Introduction.

The teacher is a vital factor in the effective education of the child. The success of the educational effort of a country depends very largely upon the quality of the teacher, which in turn depends more upon the efficiency and thoroughness of his preparation—academic and professional—than upon any other factor. This belief led to this humble attempt. Briefly this enquiry presents a critical examination of existing arrangements for the post-graduate training of teachers, preceded by a historical survey, and offers suggestions for reform. Much that is found in the organisation and curricula of training colleges can not be seen in proper perspective except against a historical background. Accordingly an account of the developments leading to increased attention to teacher training system as a whole forms the subject matter of Chapters I and II. The treatment in these chapters is purely factual. In Chapters III and IV, which deal with the organisation and curriculum of post-graduate teacher training system in India, it has not been possible to preserve the wholly objective treatment adopted in the first two chapters. In these chapters, therefore, critical comments have been added and suggestions aiming at reforming the prevalent system put forward. One of the criticisms usually levelled against trained teachers is that soon after their appointment they lapse into traditional and unprogressive methods of teaching. In Chapter V, an analysis of the various factors contributing to this state of affairs has been attempted and remedies have been suggested. The research approach to educational problems is of paramount importance and is a sure defence against stagnation. Chapter VI, accordingly, has been devoted to the discussion of the provision of facilities for higher degrees in Education and Educational research by Indian universities.
Great care has been taken to ensure that the facts contained in this survey are correct. Ample use has been made of available documentary evidence, and every opportunity has been utilised to collect data by personal interview and by correspondence. But correspondence work was greatly hampered partly by the lack of co-operation on the part of those whose aid was sought and partly by the dislocation of postal services owing to communal disturbances. Intended visits to places of interest for collecting necessary information and studying the system at first hand could not be undertaken for the same reason. It has been refrained from giving the names of all those persons who have been consulted, for to give their names in toto would be a lengthy task and to select some out of the many would be invidious.

New ground has not been broken everywhere, and some of the views expressed may not command universal assent, nevertheless whatever material has been collected and assembled in these pages will, it is hoped, be found both helpful and interesting in reviewing the main features and problems of our post-graduate teacher training system. The addition of references, appendices, and a bibliography will enhance the value of the study and make it serviceable both as a work of reference and also as an introduction to a fuller study of the various problems of teacher training in India. Should the future bring considerable changes in our system it may perchance acquire further value as a record of state of affairs in a period of transition.
CHAPTER I.

HISTORICAL SKETCH OF THE DEVELOPMENTS

LEADING TO INCREASED ATTENTION TO THE PROBLEM

OF TEACHERS' TRAINING IN INDIA.

(a) From the earliest times to 1907.

In ancient times, there does not appear to have been any organised system of teacher training. Training appeared as a practical institution in the course of the 18th century under the *impetus* given to educational thought and activity by Pestalozzi and other educational pioneers. As a system it was organised only in the first half of the 19th century. Although in 1694, Fredrick II of Gotha, had established a number of seminaria-scholastica, yet it was through the influence of Pestalozzi and his disciples that the idea of preparing teachers in special institutions (Lehrer-seminare) became firmly established in Germany by 1855. In France the first institution for the training of elementary school teachers was established by the Convention in 1794, and was opened in 1795 in Paris, as the ecole normale. In England, the monitorial system developed by Andrew Bell and the National Society for the Education of the Poor (1811) and by Lancaster and the British and Foreign School Society (1814), can be said to mark the beginning of a teacher training system, although the importance of special training for teachers had been

(1) Director General of Education in India; Occasional Reports No. 5. The Training of Secondary Teachers by H.R. James, H. Sharp & J.N. Fraser, Calcutta, 1909, pages 4 & 66-69.


(3) Felix Pecaut: The Problem of Teacher Training in France—Translated by I. L. Kandel.

fully appreciated by an Elizabethan, Mulecaster, the first (5) Headmaster of Merchant Taylor's School. The first private normal school—a special institution for the preparation of teachers—was opened at Concord, Vermont, in the United States of America in 1823 by Samuel R. Hall and (6) JG. Caster, 'Father of Normal Schools'. In Italy the preparation of teachers for elementary schools had been provided under the Casati Law of 1859 in separate normal (7) schools.

The institutions for the training of teachers that were established in India after the advent of the British, had their prototypes or ideals in England. Both during the Hindu and the Muslim periods, there had been no institutions where training of teachers was specifically provided for, mainly because the education imparted during these periods was literary and religious and not technical and professional. For a spiritual activity like education, character was considered of greater importance than professional learning and the demands of technique. All those who took up the teaching profession did so because of an inner call, or of their philanthropic spirit. They made their approach to problems of education and general professional principles and practice through the imitation of the methods adopted by their maulvis or pandits in teaching new-comers. Under the guidance and supervision of their teachers, they taught younger or (9) weaker students what they had themselves just learnt. The

(7) Ibid., page 585.
(9) Dr. A.S. Altekar: Education in Ancient India, Benares, 1944, page 51. Also Cf Suta-Soma-jataka No. 537. Of the advanced scholars at Nalanda and Valabhi, Nrising says that they passed two or three years in these universities, instructed by their teachers and instructing others. Nrising, page 177.
great advantages of the system were intimate association with maktab or patshala life, consolidation of what had been learnt, and individual but gradually increasing mastery of techniques of teaching.

The earliest recorded attempt during the British period to grapple with the problem of training and supply of teachers is that of Dr. Andrew Bell, Army Chaplain, who as Superintendent of a military orphanage in Madras, between 1789 and 1796, invented and developed his system of 'Mutual Instruction', popularly known as 'pupil teacher system'.

In Lord Elphinstone's Minute of the 13th December, 1823, there is a reference to the necessity for improving the mode of teaching through training. Sir T. Munro's Minute of the 10th March, 1826, the Report of the Primary Teachers' Training Committee (the More Committee), Bombay (pp 2-3), and the report of the Bombay Native Education Society, for 1827 (pp. 18-19), all bear testimony to the existence of some system of the training primary teachers in Bombay. One of the first acts of the B.N.E. Society is said to have been to give a three years' training to 24 primary teachers. The Despatch of Madras dated the 3rd of September, 1828, refers to the training of teachers, as also does the Despatch of Bombay, dated the 1st of February, 1829. Dr. Bell's School at Madras was commended in Sir Malcolm's Minute of the 10th October 1829. The Adams Reports, (Calcutta Edition), also show that teachers were trained through 'Circular System' in N.W.P., (U.P.). Adams recommended the establishment of normal schools where teachers of indigenous schools could be encouraged to study for periods varying from 1 to 3 months.

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(10) Education Department of India: Training of Vernacular Teachers in India, Calcutta, n.d.

a year for about four years. The rules appended to the 1842 Report of the Bombay Board of Education, recommending the Lancastrian system, and the Bengal Normal School of 1847, are some of the other instances that show that a certain amount of attention was paid to the training of teachers prior to 1854. But training in those days meant mostly general education in western knowledge rather than instruction in the practical art of teaching.

The systematic training of teachers in India may be said to date from 1854. The Wood's Despatch of 1854, which contributed appreciably to the evolution of a good system of education in India according to the educational ideals then prevalent, led to the establishment of training institutions for teachers. It attributed the defects prevailing in the educational system to the insufficient number of trained school masters, and laid great emphasis on the early establishment of training schools and classes for masters in each Presidency.

The first normal school in Madras was formally opened in 1856 and teachers of all grades were admitted to a two-year course of general instruction and professional training. In 1858, normal schools were established at Mayararan, Cheyu and Vellore, and subsequently normal schools or classes were established at Mangalore, Berhampur and Ellore. In 1858-59, the new grant-in-aid rules required every teacher for whom a salary grant was made to obtain a certificate.

In 1856 it was proposed to establish two complete training colleges in the Bombay Presidency, one at Ahmedabad and the other at Poona, but this proposal was not approved by the Government of India. The Provincial Report for 195 gives interesting accounts of the work of normal schools in Poona, Ahmedabad, Dharwar and Karachi. (12)

(12) Satakopachari & Co; The Educational Policy of the State in India, Madras, 1904. Second Edition. Despatch of 185
5.

Most probably as a result of the 1854 Despatch, an Assistant Inspector of Schools was charged in Bengal in 1855, with the duty of establishing and supervising a system of model vernacular schools as well as a normal school for vernacular teachers. In 1857, four normal schools for the training of vernacular teachers were in operation at Hoogly, Dacca, Gauhati and Calcutta. In U.P. (then called N.W.P. & Oudh), a normal school for men was started at Agra in 1855, followed by the establishment in 1856, 1857, & 1860 of normal schools at Benares, Meerut and Almorah respectively. In 1863, a normal school was attached to the Etawah School, and in 1864 another, to the Ajmer School. There was also a normal school at Lucknow in 1865. By an order of 1864, it was ruled that the expenses of normal institutions should be defrayed out of Local Funds as far as possible.

The Punjab had seven Government normal schools, with 294 students on rolls in 1865. In 1869, there were five normal schools at Delhi, Lahore, Rawalpindi, Peshawar, Dera Ismail Khan and three branches at Jagadari, Hoshiarpur and Multan. The enrolment in all these stood at 255. There was also one private normal school for men.

In the Central Provinces, the number of normal schools fell from 9 in 1862-63 to 5 (including one for mistresses) in 1866-67, with 141 students on roll.

The Despatch of 1859 confirmed the policy of 1854, and summed up the position as follows: "The normal schools which have since been established have been confined almost exclusively to those for vernacular teachers. Of these 4 have been established in Bengal, with 258 pupils. In the

(I4) Progress of Education in Bengal: Annual Report 1856-57, and Despatch No. 96 dated the 1st October, 1856.
(I5) Annual Reports of Progress of Education in N.W.P. and Oudh: for 1855-1865.
(I6) Annual Reports of Progress of Education in the Punjab, 1865-69.
6.

N.W.P., a normal school has been in operation at Benares, ... ... and sanction has been given, ......, to the establishment of training schools for Vernacular masters at Agra and two other places within the province. The normal school at Madras has been constituted to furnish masters both for A.V. and for Vernacular schools .... No separate training institution has yet been established at Bombay, but normal classes have been formed in connection with the colleges and principal English schools within the Presidency, most of which are intended to supply teachers for anglo-vernacular as well as vernacular schools". It also observed that the institution of training schools did not seem to have been carried out to the extent contemplated by the Court of Directors. This admonition from the Secretary of State naturally accelerated the effort in favour of the training of teachers.

The earliest general statistics available relating to normal schools are for 1866. They are as follows:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bengal</td>
<td>24</td>
<td>1280</td>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td>N.W.P. &amp; Oudh.</td>
<td>8</td>
<td>455</td>
<td>3</td>
<td>62</td>
</tr>
<tr>
<td>Punjab</td>
<td>7</td>
<td>294</td>
<td>3</td>
<td>80</td>
</tr>
<tr>
<td>Madras</td>
<td>7</td>
<td>1011</td>
<td>4</td>
<td>207</td>
</tr>
<tr>
<td>Bombay</td>
<td>6</td>
<td>258</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Oudh.</td>
<td>2</td>
<td>392</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>C.P.</td>
<td>6</td>
<td>153</td>
<td>1</td>
<td>27</td>
</tr>
<tr>
<td>Totals</td>
<td>60</td>
<td>3843</td>
<td>14</td>
<td>447</td>
</tr>
</tbody>
</table>

Until 1872-73 the number of training institutions remained the same in N.W.P. and Oudh, (U.P). They had, (18) Report of the Education Commission, Chap.IV, para 179, 179.
however, been remodelled, and the whole expenditure was bore by provincial revenues instead of being shared by 'hulka bundi' school funds. The Provincial Committee of the 1882 Commission reported steady progress between 1871 and 1881. In Bombay, in 1868, Mr. Peile reorganised the whole system of the supply of the trained teachers and adopted his scheme of 'Pupil Teachers'. In 1870-71, the total expenditure on normal schools and training colleges for the whole of India was Rs 87,510/- and although by 1881, it had been reduced to Rs. 70,520/-, the percentage of trained masters was 43.7 in that year, as against 44.5 in 1875-76 and 41.6 in 1870-71. In Bengal and Madras where most of the primary schools were aided indigenous, the training problem was dealt with on different lines, e.g., in Bengal, the Circle System (1856) and the Normal School System (1826) continued to expand until 1872-73, when the number of normal schools stood at 26. Under the Normal School system the teacher of an indigenous school or "his relative or probable successor was sent to a Normal School with a stipend of Rs. 5/- a month .......". A new and important scheme was sanctioned in 1873 which provided for the establishment of a separate normal school for almost every district. But after a year's trial of the scheme Lieut. Governor Sir Richard Temple,"found reason for believing it was unduly expensive......". In 1874, Sir G. Campbell, introduced a comprehensive system and the opening of 46 additional normal schools at a cost of Rs 1,64,000/- was sanctioned, although the policy of the Government was materially altered very soon, as a result of which the number of Government normal schools fell from 41 in 1874-76 to 31 in 1877, to 24 in 1878 and to 17 in 1879. In 1881-82, there were 8 normal schools for training upper vernacular and 10 for village

teachers, including 'guru' training departments of first
(22) grade schools.

By 1879 the training of teachers in Madras was entirely
in the hands of Government and a few missionary agencies. In
1878-79, a Local Fund normal school was opened by the
Coimbatore Local Board. In 1881, there were II Local Board
training schools, the total number of training schools being
32, with 927 pupils on rolls, and unlike the Bengal Committee,
the Madras Provincial Committee of the Indian Education
Commission of 1882 still stressed the need of training more
teachers and recommended an increase in expenditure and a
(23) multiplication of training institutions.

By 1882, each province had established several
training institutions, specially for primary teachers. There
were 92 normal schools with a total enrolment of 3419. The
statistics for this period (1881-82), whose reliability is
questioned in the pamphlet entitled "The Training of
Vernacular Teachers in India" and published by the Bureau
(24) of Education, India, are as follows:--

<table>
<thead>
<tr>
<th>Province</th>
<th>Government</th>
<th>Non Government</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tr.Insts.</td>
<td>Tr.Insts.St.</td>
<td>Tr.Insts.Students</td>
</tr>
<tr>
<td>Madras</td>
<td>29</td>
<td>3</td>
<td>157</td>
</tr>
<tr>
<td>Bombay</td>
<td>4</td>
<td>3</td>
<td>120</td>
</tr>
<tr>
<td>Bengal</td>
<td>16</td>
<td>4</td>
<td>335</td>
</tr>
<tr>
<td>N.W.P. &amp; Oudh</td>
<td>18</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Punjab</td>
<td>3</td>
<td>1</td>
<td>31</td>
</tr>
<tr>
<td>Burma</td>
<td>3</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>C.P.</td>
<td>3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Assam</td>
<td>6</td>
<td>3</td>
<td>III</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>79</strong></td>
<td><strong>15</strong></td>
<td><strong>760</strong></td>
</tr>
</tbody>
</table>

The arrangements for the training of secondary teachers were not satisfactory during the period 1854-1882. In the whole of India, there were during this period only two training institutions for secondary teachers. One of these was established at Madras in 1856, while the other was started at Lahore in 1880. The training institution at Madras had in the year 1882, a mixed enrolment of graduates and matriculates, the actual composition being 8 graduates, 18 matriculates and 3 trainees who had passed the first year examination in Arts. The Lahore training institution had on its roll thirty students who had attained an educational standard beyond that of 1st year Arts. It had no practising school.

The Report of the Indian Education Commission of 1882, attached great importance to the continued and more systematic prosecution of the existing Government policy with regard to the training of teachers. The Government resolution appointing the Commission had itself laid special emphasis on the training of teachers and had observed that "the arrangements existing in different parts of the country for training the teachers of primary schools should be brought under careful review and suggestions rendering that training more efficient and practical should, if possible, be submitted". The recommendations of the Commission related to three classes of normal schools -- those intended for the training of teachers for (i) primary, (ii) secondary and (iii) girls' schools. It recommended".... not merely that normal schools should be established at a few centres, but that they should be widely distributed throughout the country...., that the supply of the normal schools, whether Government or aided, be so localised as to provide for the local requirements of all primary schools, whether Government

10. or aided, within the division under each Inspector..., that the first charges on provincial funds assigned for primary education be the cost of its direction and inspection, and the provision of an adequate supply of normal schools."

Incidentally the Commission also recommended (a) that more normal schools be established in Bombay, (b) that the entrance test be less severe and the course of training be shorter in Bombay and (c) that teachers in non-government institutions be allowed to present themselves for examinations for any grade of certificate required by the grant-in-aid rules without being compelled to attend a normal school.

The recommendations of the Commission are not clearly expressed. They favour decentralisation, and stress that the first charge on provincial revenue should be normal schools.

The Report of the 1882 Commission also reflected the existing divergence of opinion regarding the character of training for teachers of secondary schools. One section of educationists advocated the adoption of the practice current in French Normal Schools, which emphasised the mastery of the subjects of instruction rather than familiarity with instructional techniques. The other section recommended the adoption of the German practice which gave special prominence to the study of the principles and practice of teaching. Yet another section was entirely opposed to training and believed in giving an additional grounding in the subject which the teacher would be required to teach. The last school upheld the view that one or two years' apprenticeship would enable a teacher to use his

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natural aptitude to the best advantage. The headmaster would
direct his reading, and, would provide by means of personal
demonstration, good examples of how educational and instruc-
tional problems should be tackled. The only definite recommen-
dation on this subject appears to be a compromise between the
an extreme views prevalent, namely (i) that examination in the
principles and practice of teaching be instituted, success
in which should be a condition of permanent appointment to
(29) a teaching post in a secondary school; and (ii) that graduates
wishing to attend a course of instruction in Normal School
in the principles and practice of teaching be required to
undergo a shorter course of training than others.

With respect to arrangements for the training of
teachers in secondary schools, the Commission noted that there
was a training school for secondary school English teachers
in Madras, that there were schools for vernacular teachers in
Bengal, Assam and N.W.P., (U.P), that training schools existed
for teachers of both the types in the Punjab, and that no
special provision had been made in the other provinces.

(31) The total number of teachers, trained and untrained in
(32) secondary schools was as follows:-

Madras: - Government Schools: -
Total No. of teachers employed 455. Trained 222.
Aided English Schools: -
Total No. of teachers employed 840. Trained 130.
In secondary schools of other kinds most of the
teachers had received no special training.

Bombay: - Government High Schools: -
Total No. of teachers 193. 60 of whom were graduates,
and 95 had passed either the matriculation or the
'previous examination'.

Government Middle Schools: -
Total number 255. 144 had passed the matriculation
and 14 the previous examination.
In aided schools the upper classes were taught
generally by masters who had passed some University
examination.

(29) Report of the India Education Commission of 1882, Chap. V,
para 272, p. 236.
(32) Ibid, para 274, page 239.
Bengal: High School:-
Total number of teachers 1319. 579 had received collegiate education, 491 had studied in High Schools up to the matriculation standard or below, 97 had been educated in Vernacular normal schools, and 152 in indigenous pathsalas, tols or maktabs.
In Middle Schools, the total number of teachers was 4087, 1467 had undergone training in a normal school, 323 had been educated in colleges, 817 in High Schools, 1255 in Middle Schools and 255 in indigenous institutions.

Assam: High Schools:—
Total number of teachers 84. 64 of these had passed or studied for one or other of the University examinations, 12 were trained and 8 were untrained oriental teachers.
Middle Schools—
Total number of teachers 199, of whom 152 were trained and 47 untrained.

N.W.P.:— Secondary Schools, chiefly vernacular—Total No. of teachers 662, 70% of whom were certificated.

Punjab:— There were 7 graduates and many had passed the lower university examinations. Most of the teachers in Middle Vernacular Schools, as well as several oriental teachers in English schools held normal school certificates.

C.P.:— Middle school masters were usually matriculates, some had passed the First Year Arts examination, and two or three were graduates.

Assam and Coorg:— There were no trained teachers in these two provinces.

The proceedings of the Govt. of India in the Home Department (Education) (Vide No. 10/309, dated Simla, the 23rd October, 1884, para 14-15) show that the Governor General in Council attached great importance to the provision
of India specially noted and accepted the 1882 Commission's recommendations relating to the expenditure of provincial funds for the provision of adequate normal schools.

In 1885-86, the policy of localisation advocated by the Indian Education Commission of 1882, was in various stages of implementation in different places in Bengal and Bearar. The same policy had been pursued in Madras, where local boards had been very active, in the N.W.P., where a training school had been established at the headquarters of each division, but where also an opposite movement had resulted in the abolition of district training classes, and in Assam, where three Government schools had been opened.

The following table presents a picture of the arrangements for teacher training during the quinquennium 1886-7--(33) 1891-2:-

<table>
<thead>
<tr>
<th>Province</th>
<th>For Men</th>
<th></th>
<th>For Women</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I886-87</td>
<td>I891-92</td>
<td>I886-87</td>
<td>I891-92</td>
</tr>
<tr>
<td></td>
<td>Insts.</td>
<td>Pupils</td>
<td>Insts.</td>
<td>Pupils</td>
</tr>
<tr>
<td>Assam</td>
<td>13</td>
<td>382</td>
<td>16</td>
<td>352</td>
</tr>
<tr>
<td>Bengal</td>
<td>22</td>
<td>1193</td>
<td>21*</td>
<td>687</td>
</tr>
<tr>
<td>Bombay</td>
<td>7</td>
<td>634</td>
<td>8</td>
<td>674</td>
</tr>
<tr>
<td>C.P.</td>
<td>3</td>
<td>194</td>
<td>5</td>
<td>176</td>
</tr>
<tr>
<td>Coorg</td>
<td>1</td>
<td>15</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Hyderabad</td>
<td></td>
<td></td>
<td>I</td>
<td>96</td>
</tr>
<tr>
<td>assigned districts</td>
<td></td>
<td></td>
<td>I</td>
<td>94</td>
</tr>
<tr>
<td>Lower Burma</td>
<td>3</td>
<td>92</td>
<td>2</td>
<td>63</td>
</tr>
<tr>
<td>Madras</td>
<td>16</td>
<td>1111</td>
<td>5I</td>
<td>1444</td>
</tr>
<tr>
<td>N.W.P. &amp; Oudh.</td>
<td>11</td>
<td>382</td>
<td>5</td>
<td>356</td>
</tr>
<tr>
<td>Punjab</td>
<td>6</td>
<td>354</td>
<td>6</td>
<td>357</td>
</tr>
<tr>
<td>Totals</td>
<td>115</td>
<td>4451</td>
<td>116</td>
<td>4413</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>28</td>
<td>672</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>37</td>
<td>376</td>
</tr>
</tbody>
</table>

Total Expenditure. Rs. 441602 Rs.545146 Rs.107235 Rs. 130236

(33) 2nd Quinquennial Review of the Progress of Education in India: 1887-8-1891-92, pp.191 and the following. * There were also 'guru' training classes established in
14.

Training institutions (both for men and women) by management:

<table>
<thead>
<tr>
<th>Department</th>
<th>Local &amp; Municipal Aided</th>
<th>Un-aided</th>
<th>Boards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1886-87</td>
<td>52</td>
<td>51</td>
<td>31</td>
</tr>
<tr>
<td>1891-92</td>
<td>82</td>
<td>25</td>
<td>34</td>
</tr>
</tbody>
</table>

Of the 116 training institutions for men in 1891-92, three were of the collegiate grade, viz: Teachers' College, Saidapet (1886), Central Training College, Lahore, and Teachers' College Nagpur. It may, however, be noted that the connotation of the term 'trained' was very wide, for there were training schools in which a considerable part of the time of those who attended them was devoted to a general, not to a professional education, in order that they might have a better background of knowledge than the school students whom after training they would be called upon to teach. The Second Quinquennial Review of the Progress of Education in India says, "Some of the schools included under the head 'Training Schools' (Chapter VII), differ from ordinary schools only in the fact that the scholars are older and that some of them will eventually become teachers, no attempt being made to give any technical instruction....... In a few institutions the instruction is exclusively technical, the general education of the student being completed in other schools before they are admitted to the training schools,...... but as the teachers are themselves untrained men the instruction given is not of much value....... In the majority of training schools, both general and technical instruction are given, and the final examination for the certificate includes both branches of the course. In some provinces, too, a considerable proportion of the teachers is trained in ordinary schools under the pupil Teacher System".

In the Government of India circular on Discipline and Moral Training, dated the 31st December, 1887, the provision of efficient training schools was given the most prominent place. Local Governments were told that it should be the first charge and that, if necessary, even retrenchment in other directions should be made in order to find money for training. It said, "The facilities for training teachers for the various classes of schools have not received in some provinces that measure of attention which the subject so well deserves.... No money is better spent than that allotted to the support of efficient training schools and colleges for teachers,.... that in the truest interest of education the cost of providing thoroughly good training schools and colleges for teachers of English as well as of vernacular schools should be regarded as a first charge in the education grant and that any province which is now unprovided with institutions suitable for the effectual training of the various classes of teachers required should take measures by retrenchment, if necessary, to establish the requisite training institutions".

In the Government resolution on Sir A. Crofts' quinquennial Review, dated the 18th June, 1888, the Governor General in Council, after a brief enumeration of the facilities for training existing at that time, re-affirmed this policy, trusting that all local governments and administrations would continue to give their special and sustained attention to the subject.

The resolution of the 17th August, 1889, too confirmed the same policy and asked the local governments either to draw upon the local sources, or in compliance with the recommendations of the Education Commission of 1882,(para 545) to throw more largely on private enterprise the duty of providing higher education, thereby setting free the money required for training institutions.
In 1892-93, a class for the training of Gymnastic Instructors, which had been carried on for several years by the Physical Training and Field Games Association, was taken over by the Department of Public Instruction, and was amalgamated with the Teachers College, Saidapet. A Central Gymnasium at Bombay city, called after Sir Dinshaw Manokji Petit, also trained gymnastic instructors for schools throughout the province.

The resolution on Mr. Nash’s Review, dated the 7th September, 1894, reiterated the 1882 Commission’s conclusions and generally reviewed the situation without suggesting any new policy.

Towards the close of the 19th century, the importance of the training of teachers, both primary and secondary, had come to be generally recognised. During the earlier part of the quinquennium 1892-1897, the number of institutions remained almost stationary and the number of pupils slightly decreased. During the later part of the quinquennium, institutions increased by 22% and pupils by 4%. This increase in institutions was, however, confined to Madras and Assam. In 1896-97, there were 141 training institutions for men with 4607 trainees on roll, and 45 institutions for women, with an enrolment of 1118 women trainees. In Madras there were two training colleges, one at Saidapet and the other at Rajahmundry which provided courses leading to a University Diploma. In N.W.P. & Oudh (U.P.) the Government Training College, Lucknow (1896) had a senior class preparing teachers for High School teaching, and a junior class for work in the lower departments of A.V.Schools.

In the Punjab, the Central Training College at Lahore consisted of three classes (i) a senior English class, training teachers for A.V.Secondary Schools, (ii) a junior
English class, training teachers for A.V. Primary schools, and
(iii) a Vernacular class training teachers of Indian
languages for secondary schools.

In C.P., the Nagpur Training Institution contained two
departments: a training class for teachers of the collegiate
and the secondary grades, and a normal school proper for
the training of primary school teachers.

Other provinces had no training institution of the

collegiate grade.

Of the 141 institutions for men, 95 were conducted by
Government, 22 by District and Municipal Boards, 17 were
aided and 7 unaided. Of the 45 institutions for women, 11
were under the control of Government, 3 were under Boards,
28 were aided and 3 were unaided. The total expenditure on
training institutions for men amounted to Rs. 6,14,352/- as
against Rs 1,65,975/- for women.

Madras had the largest number (85&1794) of training
institutions and students, both men and women, on the rolls.

The Government resolution of the 28th October, 1899,
on Mr. Cotton's quinquennial review of education (1892-93 to
1896-9), published in the Gazette of India of the 4th Nov.
1899, pointed out that (i) "the character of the information
supplied regarding Training Schools as set forth in paragraph
139 of Mr. Cotton's Review is unsatisfactory and (ii) the
facts regarding Training Schools as set forth in paragraph
140 of the Review do not indicate that this important
subject receives the attention which it deserves". It
commended to local Governments the recommendations of the
Indian Education Commission (No. 15, paragraph 224 and No.
21 paragraph 389) regarding normal schools for teachers in
both primary and secondary schools.

(36a) Gazette of India, dated the 4th Nov, 1899. The Govt.
Resolution on Mr. Cotton's Review, paragraph 16. See
also Satyakaparchari & Co: 'The Educational Policy of the
In 1901-02, there were six training colleges at Saidapet, Rajahmundry, Kurseong, Allahabad, Lahore and Jubbulpore, besides one Zamindari College in the Punjab and other schools for the training of secondary school teachers. Every province in India had, by now, organised a certain examination for secondary school teachers, the only exception being Bombay.

The following table presents a clear picture of the situation in 1901-1902:

<table>
<thead>
<tr>
<th>Grade of Training</th>
<th>Province</th>
<th>No. of Pupils</th>
<th>Duration</th>
<th>Qualification for Admission</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. L.T.</td>
<td>Madras</td>
<td></td>
<td>1 year</td>
<td>Degree</td>
</tr>
<tr>
<td>2. 2nd Grade Collegiate</td>
<td></td>
<td>2</td>
<td>1 year</td>
<td>F.A.</td>
</tr>
<tr>
<td>3. Upper Secondary</td>
<td></td>
<td>7</td>
<td>do</td>
<td>Matric or Upper Sec.</td>
</tr>
<tr>
<td>4. Lower Secondary</td>
<td></td>
<td>18</td>
<td>1056</td>
<td>do Lower Sec.</td>
</tr>
<tr>
<td>5. Primary Grade</td>
<td></td>
<td>17</td>
<td>do</td>
<td>Primary.</td>
</tr>
<tr>
<td>Bombay</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Native State Normal Sch.</td>
<td></td>
<td>1</td>
<td>do</td>
<td></td>
</tr>
<tr>
<td>Bengal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Eng. Secondary Teachers cert.</td>
<td></td>
<td>5</td>
<td>1 year</td>
<td>F.A.</td>
</tr>
<tr>
<td>2. Vern. Masters' certificate</td>
<td></td>
<td>9</td>
<td>797</td>
<td>Middle</td>
</tr>
<tr>
<td>3. Primary Trs. certificate</td>
<td></td>
<td>10</td>
<td>do</td>
<td>Primary Exam.</td>
</tr>
<tr>
<td>U.P.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. A.V. Trs. Cert.</td>
<td></td>
<td>1</td>
<td>1 year</td>
<td>Degree.</td>
</tr>
<tr>
<td>2. J.A.V. Trs. Cert</td>
<td></td>
<td>471</td>
<td>1-2 yrs.</td>
<td>F.A. or others.</td>
</tr>
</tbody>
</table>

(37) Annual Report of the Progress of Education in India 1901-02. Chapter on Training of Teachers.

Practically all training colleges and schools had practising or model schools attached to them. They were generally well-managed and had a distinctly higher standard of teaching than ordinary schools. In general adequate attention was paid to physical training, and pupils in all training institutions were put through drill or gymnastic exercises, or both, and were also required to play outdoor games. With few exceptions, almost all the pupils in the normal colleges and schools received Government stipends, in return for which (in most provinces) they had to execute bonds to teach for a certain period on the completion of their course of training. The total expenditure on training colleges was Rs. 90,354/- and on training schools Rs.5,32,755 as against Rs. 8,006/- and Rs. 5,37,140/- respectively, a decade earlier.

Arrangements for acquiring knowledge of, and skill in, teaching special subjects were made at the following institutions:

(39) R.Nathan: Progress of Education in India, 1897-1902.
Drawing: (1) Madras: Drawing Teachers' Certificate - School of Arts, Madras (1860).

(2) Bombay: Drawing Teachers' Examination - Bombay School of Arts, Bombay (1857).

(3) Bengal: Elementary & Advanced Drawing Teachers' Certificate - School of Arts, Calcutta. (Courses reorganised in 1896).

(4) Punjab: Junior & Senior Drawing Teachers' Certificates - Mayo School of Arts, Lahore (1875).

(5) Burmah: Primary & Secondary Grade Examination for Teachers.

Gymnastic: (1) Madras: Saicapet & Rajahmundry Colleges.

(2) Punjab: Lahore Central Training College, Lahore.

Steps were also taken to provide courses of training specially suited to teachers in rural schools. These teachers were taught to study and make the best use of the rural objects and background in teaching children in village schools.

There were 51 institutions for training women teachers with an enrolment of 1,017 students in 1896-7 and of 1,235 in 1901-02.

Of the 51 institutions, 13 were managed by the Government and Boards, and 38 were privately managed, mostly belonging to mission societies.

The Government resolution on Educational Policy, dated the 11th March, 1904, ushered a new era in the training of teachers, of secondary teachers in particular. It noted that the institution of normal schools for primary teachers, which was enjoined by the Despatch of 1854, had been very generally carried out and affirmed "...if ... European knowledge is to be diffused by the methods proper to it, then it is most necessary that the teachers should themselves be trained in the art of teaching ..." It recommended...

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(40). Indian Educational Policy, being a Resolution issued by the Governor General in Council on the 11th March, 1904; Calcutta, 1894. Paragraph 38. Page 41.
the extension of the system to the provinces where it did not exist, notably Bombay, to endeavour to create a supply of trained teachers sufficient to meet the demands of the secondary schools throughout the country, and to improve the quality of the training given. It also laid down in paragraph 39, (p.42), the general principles upon which the Government of India desired to see the training institutions developed.

It was suggested that the period of training for students should cover at least two years, except in the case of graduates for whom one year's training was considered sufficient. For graduates, the course of instruction was to embrace a knowledge of the principles of teaching, and some degree of technical skill in the practice of the art. It was to be a university course, culminating in a university degree or diploma. For others, the course was designed to ensure the "extension, consolidation and revision of their general studies" with the main object of rendering them capable teachers and with no attempt to prepare them for any higher external examination. It left the detailed scheme of instruction to be determined by the authorities of the training colleges, and by the Educational Departments, and the examinations at the close of it to be controlled by the same authorities. It emphasised the close association of theory with practice, and laid down that fully equipped practising schools, with trained teachers on their staff, should be attached to each college, so that students might see examples of the best teaching, and might teach under capable supervision. Great emphasis was also laid on the desirability of furnishing each training college with a good library, and a museum in which should be exhibited samples models, illustrations and records of the school work of the province.
Its most significant feature was the emphasis it laid on the maintenance, by every possible means, of a close and lively connection between the training college and the school, "so that the students, on leaving the college and entering upon their careers as teachers may not neglect the methods which they have been taught and may not, (as some times happens), be prevented from doing so and forced to fall into line with the more mechanical methods of his untrained colleagues". It goes without saying that this most important aspect of the training programme has not received proper attention to this day, nor has the plan suggested by the Resolution to achieve this end been worked out. It was suggested that trained students whom the college sent out should be occasionally brought together again, and the inspecting staff should co-operate with the training college authorities in seeing that the influence of the college made itself felt in the schools.

Paragraph 39 of the supplement to the Government of India Resolution of March 12, 1904, also sketched a training college wherein graduates were to pursue a one-year course in the principles and practice of teaching in High Schools and a two-year course of training was to be provided for undergraduates who could serve in Middle Schools. Paragraph 40 touched on Normal Schools - distinct institutions for training of vernacular teachers. The great emphasis the Government Resolution on Educational Policy dated the 11th March, 1904, laid on the training particularly of secondary teachers led to the establishment of B.T., or L.T. classes in the Calcutta, Madras, Punjab, and Allahabad universities by 1907. During the quinquennium there were in the whole country six training colleges with an enrolment of 367 & 312 Normal Schools for men with 7,855 trainees on rolls. The total number of women teachers in the 83 normal schools for women was 1,467.

(42) Ibid Paragraph 39, pp. 43-44.
The Punjab headed the list in the number of training institutions with 172, while Bengal in the number of scholars, i.e. one thousand one hundred and fifty three.

Of the 312 training schools for men, 218 were maintained by the Government, 65 by Boards, 1 by an Indian State; 23 were aided, and 5 unaided. The total net cost amounted to Rs. 8,979,09/-. 

Of the 63 normal schools for women, 12 were under the direct control of Government, 2 under Boards, and 1 was maintained by an Indian State; 44 were aided while 4 were un-aided. The total cost of training came to Rs.2,43,236/-. 

The six training colleges mentioned above were maintained at a cost of Rs 2,10,287/-. 

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