INTRODUCTION:
The teacher education system as exists today in India has a long historical back-
ground. The idea of teacher training had actually been originated from the 'monitorial system' prevalent during ancient period in India. The formal teacher education programme in India started its' journey with the hands of the Christian missionaries at the end of the eighteenth century. The Danish Missionaries establish-
ed the first teacher training institution (Normal School) at Serampore in 1793 for the training of primary school teachers. It was the introduction of western edu-
cation which paved the way for the beginning of teacher education. The develop-
ment of teacher education had been a continuous process since the beginning of the
nineteenth century in British India. The teachers' training programme could
be classified into three categories: training of primary and middle school teach-
ers, training of Anglo-Vernacular teachers for Secondary English schools and
training of vernacular teachers. Existence of separate types of training institu-
tions had been found for these three types of training. The development of ver-
nacular teachers' training in the various provinces of British India during the first
half of twentieth century (1900-19470 is discussed in the present paper from a his-
torical point of view.

Features of Vernacular Teachers' Training:
During the period under discussion, some major changes had been taken place
in this system of training. Firstly, there was an increase in the number of training
institutions. Secondly, the duration of the course had been made two years.
Thirdly, the staff pattern in the training institutions was strengthened and
improved. Fourthly, special attention was paid in training to connect the acquired
knowledge with realities and to rouse intelligent and interest. Fifthly, some of the
existing institutions were rebuilt and enlarged. Some new institutions had been
set up and some were replaced. All the institutions were well built and well
equipped. A satisfactory kind of training was provided for best of the vernacular
teachers in these training institutions and these were costly institutions.

Vernacular Training Institution:
Vernacular training institutions were classified into two categories: Normal
schools and Training classes or schools. Normal schools prepared middle
vernacular passed students as teachers of vernaculars in the secondary schools or
head masters of primary schools. The training imparted was of superior in nature
and duration of training varied from one to three years. “Training classes or
schools of a lower type are intended to turn out a less finished article and instruct
possession of middle vernacular or lower qualifications, generally through a
shorter course, as ordinary teachers in primary schools.” (Seventh Review page 163).
There were arrangements for re-training vernacular teachers in some prov-
inges.

Normal Schools:
The organization of Normal schools in various provinces of British India, except
Madras and Burma was almost similar. These provinces were Bombay, Bengal,
The United Provinces, the Punjab, Bihar and Orissa, the Central Provinces and
Assam. In Bombay the normal schools were known as training colleges, and in
western Bengal and Bihar and Orissa it was called first grade training schools.
The duration of the course was generally one or two years, but it was three years
in western Bengal. The arrangement in Punjab deserved special mention. A can-
didate, who was under training for a year in a normal school and placed in first
division in the examination, could proceed to the Central Training College at
Lahore for further training in the senior vernacular class during another year.
Such candidates got employment as teachers of Urdu, Persians and Science in the
middle departments of Anglo-vernacular schools. As per Government Report for

the year 1925-26 “the scheme of training in the Vernacular Training Schools in
the Punjab has undergone considerable revision” (Education in India, 1925-26,
page 24). The Director of Public Instruction (DPI) reported that “the most potent
and healthy innovation has been the revision of the scheme of training whereby
the activities of the students are no longer limited to class room routine and to the
prescribed examination syllabus. Systematic efforts are now made to give a
wider and more suitable training than can be imparted by means of a mere
scheme of studies. Students are trained in all those movements which should lead
to the uplift of village life and conditions.” (page 24). One of the outstanding fea-
tures of the work of the Training Schools in Punjab was the arrangement of “Re-
resher Course” for teachers annually. There were two divisional normal schools
in Assam. Besides, five small schools were there in Assam for the training of
teachers in the Garo, Khasi, Jaintia, Lushai and Naga hills. The normal school for
vernacular teachers in the North-West Frontier Province was attached to the
training college. During quinquennium a normal school at Ajmer-Merwara
was opened for the teacher of that province and some of the surrounding Native
States.

Training Classes:
The training classes in Bombay, the United Provinces and the Punjab were sepa-
rated from the normal schools and attached to middle vernacular school. The
lower form of vernacular training institutions did not exist in the United Prov-
inges and Berar, and the North-Western Frontier Province. The systems existed
in Madras and Burma was different. The main feature in these provinces in the
training of vernacular teachers was the provision of institutions. In Bombay it
was called Training Colleges, Normal schools in the United Provinces, the
Punjab, the Central Provinces and the North-West Frontier Province. In Bengal
and Eastern Bengal and Assam it was known as Training Schools. After complet-
ing the most advanced course offered in the vernacular school, the vernacular stu-
dents were admitted in these institutions. The highest level of vernacular instruc-
tion was the vernacular middle standard in most of the provinces. The pupils
were taught in vernacular in these institutions and the length of the course was of
two years. The content of the training course comprised some extension and revi-
sion of their general studies and professional training in the theory and practice of
teaching. Almost all the institutions of this kind were established and maintained
by the government. These were directly managed by the Education department.
Privately managed institutions had connection with the missionaries. After com-
pletion of the training, the candidates got employment in primary schools, mid-
dle vernacular schools and the vernacular classes of secondary schools. The num-
ber of training schools and pupils in 1907 were as follows:

<table>
<thead>
<tr>
<th>Name of the Province</th>
<th>Number of institutions</th>
<th>Number of pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bombay</td>
<td>7</td>
<td>1,078</td>
</tr>
<tr>
<td>Bengal</td>
<td>8</td>
<td>474</td>
</tr>
<tr>
<td>United Provinces</td>
<td>6</td>
<td>708</td>
</tr>
</tbody>
</table>
Bombay: Among the institutions in Bombay Presidency, 5 institutions located at Poona, Dhuia, Ahmedabad, Dharwar and Hyderabad were Government institutions. At Nagpur, there was a missionary institution and the institution at Rajkot was under Native State management. From the reports of the Directors of Public Instruc-
tion, the nature of the training institutions and their progress during the period 1907-1912 can be obtained. For Bombay, Mr. Selby wrote, “The extension and
improvement of vernacular training colleges and schools is perhaps the most
important feature in the history of the last five years. It is upon the adequate orga-
nization of these that the success of primary education depends.” (Seventh Review Page164).

These training institutions had been imparting a satisfactory kind of training for
the best of the vernacular teachers. Bombay had five vernacular teachers’ col-
leges, one training school which was managed by the Government and one
school was under the management of American Mission. (1907-12)

Bengal: In Bengal, for the training of secondary vernacular teachers, there were eight
Government schools at Calcutta, Hooghli, Ranchi, Patna, Dacca, Rangpur, Chittagong, Cuttack and Bankipur. Two subsidiary second grade training
schools were situated at Dalhonganj and Motihari. The Church Missionary Soci-
eye had opened a school at Krishnagar. During this period there had been
no change in the mode of instruction and the schools were not more than
magnets for prospective candidates. The chapel of the missionaries was
opened in Calcutta for the purpose of introducing the vernacular
teachers. (Progress of Education 1902-07 page 224) Mr. Hornwell, DPI Bengal wrote,

“There is evidence of a widespread feeling that the students trained at the first
grade training schools have recently deteriorated considerably. This view is sup-
ported, not only by the reports of inspecting officers, but also by the letters of vari-
ous persons who were consulted on the improvement of secondary education.
The main causes to which this deterioration is ascribed are the reduction of the course
to two years, and the abolition of the practice of holding school a public
examination at the end of the middle stage of school instruction, which is alleged
not only to have it difficult to decide whether a candidate for admission to a first
grade training school has the requisite educational qualifications, and to the con-
sequent admission into the training schools of inferior material, but also to have
resulted in an actual lowering of the standard of attainment attained during the
school course.” (Progress of Education 1902-07 page 224)

Madras: The system of training of vernacular teachers in Madras was different from other
provinces mentioned above. In the other provinces “the system of training
mainly depends upon the existence of a few institutions of the first grade, well-
equipped and well-staffed, into which students are received after passing the mid-
dle vernacular standard of general education, that is to say the 7th standard above
the infants, and remain at the training institution for two years, during which they
continue their general education and receive training in the theory and practice of
Teaching. Such training institutions of first grade are now in most provinces sup-
plemented by inferior systems of training designed for students of lower qualifi-
cations, but the influence of the training institutions permeates these inferior sys-
tems also, since the teachers who administer them have been trained at the first
grade training institutions. In Madras there are at present no training schools of a kind
corresponding to those of the first grade in the other provinces, but there are
44 training schools for masters, at which students receive a course of training which
qualifies them to have charge of primary schools.” (Education in India 1902-07 page 232) Primary schools which had seven classes above the infants
were known as lower secondary. As per the sixth review, Madras had eight train-
ing schools which belonged to the secondary grade.

The demarcation between English and vernacular was not clear in Madras. There
were usually three departments in a training school: secondary, higher elemen-
tary and lower elementary. In order to take admission in the secondary depart-
ment, a student had to at least matriculate or had to possess a school leaving cer-
tificate. They were trained in “a purely technical course in English for one year
and become teachers of secondary schools.” (Seventh Review Page164-165).
The criteria for admission in the other two departments were the completion of eighth and fifth standard respectively. The duration of the course was of two
years for both cases and included a large number of general subjects. As an addi-
tional language English might be taught in higher elementary department. The
trained teachers from this department were employed in elementary schools, in
some cases they had been found in the lower classes of secondary schools. Steps
were taken in Madras to extend the scope of Vocational classes attached to train-
ing schools. During the year 1925-26, 59 new schemes were sanctioned and
classes included wood work, weaving, dyeing, engraving, book binding, market
gardening, tailoring and horticulture.

United Provinces: The training schools at Allahabad, Lucknow, Agra, Moradabad, Gorakhpore and Amlora of United Provinces were all managed and conducted by Government. In Punjab, the training schools were situated at Lahore, Delhi, Multan, Jullundur and Rawalpindi and managed by Government.

In the Eastern Bengal and Assam also all the training schools were Government
and located at Dacca, Rangpur, Chhitagong, Jorhat and Silchar.

Four Government schools in the Central Provinces and Berar were situated at Jubbulpore, Raipur, Nagpur and Akola. There was one school at Ellichpur man-
aged by the Missionary.

There was one Government institution in the North-West Frontier Province, which was located at Peshawar. There were arrangements for re-training vernac-
ular teachers in some provinces.

Guru Training Schools: In Bengal, Bihar and Orissa, a large number of guru training schools (training of ordinary village school teachers) and training schools for the muallims (teachers of specially Muhammadan schools) existed. These schools were running in a very deplorable condition. “The original idea was to establish a cheap form of training under which each school should instruct 10 primary teachers of the neighboorhood and then move on to some other locality.” (Seventh Review Page164). But the result was not satisfactory. During the period (1907-1912) two schemes of reforms had been introduced in western and eastern Bengal. The deci-
dion for western Bengal was to “multiply the number of schools so that each sub-
division should possess two, while the limit of numbers in each school was raised to
16. In eastern Bengal on the other hand a system of concentration was pursued by
the enlargement of the existing schools in the first instance of 20 pupils each.” In 1907 a new proposal was sanctioned and the number of pupils in each school
was raised to 40. However, finally it was decided that for the entire Bengal
presidency the system “must follow in its main features that of the eastern dis-
tricts.”

Courses of Training: The course of training comprised some extension of candidates' general knowl-
edge, the reading of a simple work on the principles and practice of education, a
considerable amount of drill in method, actual teaching in a model school under
supervision and special lessons in drawing, black-board writing, map and globe
making, nature study or rural science. In the Madras report mention had been
made about the following:

“As regards the methods followed in the training schools, criticism and model les-
gons are generally suitedly conducted. A weaker point in the training is the work in
the practising section. With the existing numbers it is insufficient to give the stu-
dents sufficient practical work; nor does it appear to be sufficiently recognized
that the practical work done must be thoroughly supervised, scrutinized and dis-
cussed with the students. The teaching of the subjects of general education is vari-
rably reported upon. With their better staffs, the government schools are better
than the aided schools. Nature study seems to be the weakest subject and garden
work poor. It is hoped that the revised syllabuses which will shortly issue and the
special lectures on rural science will improve matters. Criticisms are also heard
of the teaching of geography and the vernaculars. On the whole, however, real
progress appears to have been made.” (Seventh Review page 166).

CONCLUSION: The system of vernacular teachers' training in different provinces had not been
uniform, but it was well developed. Existence of various types of institutions for
the training of vernacular teachers had been found. The curriculum was also dif-
frent from province to province, which used to impart a less complete training.
But it took into account the development of various aspects of pupil teachers' per-
sonalities. The initiatives for training of teachers had been taken by the government as well as by pri-
vate organizations. Thus the vernacular teachers' training co-existed with the
other types of teachers' training in pre-independent India.

REFERENCES:
1. India. Office of the Director General of Education in India (1904) Progress of Educa-
tion in India 1897-98-1901-02 Fourth Quinquennial Review Volume I Calcutta: Nanthan, R.
2. India. Office of the Director General of Education in India (1909) Progress of Educa-
tion in India 1902-1907 Fifth Quinquennial Review Volume I Calcutta: Orange, H.W
3. India. Office of the Director General of Education in India (1909) Progress of Educa-
tion in India 1907-1912 Sixth Quinquennial Review Volume I Calcutta:
4. India. (1923) Progress of Education in India 1917-1922 Eighth Quinquennial Review Volume I Calcutta: Richley, J.A.
5. India. (1929) Progress of Education in India 1922-1927 Ninth Quinquennial Review Volume I Calcutta: Littleproud, J
Eleventh Quinquennial Review Volume I. Delhi: Sargent, J