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DEVELOPMENT OF TRAINING SCHOOLS IN SOME PROVINCES OF BRITISH INDIA DURING 1880S

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ABSTRACT:

The idea of teacher training in India had actually been emerged from the 'monitorial system' prevalent during ancient period. The formal teacher education programme in India started its' journey with the training of primary school teachers by the Christian missionaries at the end of the eighteenth century. The training of primary school teachers was imparted in training school, popularly known as the 'Normal' school. The Danish Missionaries established the first teacher training institution (Normal School) at Serampore in 1793 for the training of primary school teachers. Gradually, the training of primary school teachers began to develop in various parts of the country and at the end of the nineteenth century the primary teachers' training expanded rapidly in all the provinces of British India. Initiatives for training of teachers were taken both by the private sector and government sector. In the present paper, the researcher has made an attempt to study the scenario of normal schools or training schools in some provinces of British India, excluding Madras, Bombay and Bengal.

KEYWORDS: Primary Teachers' Training, Normal Schools.

INTRODUCTION

Teacher education means professional preparation of teachers. It takes into account the holistic development of a teacher's personality and enables her/his to face various challenges in the society. The programme of teacher education is organized for various stages of school education like pre-primary, primary, elementary and secondary. The training of primary school teachers was imparted in training institution, popularly known as the 'Normal' school. The Danish Missionaries established the first teacher training institution (Normal School) at Serampore in 1793 for the training of primary school teachers. Gradually, the training of primary school teachers began to develop in various parts of the country and at the end of the nineteenth century the primary teachers' training took a definite shape. The importance of maintaining properly conducted training schools in order to provide teachers of unquestionable character was insisted on in Home Department Circular No. 10/382-301 dated 31st December, 1887. Govt. of India considered training of teachers as an important part of educational question. The Governor-General in Council believed that all Local Governments and Administration would continue to give support and sustained attention to this matter. The British Government realized "that the men entrusted with the education of the youth of the country should be of unquestionable character trained to habits of teaching and capable of maintaining by their personal influence and other means a high standard of discipline and morality in the schools over which they preside." (Progress of Education in India 1881-82 and 1886-88, p.8)

TRAINING SCHOOLS IN NORTH-WESTERN PROVINCES AND OUDE

In the Report of the Education Commission (1882-83) mention had been made about this province and it was written that, "This province has always paid systematic attention to the training of teachers, and it is estimated that 58% of the masters hold certificates. The department endeavors to obtain for these (the normal) schools young men who have passed the middle class vernacular examination, and who require chiefly to be trained in the art of teaching." (p.78). There were six divisional training schools, for both primary and secondary teachers, in the North-Western Provinces. Twelve classes for training village teachers were attached to district school at Oudh. A central school of a higher type was established at Lucknow for the training of secondary teachers. By the introduction of the system of decentralization, all middle and primary schools were transferred to the control of district boards. However, all training schools remained under departmental management. But the attached classes were closed and it was replaced by three training schools at divisional head-quarters. The attached training classes were doing good work and producing a useful class of men. In 1881-82, 18 schools comprised of 306 pupils were under public management in the North-Western Provinces. The number of Government normal schools was 10 and total enrolment of students was 377. In the one normal training school under private management, there were 22 pupils. In 1885-86, in the Government training schools for masters total enrollment was 376. In the aided school number of male students was 23. Though the numbers of training schools remain unchanged but there was a reduction of 23 pupils than from the previous year. The duration of course was 2 years. Certificates of qualification were awarded to 264 pupil- teachers, half in the lower and half in the upper grade.

There were three institutions aided (two of them maintained afterwards) by local fund boards in the North-Western Provinces for female teachers. The third school was included under girls' school. In some cases classes were also attached to schools under missionary management. However, there was a difficulty that, "when girls have been trained and pronounced fit for employment, it is often impossible to induce them to go to the place where they are wanted." (Progress of Education in India, p.79) In 1881-82, the female enrolment was 89 and it became 96 in the year 1884-85. But the total numbers of training school remain unchanged, which was 3. In the year 1885-86, there were 2 normal schools maintained by local and municipal board for female teachers in which numbers of students were 4 only.

TRAINING SCHOOL IN PUNJAB

The numbers of training schools for male under public management and under private management were 4 and 1 respectively in the year 1881-82. The number of male students in Government training schools were 247 and in private normal school were 31. Thus in the five normal schools of male teachers total enrolment were 278. But in 1884-85, the number of students in Government training school reduced to 232. The total enrolment became 263 in 1884-85. Model or practicing schools were attached to departmental schools. The aided school was at Amritsar under the management of the Christian Vernacular Education Society. It was an excellent institution and it was mentioned that, "the teachers passing out..... were, as a rule, in no way inferior to men of the same class trained in the Government schools," (p.79). This school could be compared with the Ahmednagar School under the same management in Bombay and the Dindigul School at Madras which was also under the same management. But it had been regretted "that the various missionary societies in the Punjab made but little use of the Amritsar school, which might be utilized to the great advantage of the aided schools of the province; and for want of sufficient support it was apprehended that the school might be closed." (p.79) In 1885-86, the enrolment in Government training school was 223 and in the aided school it was 33.

There were four training schools for mistresses all of which were aided and under private management. Enrolment in these schools was 142 in the year 1881-82 and 148 in 1884-85. As Officiating Director Mr. Ibetson Rem Arked, in his report for the year 1883-84 that "It is an abuse of language to call such schools normal, and a waste of money to pay for them as such. The system of separate schools for native girls has been tried and has failed." (p.80) The number of training schools reduced to 3 with an enrolment of 55 female students in 1885-86. These were all aided schools. The Amritsar School was the largest and it was under the Christian Vernacular Education Society.

TRAINING SCHOOLS IN BURMA

Regarding the training schools in Burma, Mr. Hordern, the Director of Education Department, remarked that, "No more important work engages the attention of this Department than that of the training and testing of teachers. The examination for teachers' certificates held by the Educational Syndicate attracts yearly increasing attention, and the value of the system is attested by the marked increase of efficiency in the schools to which certificated masters are attached." Certificates were awarded for two grades, English and vernacular. Examinations were open to all. Middle school examination and University Entrance- these two were the standards for the lower grade certificate and higher grade certificate respectively. A test in practical school management was added to each case. There were 3 Government training schools and 1 training school under private management for masters in 1881-82. Numbers of pupils in the Government schools were 99 and in the private school were 6. In 1884-85, the three Government normal schools contained 202 students. 185 certificates were awarded during the three years (1881-82 & 1884-85) to normal school pupils and others. But no mention had been found about the normal school under private management in the same year. In the following year, 1885-86, the number of male students reduced to 167.

For the training of mistresses two classes were opened at Rangoon and Maulmain. These classes were attached to girls' schools managed by missionary bodies. Though the teachers were appointed and paid by the Government but the teachers and the classes were controlled by the missionary bodies. There were 29 students, most were Burmese girls. 15 girl students were awarded certificates in 1884-85 and it was reported by the examiners "that in practical school management the female students far surpassed the majority of the masters under training." (p.81) The number of female students fell from 29 to 25 in the next year, 1885-86.

Training Schools in Central Provinces

The Education Commission(1881-82) mentioned in its report regarding Central Provinces that "In no province of India, except the small district of Coorg, has greater success attended the efforts of the Department to improve teachers in the Government schools 87% of the masters are trained."(p.81) The duration of instruction for village teachers was two years, earlier it was one year. There was one Government training school (Mercara Training School) at for male in Coorg with an enrolment of 14 students in 1885-86. The students had to pass the upper primary examination before admission. The three Government training schools in Central Province contained 188 male students for the year 1885-86. The schools were running successfully with full efficiency. The medium of instruction in these schools was Hindi. For the training of Uriya teachers in the Sambalpur district three classes were held. As in Bombay, here also the policy of engaging the wives of male teachers for the training of mistresses was carried on successfully. The official view was that the time was not mature enough to establish training schools for secondary teachers at that time, as the number of secondary schools were too small to require a constant and steady flow of new teachers. For female students, there was also one Government training school at Jubbulpore, in Central Province. The number of girl students increased from 17 in 1881-82 to 28 in the year 1885-86.

TRAINING SCHOOLS IN ASSAM

The number of training schools in Assam was increased from 9 to 12. All the schools were under public management. Under the missionaries, there were three aided schools. The duration of training was extended from one to two years. But Mr. C.B. Clarke, Officiating Inspector of Schools recommended for the abolition of the low-grade normal schools in Assam and follow the new Bengal system of training-classes attached to middle schools. But the proposal was not accepted.

TRAINING SCHOOLS IN BERAR

There was a Government normal school for male at Berar. The number of students in the school was 79 and 74 in the year 1881-82 and 1884-85 respectively. The enrolment was 102 in 1885-86. As per the report of the Education Commission (1881-82) a large proportion of primary school teachers were foreigners in Berar, who mainly came from Bombay. But according to the new training college rules, all candidates, intended to take admission in the training college at Akola, would be the natives of that province. It was also proposed to attach

training classes to selected Anglo-vernacular schools besides training schools at head-quarters. The system to attach pupil-teachers to selected middle schools with stipends of R4 per month for a period of two years was adopted in Berar. The pupil-teachers appeared for the annual examination for certificates along with the regular students of the training school. In 1885-86, 25 such pupil-teachers were there along with 77 regular students.

The following tables show province wise number of training schools both for the masters and mistresses, the number of pupils, managing authorities of the training schools for the period between 1881 and 1888.

Table 1: Training Schools for Masters in 1881-82 in Different Provinces of British India

Provinces	Schools under Public Management	Pupils	Schools under Private Management	Pupils	Total No. of Schools	Total No. of Pupils
N.W. Provinces	18	306	-	-	18	306
Punjab	4	247	1	31	5	278
Central Provinces	3	171	-	-	3	171
Burma	3	99	1	6	4	105
Assam	6	220	3	111	9	331
Berar	1	79	-	-	1	79
Coorg	1	7	-	-	1	7

(Source: Progress of Education in India 1888, Home Department, Education, p.73)

Table 2: Training Schools for Mistresses in 1881-82 in Different Provinces of British India

N.W. Provinces	-	-	3	89	3	89
Punjab	-	-	4	142	4	142
Central Provinces	1	17	-	-	1	17
Burma	-	-	-	-	-	-
TOTAL	4	110	12	409	16	519

(Source: Progress of Education in India 1888, Home Department, Education, p.73)

Table 3 Training Schools for Masters in 1884-85 in Different Provinces of British India

Province	Schools under Public Management	Pupils	Schools under Private Management	Pupils	Total No. of Schools	Total No. of Pupils
N.W. Provinces	10	377	1	22	11	399
Punjab	4	232	1	31	5	263
Central Provinces	3	189	-	-	3	189
Burma	3	202	-	-	3	202
Assam	9	244	3	75	12	319
Berar	1	74	-	-	1	74
Coorg	1	14	-	-	1	14

(Source: Progress of Education in India 1888, Home Department, Education, p.73)

Table 4 Training Schools for Mistresses in 1884-85 in Different Provinces of British India

Province	Schools under Public Management	Pupils	Schools under Private Management	Pupils	Total No. of Schools	Total No. of Pupils
N.W. Provinces	2	4	1	92	3	96
Punjab	-	-	4	148	4	148
Central Provinces	1	29	-	-	1	29
Burma	2	29	-	-	2	29

Table 5 Training Schools for Masters in Different Provinces of British India 1885-86

Province	No. of Schools Maintained by the Department	No. of Pupils	Schools Maintained by Local and Municipal Board	No. of Pupils	Aided	Pupils	Unaided	Pupils	Total No. of Schools	Total No. of Pupils
N.W. Provinces	-	-	10	353	1	23	-	-	11	376
Punjab	4	223	-	-	1	33	-	-	5	256
Central Provinces	3	188	-	-	-	-	-	-	3	188
Burma	3	167	-	-	-	-	-	-	3	167
Assam	7	226	3	56	2	83	-	-	12	365
Berar	1	102	-	-	-	-	-	-	1	102
Coorg	1	14	-	-	-	-	-	-	1	14

(Source: Progress of Education in India 1888, Home Department, Education, p.239)

Table 6 Training Schools for Mistresses in 1885-86 in Different Provinces of British India

Province	Maintained by the Department Schools and Pupils	Maintained by Local and Municipal Board Schools and Pupils	Aided Schools and Pupils	Unaided Schools and Pupils	Total No. of Schools	Total No. of Pupils
N.W. Provinces	--- ---	2 4	---- ----	---	2	4
Punjab	----	---	3 55	---	3	55
Central Provinces	1 28	---	---	---	1	28
Burma	2 25	---	---	---	2	25

(Source: Progress of Education in India 1888, Home Department, Education, p.240)

CONCLUSION

The training of primary school teachers in pre-independent India was introduced by the Christian Missionaries. For the purpose of training normal schools were set up in different provinces of British India. Recognizing the importance of training, efforts were taken both by Government and Private enterprises. The nature of training was comprehensive and emphasis was given on quality and practical aspect of training. This development of primary teachers' training helped in the further advancement of 'Normal' schools in the 20th century.

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