligible. Thus after several attempts and recommendations in June 1826, Madras enjoyed the credit of first normal school under government management and expenditure. It concentrated on imparting training to teachers, for preparation to work in district schools. This school later on developed into the present Presidency College, Madras.

William Adam's, Missionary worker in Bengal, in his III report of Bengal Education, emphasized the need for facilities for teacher training. Thus in the year 1835, under the zeal and inspiration of William Adams, teacher education made appreciable advancement. Adams' proposals included conversion of the existing vernacular departments of the English schools into normal schools. These normal schools were to impart training to teachers specially teacher trained to impart instruction in the indigenous schools. Another remarkable proposal to be accounted for, was the introduction of the in-service training scheme.

Adams also proposed that teachers be required to study in these schools for three months every year for four successive years to gain experience through participation in real life situations.

Difference of opinions, on the topic of teachers education and training stood as a barrier for to its progress. Mention may be made here of F. Boutros of Serampore in 1842 who placed his argument in his -

"Enquiry into the system of education most likely to be popular in Bihar and Upper Provinces" that normal schools were unnecessary as they were nothing else but schools where a higher course of instruction was given by selected professors, whose methods were to be adopted. "Our present colleges are normal schools, with respect to institutions of lower pretensions".⁵

Besides the early missionaries and private efforts in the field of teacher education, the officials of the East India Company also gradually felt the need of doing something in this direction, and hence in March 1825 the Court of Directors wrote to the Governor General in Council

5. J.A. Richey, Selections from Educational Records: Part II, P. 9.

of Bengal as follows -

".....The Calcutta School Society appears to combine with its arrangement for giving elementary instruction an arrangement of still greater importance, for educating teachers for the indigenous schools.... by training up therefore a class of teachers, to provide for the eventual extension of improved education to a portion of natives of India, for exceeding that which any elementary instruction, that could be immediately bestowed would have any chance of reaching..."⁶

In Madras also, Sir Thomas Munroe, the Governor of Madras Presidency, in his minute of 10th March 1826 firmly expressed the belief that -

"No educational progress could be made in the province without a body of better instructed teachers..."⁷

Therefore Sir Thomas Munroe advocated the establishment of a Central School for the education of teachers, as a result of which 21 years later, training classes were started in normal schools attached to Elphinstone Institutions under

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6. H. Sharp, Selections from Educational Records, p. 50.
 7. S.S. Dikshit, Teacher Education in Modern Democracies, P.66

a master and superintended by the Elphinstone professors in Bombay in 1847.

Again the Court of Directors in their Despatch dated 16th April, 1828, applauded Sir Thomas Munro's proposal for the establishment of a school for teachers training and in 1836, the Secretary to the Committee for Native Education laid before the government an elaborate scheme for a normal' school. It was proposed to establish at the Presidency of Madras a central school for the education of teachers, but the teachers were to be instructed only in those elementary acquirements, which they were afterwards to teach in the Tahsildari and Collectorate schools.

The need and importance of teacher education during 1826 can be best ascertained by an investigation of the circular letter dated 24th June, 1826 by the Committee of Native Education which ran as follows -

"....to form a body of efficient teachers, and that to ensure this a central school or college is now established at the presidency and it is requested that two candidates from each province be selected and directed to proceed to Madras, who will receive each a stipend of Rs.15/- and when they shall have

qualified themselves for the undertaking they will be sent back to the province on the same pay, to commence their duties as matters in Collectorate Schools."⁸

The Committee also proposed that in three of the principal towns of each collectorate, a tahsildary teacher should be appointed on Rs.9/- per mensem. The schools were opened to both Brahmans and Sudras alike. The Committee also proposed to send into the provinces teachers of Sanskrit, Arabic, Tamil or Telugu and Persian, at a few principal towns some of the law students at the colleges.

In 1826, the Committee of Public Instruction was incorporated under the Superintendence of the College Board. In 1827, it was found that ten candidates for the situation of collectorate teachers were trained with the most encouraging prospects of success.

In 1827, a Muhammadan tahsildary teacher in addition to the three Hindu teachers at Chittoor was approved, and a tahsildary school was established at Arcot. In 1827, a teacher was approved for Kumbakonam and a Tahsildary School at Trichinapoly was also approved.

8. H. Sharp, Op.cit P_p 195-196.

In 1849, a normal school was established at Calcutta by Alexander Duff, it had a model school attached to it. In 1852, a normal school was also established at Agra. In 1851, Sir H. Pottinger proposed the establishment of normal classes in English and the vernacular for the training of teachers. In the same year, the new Poona College, which was an amalgamation of the Sanskrit College and English School introduced a Normal Department for training teachers. The Surat English School added a teacher training department in 1852. In an attempt to get competent teachers a normal class was attached to the Presidency College, Madras in 1853.

Thus between the period 1813 to 1853, all the three presidency towns had established normal schools.

CHAPTER III

"EXPANSION OF TEACHER EDUCATION
IN INDIA FROM 1854 TO 1882"

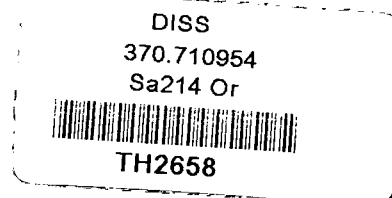
During the period of thirty years between 1853 to 1882, teacher education gained significance. The importance of this period lies in the fact that during this period, the famous Educational Despatch of 1854 and the Hunter Commission's Report was in force. Both the Education Despatch of 1854 and the Hunter Commission's Report of 1882 formed landmarks in the history of Indian education.



The Educational Despatch of 1854, which was the first categorical and comprehensive declaration of the educational policy of the Court of Directors indisputably constitutes a very important landmark in the history of education in modern India. It gave a tremendous impetus to all aspects and sections of education in the country. It considered the training of teachers very important and made some very practical suggestions for the recruitment and training of teachers. The educational despatch desired -

"to see the establishment with as little delay as possible, of training schools and classes for masters in each presidency in India".¹

1. B. Dayal, The development of modern Indian Education, P. 473.



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Following the example of Sir Thomas Munro, Governor of Madras (1820-27), Lord Elphinstone, Governor of Bombay (1819-27) and William Adams, missionary worker of Bengal Education Enquiry 1835, the despatch of 1854, too emphasized the need for facilities for teacher training, so following the example of England, Charles Wood in his educational despatch 1854, also known as Magna Charter of Indian education advised the establishment of training institutions, normal schools and classes for teacher training. It recommended that selection should be made of promising pupil teachers and stipends should be offered to them. It also visualised a more logical and systematic extension of the monitorial system already prevalent during that time. The masters of the pupil-teachers were to be given extra allowance for instruction imparted during out of school hours. They were to be sent to normal schools if they proved worthy and on completion of training, be given certificates and employed as school masters on sufficient salary, who due to financial hardship was forced to leave the course incomplete to earn their living, were offered added allowance to reduce the number of drop-outs. This system gave a great incentive to the establishment of normal school all over the country. Thus for securing properly qualified teachers in the words of the Despatch -

"....This system should be carried out in India both in the Government College and Schools, and by means of grant-in-aid in all institutions which are brought under government inspection...."²

our wish is that the profession of school masters may, for the future afford inducements to the natives of India such as are held out in other branches of the public services.³

By the educational despatch of 1854 teacher education received importance and a number of teacher training institution were set up in different states in India like Gujarat, Maharashtra, West Bengal, Orissa and Madras.

In the Gujarat Division, a regular 'normal department' was organised in Surat in 1854. When the Provincial Education Department was created in 1854-55 there were two normal classes at Surat. The curriculum in these classes included subjects like English, Sanskrit, Gujarati, History, Geography, Mathematics, Astronomy and Trigonometry, Natural Philosophy and the art of teaching. The duration of the

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2. J.A. Richey, Selections from Educational Records, P.383.
 3. J.P. Naik and S. Nurullah, A students history of Education in India (1800-1973) P. 142.

course was two years. Stipends were awarded to the trainees. The trainees were required to give an undertaking to serve the department, after completion of the course for a specified period.⁴

In Maharashtra, the Department of Education for Bombay presidency came into existence in 1854-55, during this period training of teachers received greater impetus. The recommendations of the Educational Despatch of 1854 required the Department of Education to organise two year training course for primary teachers by establishing 'Training Colleges' instead of 'normal classes'. The course emphasized subject knowledge. Teaching practice was given to the trainees only rarely and they learnt the art of questioning simply by directing questions at one another.⁵

Regarding the training of teachers of secondary schools, the first initiative in Maharashtra was taken up by the Director of Public Instruction, Mr. E.T. Howard in 1856-57. At most of the district headquarters in the province of Bombay, a number of English schools were established, establishment of these schools necessitated

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4. D.N. Desai, Gujarat in Education of Teachers in India (S.N. Mukerjee) Vol.II, P. 46.
 5. Chitra Naik, Maharashtra in Education of Teachers in India (S.N. Mukerjee) Vol.II, P. 172.

the training of Indian teachers to work in the Secondary Schools as importation of trained secondary teachers from England was expensive and so it was so finally decided to train Indian school masters for the places of assistants in English Schools. Proposals for the establishment of a regular training college at Bombay, was evolved by E.I. Howard, but the proposal had to be discarded due to financial stringency created by political disturbances of 1857. The original scheme was therefore modified. In accordance to the modified scheme only Englishmen were to be appointed to the posts of headmasters of the English Schools and their responsibility was to give guidance to Indian assistants who were university graduates. Later, the departmental policy in teacher training came to be dominated by the view that so long as a teacher had a good university degree, no professional training was necessary to make him a competent teacher, hence it too was discarded. However when the scheme was in operation, for a short period, students were recruited from "pupil teachers" attending ordinary schools, and also teachers already serving in schools, and trained in normal schools, if they were found not too competent during inspection. The duration of the course was from six months to two years.⁶

6. Op.cit., Pp 181, 182

In Orissa, the Government of Bengal in acceptance of the suggestion of the Despatch of 1854, for the training of teachers as a State responsibility started normal schools at Decca, Gawhati and Calcutta.⁷ Scholarships were awarded and two scholarships were reserved for Oriya's belonging to the area coming under the province of Bengal but they remained without being awarded as no application for them were received mainly on account of distance. After 1854, schools gradually began to grow up in North Orissa. In 1858, the Inspector of Schools, North Orissa, submitted a proposal to set up a normal school at Cuttack, to attract the village school masters, but it was not accepted. As it was in North Orissa, the first normal school was established in the district of Ganjam under orders of the Director of Public Instruction, Madras. It began to train teachers after 1855 for the N.V. and M.E. Schools. It offered one year course with the following subjects - vernacular, English, Arithmetic, Geography, Indian History, English History, Geometry, Algebra, and method of Teaching. In 1855 in the same district, a training school was started at Russell Konda (now known as Bhanjaragar) to train teachers for the agency schools of Ganjam.⁸

7. Progress of Education in Bengal (1855-56), P. 37.

8. Op.cit., P. 48.

In Orissa, the Government of Bengal in acceptance of the suggestion of the Despatch of 1854, for the training of teachers as a State responsibility started normal schools at Decca, Gawhati and Calcutta.⁷ Scholarships were awarded and two scholarships were reserved for Oriya's belonging to the area coming under the province of Bengal but they remained without being awarded as no application for them were received mainly on account of distance. After 1854, schools gradually began to grow up in North Orissa. In 1858, the Inspector of Schools, North Orissa, submitted a proposal to set up a normal school at Cuttack, to attract the village school masters, but it was not accepted. As it was in North Orissa, the first normal school was established in the district of Ganjam under orders of the Director of Public Instruction, Madras. It began to train teachers after 1855 for the N.V. and M.E. Schools. It offered one year course with the following subjects - vernacular, English, Arithmetic, Geography, Indian History, English History, Geometry, Algebra, and method of Teaching. In 1855 in the same district, a training school was started at Russell Konda (now known as Bhanjaragar) to train teachers for the agency schools of Ganjam.⁸

7. Progress of Education in Bengal (1855-56), P. 37.

8. Op.cit., P. 48.

In West Bengal also teacher education gained progress.

Since the Wood Despatch of 1854 desired to see the establishment of training schools and classes for masters in each presidency in India, three normal schools were established. On 17th July 1855, Pandit Iswar Chandra Vidyasagar opened the Calcutta Normal School. In September 1856, the normal school at Chinsurah was opened by Mr. Pratt, Inspector of Schools, for the superiors class of vernacular teachers. In January 1857, the third normal school was started at Dacca by Mr. Henry Woodrow. The course of the normal schools were of three years duration.⁹

In Punjab, the first normal school for the training of teachers came into existence in 1856. In 1877, in Lahore, a central training college was established to train graduates and undergraduates for secondary schools.¹⁰ The importance of teacher training was gaining ground, and in the year 1856, Banaras established a normal school and the next year in 1857 Meerut followed suit.

9. D.N. Ray, West Bengal in Education of Teachers in India (S.N. Mukherjee) Vol.II, P. 318.

10. Progress of Education Report, Punjab (1876-77), P.71.

The Educational Despatch of 1854 brought to the forefront the importance of teacher training. The Despatch was regarded as the corner stone of Indian education. It recommended the immediate starting of training schools and classes for masters in all the presidencies. This recommendation led to the establishment of the first training school in Madras. The Government normal School was opened in 1856 at Saidapet in Madras. It started with 13 normal students with the aim of providing competent teachers for anglo vernacular schools and elementary vernacular training schools. This was the oldest existing training college in India. During 1856-57, Mr. Richardson introduced a scheme of training village teachers by which suitable village teachers were supplied with books at cost price and directions were given for using them and preparing for the examination. As more trained teachers were in demand, five government normal schools were opened in Nellore, Mayavaram, Cheyar, Berhampore and Ellore during 1857-58.

Apart from government enterprises in teacher education, missionary societies also came forward to open training institutions. The first aided normal school in this State of Madras was started by a missionary society of Palayamcottai, Tinnevely district in 1856. The society for the propagation of the gospel established a seminary

at Sawyerpuram, Tinnevelly district in 1857 with the object of adopting it to the work of teacher training. Owing to the early starting and establishment of training institutions, Tinnevelly had the highest percentage of literacy in the Tamil Nadu excepting Madras. It had more teacher training institutions than any other district in the State excepting Madras.¹¹

In spite of the recommendations advanced by the Educational Despatch of 1854, nothing much was achieved. However, in 1859, the Starley Despatch was formed. This despatch of 1859 laid greater emphasis on teacher education than the one of 1854.

The Stanley Despatch of 1859 observed "The institution of training schools does not seem to have been carried out to the extent contemplated by Court of Directors..."¹²

The Despatch of 1859 referred that with the exception of Madras Normal School and the Bombay Normal classes attached to colleges and principal English Schools, where

11. G.R. Samuel, Madras in Education of Teachers in India, (S.N. Mukherjee) Vol.II, Pp. 144-145.

12. J.A. Richey, Selections from Educational Records, P.443.

teachers for both vernacular and Anglo vernacular schools were prepared, rest of all the normal schools established the previous five years, all confined exclusively to those for vernacular teachers only. The Madras School had both a model school and a practising school attached to it. A specific feature of 1859 was that the grant-in-aid rules required that every teacher for whom grant was made had to have obtained a certificate of training.

But the conditions were still unsatisfactory. This is evident from the quotation of Stanley Despatch which runs as follows -

....All reports concur as to the want of trained masters in the schools in which English is taught and as to the frequest inefficiency of the English teaching from the want of masters well acquainted with the language.¹³

In 1859, in Punjab the importance of teacher training was recognised as during this time grant-in-aid rules provided a salary grant to schools for those teachers who had obtained a certificate of teacher training. As a result of this within four years there were eight normal

13. Ibid., P. 443.

schools. The Government felt that it was better to have a few good institutions rather than to have more poor ones. Their number, therefore was reduced to five. An account of the schools during this period can be traced from the Report of 1860-61 regarding general results of the teacher training school.

The report stated, that at Agra and Banaras normal schools were under the management of Mr. Sharply and Mr. Tresham and all the three schools turned out 565 teachers, of whom 113 gained first class, 270 second class and 182 third class certificates. The remark of the Inspector quoted in the Report of 1861-62 also gives an idea of the extent of the normal schools influence -

"of 710 Hulkabundee teachers who came before me with their schools in the course of my tour of inspection, 496 had been to the Normal Schools."¹⁴

Extracts from the Reports of 1860-61 and 1861-62 give an account of the state of teacher education. It stated that in 1859-60 there existed nine normal schools. Stipends were awarded and the course of training lasted from 3 years.

14. State of Education in India, Home Department, P. 46.

Improvements were evident as during 1861-62, 398 teachers obtained certificates of which 59 from Umballa Circle, 221 from Lahore and 118 from Rawal Pindie. In Madras there existed only 1 central institution for training teachers for Anglo-vernacular and vernacular schools and five minor institutions and two branch classes. The school constituted of the following departments:

	No. of students	
I) English Normal Class	26	} 77 students under training
II) Preparatory Normal Class	25	
III) Military Students' Class	13	
IV) Vernacular Normal Class	13	
V) Model School	}	} 341 pupils
VI) Practising School		
VII) Vernacular Practising School)	} 25 pupils

In 1860-61 two provincial institutions were established at Vizagapatnam and Cannanore. In total there existed five provincial institutions, the names of the older provincial institutions were Vellore, Mayavoram and Cheyur.¹⁵

In 1860, institution for training primary school teachers was established in Mysore.

15. op.cit., Pp. 47,48

In Madras, the need for training students other than Tamilians was felt by the Government and during 1861-62, two new training schools for non-tamilian teachers were opened at Vizagapatnam, for Telegu and Cannanore for the West Coast.

In 1863, the first normal teacher training school was established at Patna in Bihar. Teaching profession was adopted by people who had their education upto middle classes and even below, as higher education was confined to a very small number of people all over the State. Such middle vernacular pass persons adopted the teaching profession with a sense of pleasure.¹⁶

In 1864-65, in Madras the normal courses were reorganised. It was decided to have three grades. The general educational qualifications prescribed for the first three grades were as follows -

First grade	- Degree of Bachelor of Arts.
Second grade	- First Examination in Arts.
Third grade	- Matriculation Examination. ¹⁷

16) D.N. Singh, Bihar in Education of Teachers in India (S.N. Mukherjee) Vol.II, P. 27.

17) G.R. Samuel, Madras in Education of Teachers in India (S.N. Mukherjee) Vol.II, P. 147.

In Orissa, in 1864, a training class for teachers called the Cuttack Normal Classes were opened to train lower class pundits for the primary schools.

In 1864-65, in the State of West Bengal and English Department was established in each of the normal schools at Calcutta, Hooghly and Dacca for the training of junior masters in English and Anglo vernacular schools.

Between 1863 and 1865 in the State of Gujarat, a vernacular college to train elementary teachers was tried at Ahmedabad but the experiment failed.

Training of teachers for primary school had its beginning in Madhya Pradesh with the opening of a normal school at Jabalpur in 1861. This institution had a wing in a different building for training women teacher. This wing grew into an independent normal school for women in 1869.¹⁸

In Orissa, in 1869, the first normal school was established at Cuttack in response to the growing need for it. It had two departments:-

18. F. Choudhary and S.K. Dani, Madhya Pradesh in Education of Teachers in India (S.N. Mukherjee), Vol.II, P.117.

1. The Guru training department; and
2. The Pundit training department, with separate staff for each

The duration of the Guru training was one year and of the Pundit training was three years. The course of study of the Guru Department was Oriya, Grammer, Geography, History, Geometry, Arithmetic, Art of Teaching, Mensuration, Dictation, Composition, and Letter Writing. In the Pundit training department, the following subjects were taught: Sanskrit, Grammar, Oriya, Bengali, History, Geography, Arithmetic, Geometry, Natural Philosophy, Art of Teaching, Mensuration, Dictation and Composition. The Cuttack Normal School was converted into a first grade school, admitting only M.V. Passed students to prepare trained teachers for M.V. Schools. It followed the syllabus of the Pundit training department with two additional subjects, i.e. Chemistry and Botany. Also two third grade schools were established at Balasore and Puri in 1875. These schools followed the syllabus of the Guru training Department and the period of training was reduced from one year to six months.

During this period, the circle system was introduced. In this circle system, a qualified teacher on a monthly pay of Rs.13/- was appointed to instruct a "Gooroomahasayas" in their duty in circle of 3, 4 or 5 schools and the more advanced boys in each school in higher subjects of

instruction. This circle system however was not very successful. After the Circle System, a second experiment was instituted. A training centre was opened by the missions at Santipur in 1868 for the training of Santhals, a class of hill tribe. By 1872, there were 80 Oriyas and Santhals students under training.¹⁹

In the year 1870, at Poona, in Maharashtra, a training college for women teacher was established.

In the same year in Madras a Female Normal School was opened in Egmore in a rented house with seven stipendiary students. Although it was a government school, it was intended for caste Hindus because the missionary institutions took care of Christian students. In the same year that is 1870, in Madras, a training school for mistresses was started in the day school for girls in George Town, now known as the Anderson Girls High School.

During 1872-73, a change was brought about in the system of teachers training in Madras. By this change, the

19. S. Nath, Orissa in Education of Teachers in India (S.N. Mukherjee), Vol. II, P. 230.

normal schools began to give only professional training and not required to prepare students for general educational examinations as has hitherto been done.²⁰

The 'Circle System' and the 'Normal School System' attempted to raise the standard of instruction in the Bengal village schools "through improved teaching". Sir George Campbells' Scheme of 1872 laid particular stress upon "attaching newly appointed teachers of village schools for some months to training classes at the district or sub-divisional headquarters".²¹ Between 1872 and 1873 there were 26 Government Normal Schools of all grades in Bengal. In 1874, the new scheme for the extension of Normal Schools came into force. It contemplated the establishment of a first grade school for training superior vernacular teachers at the headquarter of each Division; and of a lower grade school for village school teachers in each District. Accordingly, sanction was given to the establishment of 9 Normal Schools of the first grade, 22 of the second grade and 15 of the third grade, at a total cost of Rs.1,64,000. Half of the stipends at first grade schools, and all at second and third grade schools were allotted to

20. G.R. Samuel, Madrag in Education of Teachers in India (S.N. Mukherjee), Vol.II, P.146.

21. Report of the Indian Education Commission, 1882, P.130.

pupils under training as village teachers. After a year's trial of this scheme, the Lieutenant-Governor, Sir Richard Temple, found it was expensive, and ineffective so a new policy with regard to Normal Schools was set forth in a Minute dated 9th September, 1875. The Lieutenant Governor was of the opinion, that at least in Bengal proper teachers for primary schools could be supplied in abundance from the classes educated in the lower vernacular and middle schools of the country and the Normal Schools for the training of elementary teachers could, except in the most backward districts be gradually closed without injuring elementary vernacular education. Accordingly, a few second and third grade Normal Schools were kept in the backward provinces of Bihar, Chota Nagpur and Orissa where the supply of qualified primary teachers was not equal to demand.²²

In 1875, Mrs. Wyatt, the wife of a S.P.G. missionary (Society for the Propagation of the Gospel) in Puthur, Tiruchirapalli opened a Normal Female Training School, which is now known as All Saints Basic Training School.

22. Op.cit., P.130.

During 1874 to 1876 the number of Government Normal Schools was 41. It fell to 31 in 1877, to 24 in 1878, and 17 in 1879.²³

During 1878-79, a Local Fund Normal School was opened by the Coimbatore District Board. By this time Government had laid great emphasis on the importance of establishing elementary normal schools for preparing teachers for elementary schools in Madras.

Inspite of the recommendations advanced for teacher education by the Educational Despatch of 1854 and 1859, progress in the sphere of teacher education was very slow.

The second important land-mark in the history of education in this latter part of nineteenth century was the report submitted in 1882 by the Indian Education Commission. Both secondary and primary teacher training had a common history till the beginning of the present century, when training colleges for graduates and undergraduates began to set up, as separate from normal and training schools meant for primary and middle school teachers, whose qualifications were much lower.

23. Ibid. P. 131.

When the Hunter Commission of 1882 made its report, there were two training colleges in the whole country - at Madras, The Madras College.

The second college was at Lahore - The Lahore College.

Apart from there, two training colleges, between 1881-82, there were 8 Normal Schools for training village teachers, including the guru departments of first grade schools. The Commission also stated -

"It seems to us a matter of greatest importance, that normal schools should be established at a few centres, but they should be widely distributed throughout the country".²⁴

The Commission also recommended that - "the supply of Normal Schools, whether Government or aided be so localised as to provide for the local requirements of all primary schools, whether Government or aided, within the division under each Inspector."²⁵ It also recommended that the first charges on provincial funds assigned for primary education be the cost of its direction and inspection, and

24. B. Dayal, - Development of Modern Indian Education, P.475.

25. J.C. Aggarwal - Landmarks in the history of Modern Indian Education, P. 23.

the provision of an adequate supply of Normal Schools, and that Normal Schools should not be established at a few centres but they should be widely distributed throughout the country.

The 1882 Commission not only emphasized the importance of teacher education, but it terminated the long standing controversy on the question of general versus professional training. The Commission put an end to this controversy by upholding and recognizing the principles of teaching as being distinct from the knowledge of matter to be taught. It also stressed that an examination in the principles and practise of teaching be instituted, success in which should be a condition or gateway to permanent employment in schools of secondary level. This new idea - "Certificate consciousness created a great problem for teachers who were already in service and were not willing to undergo one to two years of training. To overcome this problem the Commission introduced the new system, that teachers could sit for the certificate examination without being compelled to attend a normal school. The Commission also suggested that practise and theory must go hand in hand, so it emphasized that apart from the written examination each candidate should be asked to give a lesson for about at least half an hour in an educational institution in the presence of an inspector, as part of the certificate

examination. Thus the Institution of Examination for Teachers Certificate by the Provincial Governments was an important result of the recommendations of the commission, so the Government of India also began to suggest that regular provision for the training of secondary teachers should be made.

Three courses of lectures in professional training was instituted. The lectures were on

- Psychology in relation to Education or Scientific Basis of Education.
- General history of Education in Europe, specially since the revival of learning and
- A development of the existing course of lectures on school method and management and on art of teaching.

This course was agreed and the university agreed to award a full-fledged diploma in its basis. During 1881-82 the total number of training schools for vernacular teachers was 106.²⁶ The Table (Table-I) given in page 43 gives a clear picture of the training schools during 1881-82.

26. R.S. Devi, Origin and Development of Teacher Education in India in Education of Teachers in India (S.N. Mukherjee) Vol.I, P. 10.

TABLE - I. (Number of Training Schools for vernacular teachers
in 1881-82)

Province	Training school for men	Training school for women	Total No. of Training schools
Madras	28	4	32
Bombay	7	2	9
Bengal	20	2	22
Northern Provinces & Oudh	18	3	21
Punjab	4	3	7
Central Provinces	3	1	4
Assam	9	0	9
Coorg	1	0	1
H.A. Districts	1	0	1
Total for India	91	15	106

Source: Report of the India's Education Commission 1882
Calcutta. Superintendent of Govt. Printing
1883, P. 134.

In 1881-82 in Bombay there were 7 training colleges for Male teachers, 4 government maintained, 2 in native states and 1 under private management. There were 480 students on the roll and 141 left during the year with certificates of training. The out turn for the 10 years 1871-81 was 1,718. The total number of teachers employed in the Cess schools at the end of 1881-82 was 9,314. The course varied from two to three years.

In Madras progress in teacher education was not even. The progress was more marked in some districts than others. In Malabar 150 masters in 672 indigenous schools were returned as having been trained in Normal school. In Godavari District there were 89 masters so returned in 641 schools. Throughout the Presidency there were 480 Masters thoroughly trained and 208 held certificates. From the Madras Provincial Committee it was ascertained there were 3,000 certificated teachers engaged in primary education. Provision for training primary teachers was made in 28 normal schools, of which one was maintained from provincial resources, 24 from local funds and 3 were aided. The number of pupils in 1881-82 was 770. Of these 166 learnt English, 14 a classical language 763 a vernacular, three-fourths of the students were being prepared for teaching in the vernacular only.²⁷

27. Report of the Indian Education Commission (1882), Pp. 135, 136.

In Bengal, during 1881-82 there were 12 normal schools in backward districts, of which 8 were government institutions attended by 248 pupils and the rest were aided institutions. Besides these there were guru classes attached to first grade Normal schools. The total out turn from the government institution was 193 in the year 1881-82. The course was from six months to one year duration. The other 8 Normal schools were attended by 466 pupils. These pupils were given teacher training to work in middle schools. The duration of their course was over three years. The curriculum included a classical language, vernacular, mathematics and science.

In the North West Province and Oudh, systematic attention to the training of teachers was given as during 1881-82, 58% of the Masters held certificates. There were 18 training schools for male teachers and the course of instruction lasted only one year. In Oudh there existed a Central Normal school at Lucknow and in the other districts normal classes were attached to tahsil schools one in each District where the training included first apprenticeship and on satisfactory apprenticeship appointments in schools as vacancies occurred.²⁸

28. Op.cit. Pp.136, 137

In Punjab there were three government training schools for vernacular teachers. All the students were given stipends. Students who had passed the middle school examination, joined the second year classes and received training for one year before they were examined for a certificate. The rest completed the full course which were of two years duration. The christian vernacular education society at Amritsar had a training school with 31 pupils. In the government schools between 1881-82 there were 170 students, all enjoying stipends. The number of teachers in government primary schools, English and vernacular was approximately 2,500. In government vernacular schools in 1881 there were 1,284 head teachers of whom 459 held certificates. In aided schools, the number of trained teachers was small. In departmental schools there were 1,000 teachers two-fifths of the whole number held certificates of a Normal school.

In the Central Provinces there were three Normal government schools, one at Jabalpur with 97 scholarships, another at Nagpur with 40 and the third at Raipur with 50. The village masters were trained for one year and the town masters were trained for two years. All students were required to serve for a period of two years after qualifying. In the government schools, 87% of the Masters were trained,

the highest percentage than in any other province in India.²⁹

In Assam there were nine normal schools, 6 of which were departmental with 220 pupils and 3 aided, mission with 111 pupils. Besides this there were two training classes with 23 pupils in Cachar. In Goalpara district there were ten schools with 80 stipendiaries. In 1881-82 eighteen students qualified for the first grade primary school mastership and one for second grade primary school mastership. In the primary and lower vernacular schools there were 1,389 teachers, of whom 673 were trained.³⁰

In Coorg a normal school was maintained at Merkara in connection with a central school for the training of vernacular teachers. The pupil teachers were offered Rs.5/- a month while under training and were provided with hostel accommodation. They were periodically examined, and on completion of course upto the middle school standard, examined and on the basis of satisfactory result appointed in schools as vacancies occurred.³¹

29. Op.cit, P. 138

30. Op.cit, P. 139

31. Ibid, P. 139.

In the Haidarabad districts there existed one training school at Akola, with marathi and Hindustani branches, the latter with 15 stipends and the former with 60. There were both a first and second year course. Stipends were paid in accordance to the examination results. Students who passed the first year course but not qualified for the second, were appointed as teachers and paid salary of Rs.10 p.m. The students who entered the second year were awarded Rs.15/- or Rs.10 to 12, according to pass in first or second class. In 1881, at an examination, there were 28 examinees and 19 passed out successfully. On 31st March 1882 there were 418 posts of teachers and 262 of them were trained teachers who had passed a training school course. Table II in page 49 shows the number of students on roll on 31st March 1882 and the number of students with certificates in 1881-82. This gives us an account of the expansion of teacher education in India in the different states for both the sexes.³²

Provisions were also made in the Indian Education Commission 1882 for training of teachers in secondary schools. In Madras, the only Normal school for the training of teachers in secondary school was the Government Normal school, which was established in 1856. In 1881-82 the school contained 8 graduates, 3 students who had passed

32. Op.cit, P. 140.

TABLE-II showing the number of students on roll and number of certificate teachers in 1882.

Number of Training schools	Provinces and class of Institutions		Number of students on the rolls on 31st March 1882.	Number of students who in 1881-82 left with training certificates of various grades
28		For Men	770	344
4	Madras	For Women	157	25
<u>32</u>		TOTAL	<u>927</u>	<u>369</u>
7		For Men	480	141
2	Bombay	For Women	73	8
<u>9</u>		TOTAL	<u>553</u>	<u>149</u>
20		For Men	1,007	459
2	Bengal	For Women	41	0
<u>22</u>		TOTAL	<u>1,048</u>	<u>459</u>
18	North West	For Men	306	369
3	Provinces &	For Women	89	7
<u>21</u>	Oudh	TOTAL	<u>395</u>	<u>376</u>
4		For Men	220	98
3	Punjab	For Women	138	0
<u>7</u>		TOTAL	<u>358</u>	<u>98</u>
3		For Men	171	95
1	Central Provinces	For Women	17	2
<u>4</u>		TOTAL	<u>188</u>	<u>97</u>
9		For Men	331	19
0	Assam	For Women	0	0
<u>9</u>		TOTAL	<u>331</u>	<u>19</u>
1		For Men	7	7
0	Coorg	For Women	0	0
<u>1</u>		TOTAL	<u>7</u>	<u>7</u>
1		For Men	79	19
0	H.A. Districts	For Women	0	0
<u>1</u>		TOTAL	<u>79</u>	<u>19</u>
91		For Men	3,371	1,551
15	Total for India	For Women	515	42
<u>106</u>		TOTAL	<u>3,886</u>	<u>1,593</u>

SOURCE: Report of I.E.C. 1882. Calcutta Superintendent of Govt. Printing, 1883, P. 134.

the first Arts, and 18 the matriculation examination. The number of stipendiary student was limited to 35 and the total number of students was limited to 50. The duration of the course was 1 year. Every stipendiary student was found to work for three years in any post, after passing the final examination.³³

In Bombay, no special colleges existed for the training of teachers for secondary schools. The assistant masters of the secondary schools were men who had been trained in high schools or colleges. Teacher appointed in departmental schools were required to serve for a year or more in one of the larger high schools, under the eye of the experienced headmasters of the Presidency to learn their duties efficiently. Therefore in Bombay the first grade high schools discharged the functions of the training colleges.³⁴

In Bengal for the training of vernacular teachers there were eight Normal schools, the course comprised of vernacular language, literature, sanskrit, history of England and India, general history, general and physical geography, with elementary descriptive astronomy, arithmetic,

33. Ibid. Pp. 235, 236

34. Op.cit., P. 237.

European and Indian, algebra to the binomial theorem, trigonometry to the solution of triangles, logarithms, statics and elementary dynamics, six books of Euclid, mensuration, surveying with the chain, plotting, and plan-drawing, elementary physics, chemistry, botany and the laws of health and lastly the art of teaching, with practice in the model school. Candidates were admitted after passing the middle scholarship examination, and the duration of the course was three years. At the end of the first, second and third year of study, a central examination of the students of all normal schools were held and certificates of different grades were given. The examination was open not only to students of normal school but also to teachers who desired to qualify for the certificate. In 1882, there were 466 students in the 8 normal schools and 266 certificates of different grades were awarded on the result of central examination. A distinctive and valuable element in the Bengal system was that to each normal school a model or practising school of the middle vernacular standing was attached where pupils were constantly under the headmasters supervision imparted practise in the art of teaching.³⁵

In North West Provinces and Oudh there was at the headquarters of each Commissioner's Division a Normal

35. Op.cit, P. 237.

school for the training of teachers in secondary schools. The subjects prescribed for the higher certificate comprised of vernacular language and literature, with optional instruction in Persian or Sanskrit, arithmetic, algebra to quadratic equations, four books of Euclid, mensuration of plane surfaces, surveying with the plane table, history and geography of India, general and physical geography and map drawing elements of natural science and principles of teaching. Candidates who sought admission to a Normal school was required to pass the middle school examination. The duration of the course was two years.³⁶

In Punjab, a Central Training College at Lahore existed, which gave training to teachers for English and for secondary vernacular schools. It was under the charge of a graduate of St Andrews, who had passed through a training college. The English class consisted of young men who had passed the B.A. or the First Arts examination of the Calcutta University or the corresponding examinations of the Punjab University as well as promising teachers from District schools. The vernacular consisted of men who had passed through a normal school and possessed certificates of competency, and of students who passed the vernacular entrance examinations of the Punjab University. All these students were taught as one class and the main object of

36. Ibid, P. 238.

this training college was to impart training for the special work of teaching. The principles of teaching was imparted. The number of students in each class was limited to 30.³⁷

In Assam there was a single normal school at Guwahati to train secondary teachers. A practising school was found attached to this normal school. During 1881-82, 36 students gained certificates of competency.³⁸

Thus during 1881-82, there was in Madras a training school for English teachers in secondary schools; in Bengal, Assam and North West Provinces schools for vernacular teachers existed, and both types of school existed in Punjab, to cater to the needs for teachers of both the class. According to the I.E.C. - "graduates wishing to attend a course of instruction in a Normal school in the principles and practice of teaching the required to undergo a shorter course of training than others."³⁹ This was found applicable at Madras, where M.A. graduates were allowed to undergo a shorter term than other students of normal school.

The I.E.C. of 1882 also formulated means to improve the position of teachers in secondary schools. This

37. Op.cit, P. 238.

38. Ibid, P. 238.

39. Op.cit, P. 238

fact can be ascertained by the remark made by the I.E.C. which runs as follows

"...that the claims of efficient and successful teachers in aided schools be considered in making appointments to posts in the service of Government; and that in cases duly certified by the Education Department the 25 year's rule be released...."⁴⁰

This was done to raise the Character of secondary education by securing the services of more ambitious and capable men; and the age limit was also released to avoid inconveniences.

In 1881-82 there was 515 girls at Normal Schools throughout India of these 157 were from Madras, 138 from Punjab, 73 from Bombay, 41 from Bengal, 17 from Central provinces and 89 from North West Provinces (Table II).

Thus between 1854 to 1882 expansion in teacher training, both at the primary and secondary was achieved.

40. Ibid, P. 242

CHAPTER IV

PROGRESS OF TEACHER EDUCATION IN

INDIA DURING THE PERIOD 1883 TO 1904

Five years within the Report of the Indian Education Commission of 1882, some of its main recommendations were followed throughout the country. Grant-in-aid rules were tightened:- to force private schools to employ only certificated teachers. The certificates were awarded on the basis of examinations, based on pedagogical courses. Thus examination-oriented, certificate consciousness, practise teaching, inspection, stipend, grant-in-aid rules and pedagogical courses in teacher training institutions were enhanced.

Inorder to trace the development and progress of teacher education in India from 1883 to 1904, the entire period of 22 years has been divided into different periods, so that the expansion and progress of teacher education can be conveniently traced.

During the period of twenty two years from 1883 to 1904, the number of teacher training institutions increased.

1887-1888 to 1891-1892

During the period 1887-88 to 1891-92 progress in teacher education was evident. In Madras, the figures for 1891-92 include 12 sessional schools managed by Local

Boards with 126 pupils. In Bengal there existed 5 aided training schools in 1887 and 4 in 1892. Out of 116 institutions in 1891-92 three were of the collegiate grade. They were

- (1) Madras Teachers College
- (2) Lahore Central Training College
- (3) Nagpur Training Institution

All of these were engaged in imparting training to teachers for secondary schools as well as colleges.¹

In 1887 there were no separate training school for teachers of high English schools but in 1892 there were 8, high English schools, of which 7 were in Madras and one in Burma. The institution for training teachers of middle school and primary school was not separate in 1887 but in 1892 the training institutions for teachers of middle, primary and high schools began to be separated. They were classified under three main categories - collegiate, secondary and primary. At the collegiate grade, English was the medium of instruction, in the primary grade, vernacular and in the secondary grade, the medium of instruction was according to convenience. In 1892 there

1. Government of India Second Quinquennial Review, Vol. I, P. 191.

existed 49 middle schools and 25 primary schools; for training teachers out of the 49 schools of the former type, 25 were in Madras, 8 in Bombay, 9 in Bengal, 4 in North West Provinces, 1 in Burma, 1 in Assam and 1 in Berar. The 25 primary grade schools were also distributed - 6 in Madras, 8 in Bengal, 5 in Punjab, 4 in Central Provinces, 1 in Assam and 1 in Coorg. In 1892 the total number of students in all institutions for masters was 4,413, of which 585 learning English in comparison to 422 students learning English in 1887.²

In all the training schools, certificates were awarded to the students on completion of the course and after passing the final examination. Taking all the examinations of training schools for masters together there were 2,028 passes in 1886-87 and 1,917 passes in 1891-92. In the training school for mistress, in the year 1886-87, 213 pupils passed of which 168 were from Madras, and in 1891-92, only 177 passed of which 95 hailed from Madras. Table IV shows the number of institutions on 31st March 1887; and on the same date of 1892, and the number of students for training of masters. A look into the table gives an account of the progress of training school for masters in

2. Ibid, P.195.

TABLE-III showing the number of different types of
Teacher Training Institution in India in 1891-92.

Provinces	Collegiate Grade	Middle Schools	Primary Schools
Madras	1	25	6
Lahore	1		
Nagpur	1		
Bombay	--	8	
Bengal	--	9	8
N.W. Province	--	4	
Burma	--	1	
Assam	--	1	
Berar	--	1	1
Punjab	--		5
Central Province	--		4
Coorg	--		1
Total	3	49	25

Source: Progress of Education in India. IInd Quinquennial Review, (1887-88 to 1891-92) p. 195.

TABLE-IV showing the number of institution on 31st March
1887 and 1892 and the Number of students:

PROVINCE	1886-87		1891-92	
	Schools	Pupils	Schools	Pupils
Madras	46	- 1,111	51	- 1,444
Bombay	7	- 634	8	- 674
Bengal	22	- 1,193	21	- 887
N.W. Province & Oudh	11	- 382	5	- 356
Punjab	6	- 354	6	- 357
Central Provinces	3	- 194	5	- 176
Lower Burma	3	- 92	2	- 63
Assam	13	- 382	16	- 352
Coorg	1	- 13	1	- 10
H.A. District	1	- 96	1	- 94
TOTAL	113	/ 4,451	116	/ 4,413

SOURCE: Progress of Education in India. 1887-88/1891-92.
IInd Quinquennial Review by A.M. Nash, Calcutta
Superintendent of Government Printing 1893, p. 192.

TABLE-V Statistics of training school for mistrees in
1886-87 and 1891-92 and the number of pupils:

PROVINCE	1886-87		1891-92	
	School	Pupils	School	Pupils
Madras	12	- 324	15	- 243
Bombay	4	- 98	7	- 179
Bengal	4	- 142	10	- 300
N.W. Provinces/Oudh	2	- 6	1	- 2
Punjab	3	- 47		-
Central Provinces	1	- 27	1	- 19
Upper Burma		-----		-----
Lower Burma	2	- 28	2	- 21
Assam		-----	1	- 29
Coorg		-----		-----
H.A. Districts		-----		-----
		-----		-----
TOTAL	28	/ 672	37	- 793

SOURCE: Progress of Education in India 1887-88 to 1891-92.
IInd Quinquennial Review by A.N. Nash, Calcutta,
Superintendent of Government Printing, 1893. P. 194.

1887 and 1892. There was in 1891-92, 116 institutions compared to 113 institutions in 1886-87.

A survey of Table V gives an account of the progress of teacher education in training schools for mistress, the increase in the number of schools and the number of pupils in 1886-88 to 1891-92. In the years 1891-92 there existed 37 institutions compared to 28 institutions in 1886-87.³

In Madras the most important institution was Teachers College Saidapet, which was affiliated to the University in 1886. The college comprised of three departments.

- The collegiate department, training graduates and awarding Licentiate in Teaching;
- The secondary department, consisted of two grades, a higher grade and a lower grade. The higher grade admitted students who passed the Fine Arts Examination and the lower grade admitted students who passed the Upper secondary or Matriculation examination
and
- The primary department

3. Op.cit, p. 195.

The course in all the different departments were different and certificates were awarded accordingly. Two branches of training school were prevalent, one for Hindus and the other for Muhammadans. The saidapet High School was used as practising school. The duration of the course was twelve months.

In 1886-87 there existed in the collegiate class 7 graduates, which increased to 31 in 1891-92. The number of students who has passed the Fine Arts Examination rose from 9 to 29, and in lower class the number increased from 27 to 38.⁴

In Bombay in 1889-90 a training college existed at Dhulia in Khandesh. In 1886-87, 43.7% of the headmasters of primary schools under pupil management were trained but in 1891-92 the percentage rose to 55%. The Christian vernacular education Society's School at Ahmednagar had 2 training schools. At the end of three years, the number of passes at the examination was 359 in 1886-87 and 534 in 1891-92.

There existed in Bombay, three schools for mistresses, they were - The Hyderabad Municipality School; The Sisters

4. Op.cit, Pp. 198-199.

of Karachi Convent's normal classes; and another normal class opened by Karachi Municipality and supervised by the sisters of Karachi Convent. Thus in Bombay there existed 36 trained female students in 1886-87 and this increased to 56 trained students in 1891-92.⁵

In Bengal three grades of training schools existed - the first grade, second grade and third grade. In 1886-87 there existed 8 first grade schools, 1 second grade school and 7 third grade schools. Certificates were awarded corresponding to the grades of the schools, ranked as high, medium or low. In 1886-87, the number of certificates granted was 386, which increased to 447 in 1891-92. In 1886-87 there existed 104 guru training (third grade added guru training class) classes and contained 299 gurus and this increased to 212 classes containing 796 gurus in 1889-90 and in 1891-92 there existed 174 classes and 756 gurus. The number of training school for mistress increased from 4 to 10 and the number of pupils from 142 to 300.⁶

In North West Provinces there existed 11 training schools for masters in 1886-87. Practising schools were attached to the training schools, and the duration of the

5. Op.cit, P.201.

6. Ibid, pp.203-204.

course was 2 years. In 1886-87, the number of training schools for mistress was 2 and this decreased to only 1 in 1891-92. In 1891-92, the training school for masters also decreased from 11 to 5 only.⁷

In Punjab in 1886-87, 6 training school for masters existed with 354 pupils, and in 1891-92 the number of institutions remained at 6 but the pupils increased to 357 only. In the training school stipends were awarded for 1 year, the minimum age for admission was 17 years. The Central Training College at Lahore, was an important college during this period, which trained teachers for secondary schools. In 1887, there existed 14 pupils in Junior English class which was increased to 27 in 1892. The number of students in 1887 was 31 in Senior vernacular class and this increased to 36 in 1892. In 1892, 16 students were on rolls in the senior English class. In 1886-87, there existed three training schools for mistresses and 6 girls received senior certificates and three girls received Junior Certificates.⁸

In Central Provinces in 1886-87, there existed 3 schools with 194 pupils and in 1891-92, the number of schools increased to 5 but the number of pupils decreased

7. Ibid, pp. 205-206.

8. Ibid, p. 207.

to 176. In 1886-87 - 1891-92, only 1 school existed for training of mistresses.⁹

In Burma, in 1886-87, 3 schools for training masters of primary school existed with 92 students on its roll. In 1888-89, the Anglo Vernacular class was added to the moulmein school and in 1890-91 it was amalgated with the Government High School. The course of training for primary or secondary certificate, English or vernacular lasted 3 years and for higher or collegiate certificate only 1 year. In 1886-87, in Lower Burma, there existed two training schools for mistresses with 28 pupils and in 1891-92 two institutions existed with 21 pupils on its roll.¹⁰

In Assam, the table shows an increase from 13 to 16 in the number of schools for masters in 1886-87 and 1891-92 and a decrease from 382 to 352 pupils. In 1886-87, training schools for mistresses did not exist, but in 1891-92 there existed 1 training school with 29 pupils. The school at Gauhati was the only first grade normal teaching, the full course was for 3 years, rest were all guru training classes. In 1891-92 from Gauhati and Shillong

9. Ibid, p. 209.

10. Ibid, p. 210.

normal classes, 4 students passed the final examination, 9 the second grade and 6 the third grade. In 1886-87, the passes were 5, 12 and 20 respectively.

In Coorg, one normal school at Merkara in 1886-87 - 1891-92 with 13 and 10 pupils. Course was of three years duration.

In Haiderabad districts training schools for masters were 1 in 1886-87 - 1891-92 with 96 pupils in 1886-87 and 94 in 1891-92.¹¹

Thus in 1886-87, the total number of schools for masters was 113 with 4,451 pupils and this increased in 1891-92 to 116 schools with a decrease in the number of pupils to 4,413. Regarding the schools for mistresses, the number of schools in 1886-87 was 28 with 672 pupils, and in 1891-92, there existed on the total 37 schools with only 192 pupils.

The importance given to teacher education and training of teachers during the period 1886-87 to 1891-92 can be verified by the following paragraph, as embodied in the Resolution dated 17th August 1889 -

11. Ibid, p. 211.

"....The Governor General in Council desires to give emphatic expression to his view that it is of little use to spend money on schools if the teacher or either inefficient or unable to maintain discipline or a healthy moral in their schools.....the Governor General in Council considers it impossible to secure good instructors without such a process of selection and preparation as a normal school training gives.....His Excellency in Council therefore deems it essential that each local government should accept the responsibility of providing means for training teachers of each grade of schools - primary, middle and high - a first charge on the educational grant" ¹²

1892-93 to 1896-97

Table VI in page 68 gives us the number of training institutions for masters and pupils in them, in the several Provinces for the years 1891-92 - 1896-97. Going back for ten years, the total number of training schools for Masters increased from 113 to 141 and the number of pupils from 4,451 to 4,607, thus it increased by 22% regarding institution and pupils by 4 percent. The increase in the institutions were more in Madras and Assam. The number of pupils increased in Burma, North West Provinces, and the Central Provinces. Table VI showed a decrease of pupils in Madras, Bombay, Bengal and Berar.

12. India, Progress of Education in India. 1887-88 to 1891-92, p. 214.

TABLE-VI - showing training schools for Masters 1891-92
and 1896-97.

PROVINCES	1891-92		1896-97		% of increase or decrease compared	
	Schools	Pupils	Schools	Pupils	Schools	Pupils
Madras	51	1,444	66	1,477	+29	-2
Bombay	8	674	8	592	0	-14
Bengal	21	887	20	865	-5	-2
NWP and Oudh	5	356	4	508	-20	+43
Punjab	6	357	6	352	0	-1
Central Provinces	5	176	4	218	-20	+24
Burma	2	63	2	159	0	+152
Assam	16	352	29	364	+81	+3
Coorg	1	10	1	10	0	0
Berar	1	94	1	62	0	-34
TOTAL	116	4,413	141	4,607	+22	+4

SOURCE: India. Progress of Education in India 1892-93 to
1896-97 by J.S. Cotton. IIIrd Quinquennial Review
London. Darling Sons Ltd. p.222.

Table VII in page 70 shows the number of Training school for Mistresses and of pupils in them, in the several Provinces in 1891-92 - 1896-97. Going back ten years the total number of Training schools for Mistresses increased from 28 to 45 and the number of pupils from 672 to 1,118. The increase in institutions was confined to Madras, Bombay and Burma, while it decreased in Bengal. The Table shows increase in the number of pupils everywhere with the exception of Assam.

Thus the Table shows increase of institution by 22% and 41 percent for pupils.

A brief account of the institutions in the different Provinces of Madras, Bombay, Bengal, North West Provinces, Punjab, Central Provinces, Burma, Assam, Coorg and Berar has been discussed to trace its development.

Madras - In Madras there existed only two professional colleges, namely the Teachers College at Saidapet and Training College at Rajahmundry. In the Teachers college at Saidapet in 1896-97 out of 48 students, one was M.A., 34 were B.A.'s (compared with 31 five years back) and only 13 under-graduates (compared with 13). In Rajahmundry College in 1896 there existed 10 students of whom 3 were graduates. At the University for the Licentiate in

TABLE-VII - showing Training school for Mistresses
1891-92 and 1896-97.

PROVINCES	1891-92		1896-97		% of increase or decrease	
	Schools	Pupils	Schools	Pupils	Schools	Pupils
Madras	15	243	19	317	+27	+30
Bombay	7	179	10	162	+43	-10
Bengal	10	300	9	432	-10	+44
NWP & Oudh	1	2	1	83	0	+40 50
Punjab	-	-	-	-	-	-
Central Provinces	1	19	1	23	-	+21
Burma	2	21	4	83	100	+295
Assam	1	29	1	18	0	-38
Coorg	-	-	-	-	-	-
Berar	-	-	-	-	-	-
TOTAL	37	793	45	1,118	+22	+41

SOURCE: India. Progress of Education in India 1892-93 to 1896-97, by J.S. Cotton. IIIrd Quinquennial Review London. Majesty's Stationary Office, p. 223.

Teaching during the last 5 years, 274 candidates presented themselves on the written side of whom 195 passed; and 291 presented themselves on practical side of whom 150 passed. The number of training schools for Master increased from 38 to 42 but the number of students decreased from 1,258 to 1,131. During this period 520 students from Training schools appeared for written examination in Upper secondary grade of whom 154 passed or 30%, in Lower secondary grade, 1,324 presented, of whom 389 passed or 29%; in the primary grade, 4,022 presented of whom 1,368 passed or 34%.¹³

The number of Training schools for Mistresses increased from 15 to 19 and students from 243 to 317. In 1896-97 out of a total of 317 female candidates, the average of success in examination was between 34% to 47%. In Madras sessional schools were also present, held by special inspecting school masters, for short sessions varying from three months to six months a year. In 1896-97, 762 teachers appeared in examination and 532 passed. Certificates were awarded, and in 1892 the Board of Examiners for Teachers' Certificate awarded the trained teachers certificates.¹⁴

13. Govt. of India - IIIrd Quinquennial Review Vol.I, pp.226, 228.

14. Ibid, p. 229.

In Bombay the Training school for Masters were all for primary teachers. The number of institutions remained constant at 8 but the students in them decreased from 705 to 592. This decrease was mainly due to plague, which led to the closing of school at Hyderabad in Sind. The schools were at Bombay city, Poona, Dharwar, Dhulia, Hyderabad, Ahmednagar, Rajkot and Kolhapur. In 1896-97 the total number of passes was 614. The proportion of headmasters who held Training Certificates raised from 55.9% to 62.1% and the number of trained assistants increased from 949 to 1,350. The number of training schools for Mistresses increased from 7 to 10 and the number of students in them decreased from 175 to 162. The two most important training school for Mistresses was institution at Poona in the Deccan and Ahmednagar in Gujarat. In 1896-97 the number of female students who passed one or other final examination was 36.¹⁵

In Bengal in the year 1891-92 there existed 21 schools for masters with 887 pupils, but this decreased to 20 schools with 865 pupils in 1896-97. In 1896-97 the total number of candidates from the 8 government schools of the first grade was 411 of whom 292 obtained certificates, the average of success being 70 percent.

15. Op.cit, pp. 231-232.

The total number of Training Schools for Mistresses fell from 10 to 9 while the number of students increased from 300 to 432. An examination for female teachership certificate was instituted in 1894-95. In 1892-93 there existed 235 guru training institutions with 1,171 students. In 1896-97 their number fell to 89 with 473 students.¹⁶

In North West Provinces, the Lucknow Training College was established in 1896. The total number of institutions for training of Masters was 5 with 356 pupils in 1891-92, and in 1896-97, the number of institution decreased to 4 and the number of pupils increased to 508. The decrease in the number of institution was due to the closing of normal school at Bareilly. Training schools for Mistresses in 1891-92 was 1 with only 2 pupils but in 1896-97 the number of institution remained constant but the pupils strength increased by 83 pupils.¹⁷

In Punjab the number of training institutions for Masters remained unchanged at 6 and the number of pupils in 1891-92 was 357 and in 1896-97, it was 352 pupils. In 1896-97 the Central Training College at Lahore contained 82 students compared to 79 students five years before. The general average of success at the final examinations were 83%. The normal schools prepared for two classes, one for

16. Ibid, pp.233,234,235,236.

17. Op.cit, pp.237, 239.

vernacular teachership in primary schools and departments and the other for teachership in zamindari schools.¹⁸

In Central Provinces the training school for Masters in 1896-97 was 4 with 218 pupils and for mistresses it was 1 school with 23 pupils. The important institutions were the Nagpur Training Institution; Normal school at Jubbulpore and Normal school at Raipur. In addition to these normal schools, there existed 62 vernacular middle schools. In 1896-97, 169 candidates from these schools appeared at the Teachers' Certificate Examination of whom 73 passed, compared to 40 in 1895. The only institution for mistress was the normal school at Jubbulpore.¹⁹

In Burma the number of Training schools for Masters remained constant at 2, but the number of students increased from 65 to 159 from 1892 to 1897. The names of the institutions were Moulmein Normal school and Normal school at Rangoon. The number of training school for Mistresses in Burma increase from 2 to 4 and the students in them from 21 to 83.²⁰

In Assam the total number of training schools for Masters increased from 16 to 29 and the number of students in them from 352 to 364. There existed 1 training school for Mistresses in Assam and the number of students was

18. Ibid, p. 240.

19. Op.cit, p.240.

20. Ibid, p. 244

18 in 1896-97.²¹

In Coorg, 1 training school existed at Merkara and in Berar one training school for masters at Akola, in 1896-97 the total number of students was 62.²²

1897-98 - 1904.

In 1899 Bombay instituted the Secondary Teachers' Certificate (S.T.C.). During this period teacher education was progressing. Table VIII gives a list of the institutions or classes of institutions, for the training of teachers maintained in the various provinces. The total comprised of 6 English Colleges or Collegiate classes, 50 secondary teachers' schools and 54 primary teachers schools. All the colleges and 76 of the schools were maintained by the government, one school belonged to a native state and the remaining 27 institutions were mission schools and 4 aided.²³

Table VIII shows that the total number of institutions on classes of institution in 1901-02 (March 31st) for Masters was 110 with 4,364 pupils and for Mistress 51 with 1,252 pupils.²⁴

21. Ibid, p. 246.

22. Ibid, p. 247.

23. Progress of Education in India. IVthe Quinquennial Review, volume II Statistical Abstracts, p. 87.

24. Ibid, p. 92.

Thus, at the close of the 19th century and dawn of the 20th century, some of the major trends shaping teacher education was evident - Diploma was awarded by University, primary and secondary training institutions were separated, pedagogical and professional courses were introduced, theory and practise was recognized and examinations was conducted by Board, model lessons, criticism lessons, observations gained prominence. Teacher education was fast growing up. Thus in 1902-04 there existed six secondary training colleges for men.

TABLE-VIII - List and number of Institutions and Pupils
- 1901-02 for Masters

Province	Institutions	Number	Pupils 1901-02
Madras	Saidapet and Rajamundry Colleges	2	74
	Upper Secondary Schools	7	251
	Lower Secondary Schools	18	421
	Primary Schools	17	310
	Total	44	1,056
Bombay	Divisional Colleges for Vernacular Teachers	7	614
Bengal	Kurseong College	1	16
	English Secondary Classes	4	27
	Vernacular - Secondary	9	488
	Primary	10	266
Total	24	797	
United Provinces	Allahabad College	1	24
	Vernacular Colleges	5	447
	Total	6	471
Punjab	Lahore College	1	76
	Vernacular Schools	5	229
	Zamindari class	1	32
	Total	7	337
Burma	Anglo Vernacular & Vernacular Secondary	5	353
	Vernacular Primary	1	36
	Total	6	389
Central Provinces	Collegiate Branch Jubbulpore	1	14
	Training Institution	-	-
	Vernacular Schools	3	191
	Total	4	205
Assam	Second Grade English	1	
	First Grade Vernacular	1	
	Primary	8	
	Guru Classes	-	
	Total	10	420

contd..

Berar	Primary school	1	62
		---	-----
Coorg	Primary school	1	13
		---	---
GRAND TOTAL		110	4,364

SOURCE: Progress of Education in India 1897-98 - 1901-02,
 Vol.II Statistical Abstracts by Nathan, R.
 Calcutta, Superintendent of Government Printing
 1904, p. 87.

TABLE-IX - List and number of Institutions and pupils
for Mistress in 1901-02.

PROVINCE	Institution	Total	Pupils 1901-02
Madras	Upper Secondary	5	149
	Lower Secondary	12	180
	Primary	1	2
	Total	18	331
Bombay	Secondary	3	30
	Primary	7	204
	Total	10	234
Bengal	Primary	9	488
United Provinces	Classes attached to European High School	1	9
	Classes attached to Native Middle School	1	21
	Total	2	30
Punjab	Class attached to high school	1	7
	Class attached to vernacular middle schools	4	28
	Total	5	35
Burma	Anglo Vernacular	1	38
	Vernacular	5	73
	Total	6	111
Central Province			23
Assam			-
GRAND TOTAL		51	1,252

SOURCE: Progress of Education in India 1897-98 to 1901-02,
Statistical Abstracts, Vol.II by Nathan, R.,
Calcutta Superintendent of Government Printing,
1904, p. 92.

TABLE-X gives the number of secondary training colleges for men institutions and pupils in 1902.

	1902	
	No. of Institutions	No. of Pupils
Madras	2	74
Bombay	-	-
Bengal	1	16
United Provinces	1	24
Punjab	1	46
Central Provinces and Berar	1	14
Total	6	174

Source: Progress of Education in India 1902-07 by Orange, H.W. Calcutta, superintendent Govt. printing 1904. Pg.217

In addition to these training colleges for secondary teachers, training schools also existed.

TABLE-X(a) Growth of Teachers College in India 1813-1904

Year	Province	Number of Colleges
1856	Madras	1
1881	Punjab	2
1894	Madras	3
1899	Bengal + Allahabad	5
1902	Central Province	6

The above table shows the number of secondary teachers college in India.

TABLE-XI gives an account of training schools for master in 1902 - and the number of pupils. An investigation of the tables makes it clear its progress.

TABLE-XI Institution for Master 1902.

Province	Schools	Pupils
Madras	59	1,198
Bombay	7	614
Bengal	23	781
United Provinces	5	447
Punjab	5	261
Burma	6	389
Eastern Bengal and Assam	22	420
Central Province and Berar	4	273
N.W.P.	-	-
Coorg	1	13
	132	4,396

Training school for mistress also expanded.

SOURCE: Progress of Education in India 1902-07. Statistical Abstract by Orange, H.W., Calcutta, Superintendent of Government Printing, India 1909. P. 130.

TABLE-XII shows the training school for Mistresses in the different Provinces in India and the number of Pupils 1902.

TABLE-XII Training school for Mistresses

Province	Institution	Pupils
Madras	18	331
Bombay	10	234
Bengal	9	488
United Provinces	2	105
Punjab	-	-
Burma	6	111
Eastern Bengal and Assam	-	-
Central Province & Berar	1	23
N.W.P.	-	-
Coorg	-	-
TOTAL	46	1,292

Source: Progress of Education in India, 1902-07.
 Statistical Abstract by Orange, H.W.,
 Calcutta, Superintendent Government Printing,
 1909, p. 132.

Thus Tables X, XI and XII indicate the progress and expansion of teacher education in India in the different provinces regarding secondary training colleges for men, training schools for masters and Mistress and the number of pupils in 1902.

During 1902-03 schools for primary teachers were established in each subdivision of the province of Bengal and the number of such schools increased from 31 to 61.²⁵ In Madras also during 1903 training schools showed satisfactory progress and over 1000 candidates qualified for the trained teachers certificate.²⁶ In Bombay, vernacular training college at Poona was established, where retraining course for teachers was introduced to acquaint old teachers with newer methods. It also introduced training in First Aid, giving ambulance Certificate to successful candidates.²⁷

In Bengal the number of training schools for teachers in primary school showed considerable increase. In Punjab, the educational results of 1903-04, on the whole was satisfactory, and the best guarantee for further progress was remarkable and steady increase was evident in the number of qualified teacher both male and female. The year 1903-04 was a notable one in the history of

25. Statement exhibiting the Moral and Material Progress and Condition of India (1901-02) p. 157.

26. Ibid. p. 161.

27. lbid. p. 161.

education in India. In March 1904, the government of India, in a comprehensive resolution, reviewed the whole history of education in the past and declared the policy of the Government for the future. It was during this period that the erstwhile Governor General of India, Lord Curzon declared that teacher education was urgently required and therefore convened the Simla Conference and stressed the inadequacy of the existing supply of well trained teachers and emphasized that colleges should be increased in quantity and improved in quality.²⁸ The Government of India's resolution on educational policy 1904 during the period of Lord Curzon brought definite results. It stated -

"....without a grounding in general principles of teaching no amount of knowledge of subject matter can help a teacher of secondary school to teach..."²⁹

The Government of India Resolution of Educational Policy 1904 realised that -

"The time has come to extend the system of provisions whom it does not exist, notably Bombay and to endeavour to create a supply of trained teachers which shall be adequate to the needs of the secondary schools throughout the country."³⁰

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28. Statement Exhibiting the Moral and Material Progress and condition of India (1903-04) p. 158.
29. Govt. of India, Indian Educational Policy Resolution of Govt. of India in the Home Deptt. 11 March para 38.
30. B. Dayal - Development of Modern Indian Education, p. 76

It was therefore proposed in 1904 that normal schools for primary teachers and training colleges for secondary teachers should be increased. The scheme which Lord Curzon's Government adopted, aims at the provision.

1. Of training colleges affiliated to the University which would provide a course of one year's training for graduates culminating in a degree or diploma.
2. Of normal schools providing a two year course for secondary non-graduate teachers and
3. of normal schools providing a two year course for primary teachers.

The Government of India had also laid down that practising schools should be attached to training colleges and it should be furnished with a museum and library.³¹

The Resolution further observed:

"....If teaching in secondary schools is to be raised to a higher level, if the pupils are to be cured of their tendency to rely upon learning notes and text books by heart, if European knowledge is to be diffused by the methods proper to it, — then

31. Summary of the administration of Lord Curzon in the Home Department (1899-1904) (1904-05), pp.177,178.

it is most necessary that the teachers should if themselves be trained in the art of teaching... The time has come to extend the system to provinces where it does not exist..... Not only must the supply be increased but the quality of training given must be improved."32

Then the resolution steered up some activity in the field of teacher education, as it pointed out the mistakes and inadequacies present in teacher education. Many progressive suggestions such as progressive methods of teaching, a good practising school, good library, museum were recommended.

Thus by 1904, teacher education in India took a definite pattern and several major progressive steps were taken up. The Government of India's Resolution on educational policy 1904 can therefore be regarded as a landmark in the history of teacher training in India, as it stressed the need for opening more colleges and emphasized the importance of adequate equipment, the synthesis of theory and practise and a liaison between training colleges and schools.

32. Government of India. Indian Educational Policy, "Resolution of the Government of India in the Home Department dated 11th March 1904, Para 38.

CHAPTER V

SUMMARY AND CONCLUSION

In the preceding chapters, I have traced historically and chronologically the development, progress and expansion of teacher education in India, since 1813. Historical perspective has occupied substantial space in this study.

From its earliest beginning in 1813, India's teacher education had changed remarkably. It was born entirely under the British influence. But after a period it began slowly moving out of the crippling British influence and began to develop on its own. But it could not escape the basic structure it had inherited. It had taken time, and will still continue to take some time more.

Thus the beginning of teacher education system under the British rule can be traced back, as already stated to the year 1813, when the East India Company was compelled by the force of circumstances to accept responsibility for the education of the Indians.

As I had attempted to probe into the development of teacher education in India, since 1813, my enquiry is focussed on the historical aspect and it will be right here, in a nutshell to state the significant educational trends, Reports, Records, Commissions, and educational policies that contributed to the development of Teacher.

education in India. The Educational Despatch of 1854, The Stanley Despatch of 1859, The Indian Education Commission of 1882 and The Indian Educational Policy Resolution of the Government of India 1904, helped in the progress, and development of teacher education by suggesting novel recommendations and their implementation for both quantitative, as well as qualitative development of teacher education.

The findings of the investigation, in respect of various aspects of the study of teacher education at different levels, since 1813 have thus been presented in the four preceding chapters, and in conclusion it can be stated that, it is gratifying to note that educational expansion in respect of teacher education has been taking place at a rapid rate. The tempo of development is evident from the striking increase in the number of teacher training institutions from the year 1813 to 1904 with the increase in the number of pupils.

In 1881-82 the total number of training schools was 106 of which 91 institutions were for training men and 15 institutions for training women teachers. The number of students on roll in the same year was 3,371 for men and 515 for women.

Table-XIII(a) furnishes us with the available statistics, showing the number of training institution for masters and the number of pupils on its roll from 1891 to 1904.

In 1886-87 the number of training institutions for Masters was 113 and the total number of pupils was 4,451 and this increased to 116 institutions in 1891-92 with a decrease in the number of pupils but in 1896-97 it increased further to the establishment of 140 institutions with 4,558 pupils, and increase of 22% on schools and 4% on pupils. In 1901-02 the total number of institutions was 110 with 4,364 pupils but again the number of institution increased to 132 with 4,396 pupils.

Regarding training institutions for Mistresses it is evident from the study that development was progressive. In 1886-87 the total number of institution was 28 with 672 pupils, in 1891-92 it increased to 37 institutions with 793 pupils. In 1896-97 the number of training institution increased considerably to 45 with 1,118 pupils, an increase by 22% in schools and 4% on pupils. In 1901-02 it increased further to 46 training institutions with 1,292 pupils. Table XIII (b) gives statistics of training institution for Mistress and the number of pupils on its roll.

TABLE-XIII(a) Training School for Masters 1891-1902.

Year	1891-2	1892-3	1893-4	1894-5	1895-6	1896-7	1897-8	1898-9	1899-00	1902
Institutions	115	116	121	191	131	140	132	135	129	132
Pupils	4,353	4,327	4,370	4,207	4,142	4,558	4,329	4,467	4,454	4,396

SOURCE: Statistical Abstracts Related to British India.
 (36th Number) London, Majesty's Stationery Office,
 1902, p. 103.

TABLE-XIII (b) - Training School for Mistress

Year	1891-2	1892-3	1893-4	1894-5	1895-6	1896-7	1897-8	1898-9	1899-00	1902
Institutions	37	41	38	40	41	45	45	46	48	46
Pupils	793	1,092	909	934	904	1,118	1,092	1,144	1,510	1,292

SOURCE: Statistical Abstracts Related to British India
 (36th Number) London. Majesty Stationery Office,
 1902, p. 103.

As a result of the present investigation certain conclusions are arrived at as -

- (1) There has been substantial increase in the number of teacher training institutions since 1813.
- (2) The birth of the college of education for teachers in India can be traced to 1856.
- (3) The increase in the number of colleges of teacher education was from 1882, when only two colleges existed at Madras and Lahore and this increased after 1882 from 2 to 6 by the establishment of Teacher Training Colleges at Rajamundry in Madras, Kurseong in Bengal, Allahabad in United Provinces and Jabbulpur in Central Provinces.
- (4) During the period 1813 to 1904, increase in the teacher training institutions is evident at all the three levels.
- (5) The increase in the number of trained teachers is more marked than the increase in the number of untrained teachers.
- (6) The increase in the number of teacher training institutions, at secondary and primary level was effected from the year 1882.

- (7) During 1902 there had been great increase in the number of students in the training institution for masters which numbered 4,396 compared to 1901 when the number of pupils was 4,364.
- (8) During 1902, there has been increase in the number of pupils, in the training institutions for Mistresses, as it numbered to 1,292 pupils compared to 1,252 pupils in 1901.
- (9) According to available data and statistics, the growth of teacher education in India was rapid.
- (10) The growth of the institutions were however unplanned and uneven as mushrooming of teacher training institutions with unprecedented pace was evident.
- (11) Expansion and development of teacher training institutions were more marked in Madras, Bengal and Bombay and less marked in Punjab, Burma, Assam, Coorg, Berar, Central Provinces and United Provinces.
- (12) Along with quantitative development, qualitative development in teacher education was also effected. So at the close of the 19th century and the dawn of the 20th century, some of the major teacher

education trends were in evidence - like awarding of diploma by University, Separation of primary and secondary training institutions, introduction of pedagogical courses and replacement of general education by professional education, institution of Board Examination in both Theory and Practice, introduction of model lessons, ,criticism lessons and observations.

The main aim as already stated was to historically trade teacher education in India as teacher education for producing trained teacher is indispensable for progress of a nation as it is the responsibility of the teacher to train the future citizens. Chaurasia had observed that the quality of a nation depends upon the quality of its citizens. The quality of the citizens depends upon the quality of their education and the quality of the education depends upon several factors - the most significant factor is the quality of the teacher. A teacher must therefore be a life long student. Gandhiji had also said that we must procure the best teacher for our children whatever it may cost.

It is inferred from my analysis that the teacher education system in India was developed, - primarily to increase the potentiality of education, to unlock the

door to modernisation, economic development, social and national integration and development of spiritual and moral values.

It is thus evident that teacher education and its proper training is important beyond doubt. It may also be said that the programme of teacher education is pregnant with great significance for future expansion and development in India.

To sum up, although the facilities of the training of teachers have steadily expanded during the IIInd half of the 19th century, yet the training institutions today are inadequate to the requirements of the country.

Much greater effort in educational research is needed and efforts of the various training colleges and universities should be co-ordinated for best results.

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