



STATE, SOCIETY AND SECONDARY SCHOOL  
TEACHER EDUCATION IN GUJARAT  
( British Period )

"The humbler social origins of teacher trainees, and the ambiguity that surrounds the social status and financial rewards of the teacher, may help to account for the resistance that has been noted to the discussion of social class in college of education courses. Although this is gradually disappearing as sociological topics come to occupy a more assured place in the syllabus, there is still the feeling on the part of some tutors, as well as students, that the topic is 'embarrassing' and best avoided."

- William Taylor

(in "Society and the Education  
of Teachers")

STATE, SOCIETY AND SECONDARY SCHOOL-TEACHER  
EDUCATION IN GUJARAT (BRITISH PERIOD)

The teacher education programme in Gujarat, as in other States of India, is being subjected to severe criticism. A broad survey of the studies, articles and reports of seminars and conferences on teacher education published in recent years reveals several shortcomings of the teacher education programmes in Gujarat<sup>as</sup> in India. The most frequently repeated drawbacks are : vaguely conceived and inadequate objectives; teacher education programme not much flexible to be able to be adapted to change; not many efforts made to make the programme respond to the new challenges through improved teaching-learning processes, professional standards and subject matter; teacher

education not having much impact on the attitudes and values of student-teachers; teacher education colleges not contributing much on innovating teaching-learning going on in high schools, improving organisational climate, relationships and staff morale in them - not serving as an instrument of change of the secondary schools, their programmes and end-products; the programme leaving both young and older teachers dissatisfied - younger teachers almost to a man and woman feeling that their training has not prepared them for the job that they have to do and the older teachers feeling that the training is completely divorced of the realities of the classroom. The critical attitude about the professional teacher preparation being attempted in colleges of education is shared by administrators, inspecting officers of Education Departments, educationists, researchers and to a large extent by others connected with high schools.

These drawbacks are quite serious. The growing lack of confidence in teacher education on the part of high school teachers or their employers or the society at large is a serious matter. It shows that there is something radically wrong with the system of teacher education, even if much of the training is good. The drawbacks need to be carefully investigated and the teacher education programme everywhere in India should be given a close look and a fresh reappraisal.

The two recent doctoral studies of the University of Michigan on teacher education in Gujarat - one by John Lipkin(1) covering largely the secondary training colleges of Bombay and others in the Maharashtra State and the other by Edward Sullivan(2) focused on the colleges of education in Gujarat State - have attributed much to the weakness of the current teacher education programme in Gujarat to its British orientation in the past and the carry-over of its effects in the present. Sullivan observes :

"Why has the training college program not had more of an impact on the attitudes, beliefs and values of the students ? What explanations can be given to account for the failure of the training colleges to serve as a more effective agency for changing social attitudes ? A discussion of these factors must begin with the recognition that Indian teacher education received its present character as a result of its long association with the West. Most of the colleges are patterned on a system of education which evolved in a Western Society in response to the needs and purposes of that society. Even with the recognition of a need to adapt the training programs to suit the requirements of an under-developed country, the organization, administration and syllabus of the Indian training colleges have not very much altered until recent times." (3)

In this Chapter, it is proposed to survey the development of teacher education in Gujarat as it developed under the British influence. The Survey will be attempted against the background of, and in relation to the State, Society, Secondary Schools and Secondary School Teachers. The reasons for adopting such an approach are obvious. The School is a social institution usually created by the society to meet its own

needs. In a colonial country, the school system reflects more the will and the needs of the colonial power, and the needs of the society are either neglected or only marginally reflected. The political power determines the character and functions of the school system.

The rules and regulations which the State formulates for the establishment and recognition of high schools determine the nature and conditions of recruitment of teachers and the nature and manner in which they are to be trained or educated. In order to understand the development of teacher education in Gujarat, it would be necessary to make an inquiry into the extent to which the political, social, cultural and economic factors played their part in shaping secondary education and teacher education of secondary school teachers during the British time.

It is, therefore, proposed to examine in this Chapter the part played by the Political, Social and Economic Factors in the development of teacher education in Gujarat in perspective of development of secondary schools, the background of secondary school teachers, and of the entrants to training colleges in the pre-independence days when the teacher education programme was first conceived and consolidated. An attempt will also be made to discover an answer to the question why the preparation of high school teachers used to take place in the neglected corner of the educational system, which the colleges of

education continued to offer traditional and narrowly conceived programme of teacher training, why they could not come much closer to the centre of educational stage and why some of the present shortcomings of teacher education developed. It is felt that such a survey will provide a better setting and perspective to the present study of development, programming, administration and financing of teacher education in Gujarat.

There are only a few studies made on the development of education in Gujarat as a whole, during the British rule. It is only recently that the Department of Educational Administration of the Baroda University has come out with a comprehensive project of depth study of inter-disciplinary type on the development of different facets and dimensions of education in Gujarat State in historical perspective, present-day setting and perspective planning through doctoral studies.

The two approved M.Ed. Theses - one by Pathak(4) and the other by Rajgor(5) and one M.Ed. Dissertation by Surti(6) are the only limited attempts to study the development of education in Gujarat as a whole. There are, however, several M.Ed. Dissertations approved by the five universities of Gujarat and the University of Bombay on different aspects and sectors of education in Gujarat. Rajgor's recent publication on the history of education in Gujarat(7) also provides a broad but uncritical review of the development of education in Gujarat including the districts of Saurashtra and Kutch. The

glaring shortcomings of these studies are that they are largely descriptive and mostly non-interpretative and therefore not much illuminative. Further, they limit discussion only to Governmental influence or policy on the development of education in Gujarat. The other powerful determinants - the social, cultural and economic determinants of education and the socio-economic fabric of educational institutions and consumers of education are seldom touched, or when attempted, only superficially or marginally dealt with.

Pathak's study is styled as an inquiry into the conditions of education in Gujarat during the first half of the nineteenth century. It deals with indigenous education, educational activities of Christian missionaries, elementary education, English education and other branches of education. The focus is more on the description of educational developments in different sectors of education in Gujarat during the first half of the nineteenth century. Some references are made in the study which reveal the social mind in Gujarat during the period under study, but that too is in relation to elementary education. More space is devoted to the description of the growing State responsibility for elementary education. The discussion on English schools and progress of English education moves chiefly round the controversy regarding the medium of instruction and the expansion of English schools from 1842 to 1954. The study does not throw any significant light on the

role of the State and of the society in secondary education and secondary school teacher education.

Rajgor's study is confined to the period 1854-1954. It, too, deals with different branches of education in Gujarat. It is more a description of educational events and resultant educational progress in primary, secondary, higher, professional, vocational and other branches of education in Gujarat. Though it deals with certain trends and movements in education, the discussion is largely on the surface and little attempt is made to examine the socio-economic fabric of the Gujarati society of the time and the effects of education on the social and economic change. The Chapter on Teacher Education is more an essay on provision for teacher training (mostly to elementary teachers) in Gujarat rather than a critical inquiry on the subject.

Surti's study (6) covers the period from 1000 A.D. till the formation of Gujarat State. It is likely predominantly descriptive and non-interpretative as most of the M.Ed. dissertations in Gujarat are. It contributes hardly anything worthwhile to the understanding of the political, social, cultural and economic determinants of secondary school education and secondary school teacher education in Gujarat-

It would, therefore, be necessary to attempt a fresh analysis of the factors and forces that shaped secondary schools and the professional preparation and education of



their teachers in Gujarat during the British period.

## 2.2 THE POLITICAL FACTOR

The political factor in relation to the establishment and development of secondary education in Gujarat is to be mainly seen in the high degree of centralisation in the administration of all education, in the motives that inspired Government to set up and expand secondary schools, the medium of instruction it decided to introduce in secondary schools, the curriculum it prescribed for them, the type of teachers it recruited, the nature of control it exercised on secondary education and the attitude it took to the training of secondary teachers. These facets of the political factors are briefly dealt with, because the central problem of the present study is not secondary education in Gujarat but secondary education for school teachers in it. The discussion of the facets of the political factor will be limited to those matters that had some bearing on the teacher education of secondary school teachers in Gujarat.

### (a) High Degree of Centralisation

The British became a political power in Gujarat after the collapse of the Peshvas on 3rd June 1818. The period between 1818 and 1833 was that of the consolidation of the British political power in the country, of establishment of

law and order and of setting up of an administrative machinery to run the civil government. The East India Company, which had assumed political power, was primarily a commercial concern. The State, therefore, did not take, and could not be persuaded to take any direct responsibility for the education of Indian children. At this period, even in England, education was provided by individual or charitable enterprise, and Government itself neither conducted any educational institutions nor aided any that were conducted by voluntary agencies. Further, in Gujarat, as in other parts of India, there existed mostly two types of educational institutions of indigenous character, viz, the elementary schools imparting rudimentary knowledge of the three R's and higher education centres which imparted education through classical languages, viz., Sanskrit in Pathashalas and Persian or Arabic in Madrasahs. There was nothing like a secondary or a high school at this time. The institution of teacher training did not exist. Even in England the first teacher training school accepting pupil-teachers came into existence only in 1840, and that, too, for elementary teachers. The British made no attempt to create <sup>either</sup> a secondary school nor an institution of teacher education for training teachers of post-primary schools.

The political factor in education began to come into prominence only after the State in India accepted the responsibility, though extremely limited in 1813, but more significantly after Lord Bentinck accepted in 1835. Lord Macaulay's

Minute to spread Western type of education through the medium of English language, ~~There~~ for the first time, created a new type of school - the English School from which, subsequently, the present day secondary school gradually evolved. The first English school to be established in Gujarat was the English school at Surat in 1848. The English Schools at Ahmedabad (1846), Broach (1849) and Rajkot (1853) followed.

The motives that inspired the Government to create the English school were both political and cultural. The political considerations were : to train English-knowing Indians who could fill subordinate posts in the Revenue and Judiciary Departments of the Government who could serve as assistants to British officers in different government departments and who could act as media between the British rules and the Indian subjects. There was also another under current of political motive - that of winning over the high caste Hindus and Muslims to the British rule.

Between 1813 and 1870 there was extreme centralisation in all sectors of administration. The Government of India was the defacto administrator; the Provincial Governments acted merely as its mouth-pieces or agents. The administration of all education, in all parts of British India, was highly centralised and it was characterised by bureaucratic thinking and approaches. This was partly due to the Indian Educational Service (I.E.S.) which was recruited from England by the

Secretary of State for India and centrally controlled. Madhuri Shah identified four causes for this extreme centralisation, viz., the need for consolidation of their political power, and law and order, alien rule and distrust of Indian people, the doctrine of racial superiority and totalitarian tendencies (8). Thus, upto 1870, the educational policy in British India was decided politically by the Central Government.

The trend towards decentralisation that began in 1870 resulted to some extent in the decentralisation of the administration of primary education to local bodies. But secondary education continued to be controlled centrally even after 1870 by the Provincial Education Departments. Even then the central developments did affect the course of events in the Provinces. For instance, the Indian Education Commission (1882) appointed by the Government of India made five important recommendations which changed the future course of development of secondary education in Gujarat, viz., (i) gradual withdrawal of the State in the sphere of direct administration of secondary schools in favour of Indian enterprise (9); (ii) the transfer of secondary schools also to District Local Boards and Municipalities (10); (iii) adoption of a policy to provide the means of secondary education only where adequate local co-operation was forthcoming preferably on the footing of the system of grant-in-aid and to leave the further extension of secondary education in any District to the

operation of the grant-in-aid system as soon as that District was provided with an efficient high school, Government or other along with necessary feeders(11); and (iv) the establishment of a "modern side" in secondary schools with the object of diverting students to various practical walks of life and for that purpose to open two divisions in the upper classes of the high schools "one leading to the entrance examination of the universities, the other of a more practical character, intended to fit youths for commercial or non-literary pursuits and the institution of an alternative examination".(12) (i.e. the School Final Examination); and (v) discontinuation of the system of grant-in-aid of payment by results\*.(13)

In 1904, Lord Curzon, as the Governor General of India, enunciated a new policy in secondary education in India which was also adopted in Gujarat, as in other parts of Bombay Province and British India. This new policy had two important aspects. The first aspect related to strict and vigilant control of private enterprise and the second related to qualitative improvements(16). The control came to be exercised through prescribing conditions for recognition of secondary schools by the Provincial Education Department and also by the Bombay University.

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\* The Bombay Government abandoned the system of payment-by-results only in 1903 under the lead given by Lord Curzon and a new System which was a rather unusual combination of the Block Grant, Fixed-Period, and Proportional Grant Systems was adopted. The System continued to be in force in Gujarat from 1903 to 1937. After 1937, proportional and special grants were adopted.(15)

Lord Curzon in 1904 advocated greater attention to be paid to the training of teachers. Through his Government of India's Resolution of Educational Policy, Curzon issued what Nurullah and Naik describe as 'momentous' orders on increasing the training facilities and improving the quality of the teacher training :

"If the 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, in a word, 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". (17)

Gujarat - as a matter of fact Bombay Province had no regular teacher training institution for secondary teachers till 1906. The fact that the Secondary Training College was established in Bombay in 1906 was principally due to the directive to that effect contained in the G.R. of 1904.

The centralisation of administration of secondary education in Provincial Education Department continued during the political set-up under the Diarchy (1921-1937), the Provincial Autonomy (1937-1947) and even in the post-independence period. But the vigour of the Centralised control had begun to diminish particularly after 1937 when government of Bombay Province passed into the hands of the Popular Congress Government. But even then secondary schools in Gujarat did not enjoy as much academic autonomy as the secondary schools in the U.S.A. or U.K. enjoyed. The recognition, syllabus, examinations, grants,

service conditions of teachers, etc. are controlled, then and even now, centrally by the State Education Department.

(b) Establishment and Expansion of  
Secondary Schools : Government's Motives

At the outset, it should be noted that the terms 'secondary education' and 'secondary school' were practically unknown before 1875-76 in Gujarat as in other parts of the Bombay Province. The Wood's Despatch of 1854 did not make use of these terms. The schools before 1875-76, which corresponded to modern secondary schools, were English Schools which grew in numbers after Macaulay's Minute was accepted by the Governor General Lord Bentinck in 1835. There were Vernacular Schools also the curriculum of which did not differ from that of the English School materially excepting for the fact that the English School taught English as a subject and used English as a medium of instruction while the Vernacular School did not teach English as a subject and had the mother-tongue of the child as the medium of instruction. The term 'high school' was also unknown before the D.P.I. E.I. Howard (1856-65) used it in 1865-66. The terms 'secondary education' and 'secondary school' "came gradually into vogue. It was the Indian Education Commission, 1882 which made these terms popular for the first time and brought them into universal use".(18)

Government's political motives in establishing English schools have been already referred to. Between 1842 and 1854, four English Schools, one each at Surat, Broach, Ahmedabad and Rajkot was established. But then English education became very popular for economic and political reasons. Government, too, encouraged expansion of English secondary schools. The following table shows the growth of secondary schools in Gujarat during the British rule.

Table 2.1

Expansion of Secondary Education in Gujarat  
(1855-1947)

Year	Mainland Gujarat		Saurashtra		Kutch		Total	
	Sch- ools	Pupils	Sch- ools	Pupils	Sch- ools	Pupils	Sch- ools	Pupils
1855-56	3	105	1	47	-	-	4	152
1900-01	90	9,720	56	6,391	5	380	151	16,491
1910-11	131	16,002	68	9,079	7	731	206	25,812
1920-21	152	23,439	115	16,428	7	800	272	40,667
1930-31	136	33,710	NA	NA	NA	NA	-	-
1946-47	328	94,311	103	34,246	17	4,844	438	133,401

Source : S.B. Rajgor : Gujarat-no Kelvanino Itihas,  
Ahmedabad, Anada Book Depot, 1966.



It should be noted that Government conducted high schools at the District headquarters such as Surat, Broach, Nadiad, Godhra and Ahmedabad. The State of Baroda and the Native States of Kathiawad and others also conducted a number of Government high schools. In British Gujarat, Government's enterprise was limited, as a result of the recommendation of the Indian Education Commission, 1882 to conducting one efficient high school at the district headquarters, leaving the private enterprise to step up to meet the popular demand.

It should be noted here that the political motive which initially gave a spurt to the establishment of secondary schools in Gujarat gradually became less prominent and the social, economic and cultural factors got precedent over it especially after the foundation of the Indian National Congress in 1885.

The implications of the operation of the political factor in the establishment and expansion of secondary education in Gujarat in the nineteenth century were as under. The highest and the strongest stress was on the teaching of English as a subject and the use of English as a medium of instruction in secondary schools. Therefore, premium was put on the secondary school teacher's knowledge of English and his ability to teach different subjects of the school curriculum through English. A university degree was, therefore, considered quite enough for one who wanted to be a teacher

in a secondary school. The idea that he should also have professional training in the methods of teaching did not arise, and even when it was raised occasionally by some, it was resisted and opposed by Government. The Government's stand on the issue of training of teachers of secondary schools appeared to be the following :

- "General education" was of far greater significance than "professional training" for secondary school teachers.(18)
- "University itself was the great normal school for Assistant High School Masters.(19)
- "Only Englishmen should be appointed as head masters. The question of their training, therefore, did not arise"(20)

The Bombay D.P.I. Howard's views which are quoted below on the training of secondary school teachers were typical of the British official view on the subject in the nineteenth century:

"I do not very much regret the absence of technical instruction in the art of school-keeping. Much of what is taught under that head seems to me of questionable benefit. At all events, I am sure that its value is exaggerated by most educational writers in comparison with good general culture. For instance, I feel sure that there should be no comparison even in a purely scholastic view, between the benefit to a young man of a thorough study of Mathematics, Physics, and that of two years' course of Pedagogy".(21)

At this time, there was no possibility of any educational development that did not fit in Government's educational views and its educational policy. Howard, and after him Alexander

Grant, opposed any move for providing training to secondary school teachers. The official view that a university graduate received so good a general education that he needed no further professional training to become a competent teacher dominated Government policy till Curzon raised his voice in 1904 against such an ill-conceived policy. This could be seen from the following excerpt from a letter written by the D.P.I. E. Guiles (1897-1907) to Government in 1895-96 :

"Every educational authority in Bombay from Sir Alexander Grant down to the present time has declared the University to be the only Training College for Secondary Schools. Sir Alexander Grant was the most distinguished educational officer that ever came to India, and we have steadily worked on his plan since he left us in 1868." (22)

However, under the pressure from the Central Government, Bombay Government had to give up its conservative stand on the training of secondary teachers. This aspect of the study will be discussed later.

### (c) The Curriculum and Medium of Instruction

A reference has already been made to Lord Bentinck's Resolution of 1835 on Macaulay's Minute which ushered in an era of western type of English education through the medium of the English language. The curriculum of the English secondary schools that came to be established thereafter included subjects such as English, Mathematics, History, Geography, Science, Languages, etc. The main emphasis in the secondary

school curriculum was on the acquisition of mastery of spoken and written English, the knowledge of certain academic subjects like English and Indian History, Western Sciences and Geography. The premium was on acquaintance of secondary school pupils with the Western thought and Western Sciences. These subjects were compulsory. Diversification was introduced, to some extent, as a result of the recommendations of the Indian Education Commission, 1882, but it was not popular and it did not spread much in Gujarat. The nature of the school curriculum taught by secondary schools required from secondary school teachers sound grasp of the subject matter and a good command over spoken and written English. The Schools did not expect, at least explicitly from the teachers any other skills and competence. Further, considerable stress was laid on preparing the students of secondary schools to qualify for the Matriculation Examination of the University of Bombay. The training of the memory of pupils with a view to enabling them to remember the information given in textbooks for the purpose of passing examination was all that was expected of high school teachers. The teacher was expected to secure attention of the pupils through the force of his own powerful personality, strictness and ability to punish indisciplined and unattentive pupils. The headmaster and teachers were dreaded by pupils. The slogans of individual differences and coercive discipline had been hardly raised. Under this kind of class management and teaching the need for training was not very keenly felt

either by Government or society or Schools. Secondary education being academic, the teaching being information-oriented, the domination of Matriculation vitiating values, curriculum and teaching, and pupils relying, in Lord Curzon's words, "upon learning notes and text-books by heart".(23), there was no climate for teacher education. The Bombay Education Department made no serious attempt to change this sad state of affairs in secondary schools in Bombay Province and neglected the training of secondary teachers being unfortunately guided by trends in teacher training in England.

(d) Government Attitude to Training  
of Secondary School Teachers

It was stated that the Bombay Government's attitude to the training of secondary teachers was hostile. But it was not the case in the beginning. Mr. E.I. Howard, the Bombay D.P.I. during the years 1856-65, was in the beginning of his administration a believer in the necessity of training of secondary school teachers. In fact, the Bombay Board of Education had earlier in 1848 a proposal and a plan before it "to train secondary teachers by establishing normal departments to train school masters that would take the place of those who would otherwise have to be imported from England at great expense."(24) But for one reason or the other, no action was taken by the Board till its dissolution in 1855. But the idea

did not die out. It was thought that with the creation of the Department of Public Instruction in Bombay in 1855, the proposal for the training of secondary school teachers would be revived and the Department would pursue the question in right earnest. However, the 1857 Mutiny pushed that and many other educational questions off the track and nothing was done till 1861. In that year the D.P.I. Howard revived the proposal and decided to move into the matter. It is on record that Howard, while on a short visit to England in 1861, made inquiries about the arrangements made and methods used for training secondary teachers in England with a view to adopting the English practices in teacher education of secondary school teachers in Bombay Province. But his inquiries revealed that in England, it was not regarded essential to train secondary school teachers. He, therefore, concluded that "good general education was of far greater significance than 'professional training'. He, therefore, changed his views and dropped all ideas of training the teachers of English Schools".(25) Thus, Howard enunciated the Government policy, which was subsequently strengthened by the D.P.I. Grant who succeeded him that a university graduate who was recruited as a teacher in a secondary school needed no further professional training to become a competent teacher in a high school.

This policy was based on two assumptions : (1) that all teachers of secondary schools would be at least graduates and

(2) that a university graduate developed both mastery of the subject competent and skill of classroom teaching. Both these assumptions did not always hold true. It is clear from the book 'Arvachin Gujarati Shikshan-na Savaso Varsho' (one Hundred and Twenty-five Years of Education in Gujarat) that assistant masters of even Government English Schools were often under-graduates and sometimes even matriculates who had never entered the portals of the Bombay University (26). The second assumption also did not hold true.

Therefore, a slight change in Government's attitude to the training of secondary school teachers occurred :

"In Government Schools, it was laid down that all teachers of English must hold a certificate of competence from an Inspector, and headmasters were required to impart some knowledge of teaching to their assistants. A convention was laid down that new recruits to the cadre of secondary teachers should be required to serve for a time in the more important Government High Schools in order that they might learn their duties under the eye of the most experienced head-masters". (27)

This was all that could be achieved in the domain of secondary school teacher education in the latter half of the nineteenth century. It would be seen that the First Grade English Schools began to perform partly the functions of the Secondary Training College also. But the Government's attitude to the question of organising separate training colleges and providing regular and systematic training programme for secondary teachers continued to be rigid and

unhelpful. Strangely enough, the official circles claimed great success and economy for their plan of training assistant teachers of high schools at the hand of their head masters. It was, for instance, stated in evidence before the Bombay Provincial Committee of the Indian Education, 1932 :

"The first grade High Schools discharge the functions of Secondary Training Colleges, and the experience of the last 15 years appears to prove that this economical system meets all the requirements of the smaller secondary schools without weakening the teaching staff of any of the larger institutions".(28)

The Bombay Provincial Committee of the Indian Education Commission, therefore, recommended that the existing system (as described above) be allowed to continue without any changes. Unfortunately, the Indian Education Commission could not take a bold and firm stand on the training of secondary school teachers. It recommended :

- "(a) that an examination in the principles and practice of teaching be instituted, success in which should thereafter be a condition of permanent employment as a teacher in any secondary school, government or aided;
- (b) that graduates wishing to attend a course of instruction in a normal school in the principles and practice of teaching be required to undergo shorter courses of training than others."(29)



The attitude of the Bombay Government did not change even after the recommendation of the Indian Education Commission to provide a short term training course for secondary school teachers. It continued to cling to its own borrowed ideology from England on the issue. But, fortunately, the Government of India took a determined stand on the need of making regular provision for the training of secondary teachers. In 1887, for instance, the Governor General in Council declared that "in truest interest of education.....colleges for teachers of English should be regarded as the first charge on the educational grant." (30) This stand was again reiterated in 1889. It was declared that :

"the Governor General in Council considers it impossible to secure good instructors without such a process of selection and preparation as a Normal Training School gives and is unable to regard the adoption of examination in the art of teaching as an adequate substitution for good normal schools. His Excellency in Council, therefore, deems it essential that each Local Government should accept the responsibility of providing means for training teachers for such grade of schools - primary, middle and high - as a first charge on the educational grant." (31)

It seems that such directives from the Central Government did not carry convictions with the Bombay departmental officials who did not believe in regular and systematic training of secondary school teachers to be imparted in separate training colleges. This can be seen from the following observations of the Bombay D.P.I., K.M. Chatfield (1874-97) made in 1896 :

"I am at a loss to understand why this question of training of secondary school teachers crops up again. There has never been any complaint against our secondary schools." (32)

Such was the official view on the issue of training of secondary teachers in Bombay Province including Gujarat. But this view could not hold its own against the powerful pressure from the Government of India. Eventually, it had to yield. The Bombay Education Department started a Secondary Teachers' Certificate (the S.T.C.) Examination in 1899. The examination consisted of two parts : (1) Theory of Teaching, and (2) Practice of Teaching. This Examination was, in the beginning, conducted by the Department of Public Instruction. But later on the conduct of the Examination was transferred to the Principal, Secondary Training College which Government set up in 1906. The S.T.C. Examination remained in operation from 1899 to 1955. It appears that in the early years very few secondary school teachers took advantage of this S.T.C. Examination. This could be seen from the number 45 and 27 of teachers who became eligible for the award of the S.T.C. Certificate in 1911-12 and 1921-22 respectively. These figures are for the Bombay Province as a whole (33). Apparently, the figures for Gujarat must have been small. The Examination seems to have become popular after 1940, and at several places S.T.C. Institutes had come into existence.

The Bombay Government policy on the training of secondary teachers began to change after the turn of the century. It was the result of the Government of India's Resolution on Educational Policy, 1904 which observed :

"These (secondary teacher education) institutions (at Madras, Kurseong, Allahabad, Lahore and Jubbulpore) have done good work, and the time has come to expand the system to the provinces where 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. Not only must the supply be increased, but the quality of the training given must be improved." (34)

The Government of India's Resolution 1904 proved a turning point in the history of training of secondary teachers in Bombay Province including Gujarat. The regular training institution called the Secondary Training College came into existence in 1906 as a result of liberal grants from the Central Government. The College had a staff of two persons - the Principal who had acquainted himself with the teacher training institutions of Britain through a visit to that country and a Vice-Principal who was an experienced head master. The College was located in two classrooms of the Elphinstone High School, Bombay. It admitted 35 students, of whom 30 were recruited from Government High Schools and 5 were selected from among teachers of private schools. The College began to award the S.T.C.D. Diploma which was a Government Diploma in secondary school teaching. The S.T.C.D. Diploma Training Course remained in operation from 1906 to 1923. The Bombay

University instituted the B.T. Degree in 1923, as a result of which the S.T.C.D. Diploma came to be discontinued. The S.T. College, Bombay, had till then concentrated on training secondary teachers of Government High Schools. In 1927-28, the intake capacity of the S.T. College was raised to 60 and teachers of private secondary schools also began to be admitted for training. As the College was the only training institution for secondary schools for the whole of Bombay Province, teachers of high schools of Gujarat also sought admission to that College. But the demand for admission grew in intensity. It forced Government to increase the intake from 60 to 75 in 1931-32 and further to 100 in 1932-33. Even this increase was too small in relation to the growing demand for admission. This led the Government of the Kolhapur State to start the Shrimati Maharani Tarabai Teachers College at Kolhapur in 1934. The Baroda State also established a S.T. College at Baroda in 1935. The Colleges at Kolhapur (1934) and Baroda (1935) were affiliated to the Bombay University. The details of the training programme for secondary school teachers at Bombay and Baroda will be discussed in the next Chapter.

### 2.3 THE SOCIAL FACTOR

It is true that in a colonial country, the political factor becomes the most potent and effective determinant of educational developments. However, the social factor also

plays a crucial part - a kind of a supporting and supplementary part. This would be seen from the discussion given in this Section.

The Social Factor in relation to secondary schools and secondary school teacher training in Gujarat will be discussed under three main heads : (a) social structure and its effect on the growth of secondary schools including the social groups from which the secondary schools drew their enrolment; (b) the social composition of secondary school teachers; and (c) social composition of teachers who joined secondary teachers' colleges for training. The main objective of the discussion of the social factor will be to highlight the social composition of pupils and teachers of secondary schools and of trainees of secondary training colleges with a view to discovering which strata of the Gujarati society took more benefits of secondary education, and which contributed more to the recruitment and training of secondary school teachers. Such an inquiry is envisaged to give a broad idea of who joined the cadre of secondary school teachers and who went for teacher education.

(a) The Social Structure

The social structure in Gujarat in the nineteenth century was highly caste-conscious. The hold of the caste system on the minds of the people was tremendous. "Its effects were so intense, its ties were so severe and close and its terror was so much penetrating and pervading that even the most

powerful and wealthy trembled before it." (35) The Gujarati Hindu society was divided into two complex chains of caste groups, the higher castes and the lower castes. There had been established traditions as to what higher caste groups and lower caste groups can and should do and what they cannot and should not do. Educational-learning was considered to be more benefitting in higher castes like Brahmins, Jains, Banias and so on and along the lower castes there was neither the tradition nor social climate for learning. The Buddhi Prakash fortnightly journal in its first issue of 15th May 1850 observes the weak popular inclination towards learning among even the higher caste and declares as its object to 'turn the mind of the people towards learning and knowledge' and 'to cultivate a taste for reading, among them and to change their views.....'. (36) One of the concerns of Alexander Killnock Forbes was ~~surprised by~~ the abysmal ignorance of the Gujarati people and 'superstitions prevailing among the masses, and one of his reasons in establishing the Gujarat Vernacular Society was to banish ignorance from the Gujarati people. (37). Whatever little enlightenment was there among the Gujarati society, it was largely confined to Brahmins, Banias, Jains and Parsis and that too among those who lived in towns like Surat, Broach, Ahmedabad and Bhavnagar. There were many social evils and errors consecrated by time, fenced around by custom, countenanced and supported by the highest and the most influential class in the society.

During this period, the inhabitants of Gujarat were, for the most part, agriculturists and they lived in villages. The villages were mostly isolated as the roads connecting them were very bad and during the monsoon they were so unpliable that the communication among them was almost impossible. The structure of the Hindu society in the villages was very rigid, the social customs very much dominating and the outlook of the people very narrow. There was very little social climate for learning.

The joint family system was deeply rooted in both towns and villages. The system was helpful, in a sense, in the spread of English-high school education among boys coming from rural areas. The autobiography of Rao Bahadur Mohanlalbhai Ranchhoddas Zaveri and the biography of his son Divan Bahadur Krishnalal Mohanlal Zaveri show how boys of their generations lived with the family of their maternal uncles who lived in towns and cities and attended local English Schools(38). The joint family system gave enough leisure and facilities to males to prosecute their studies beyond the primary school stage. But what helped boys, hindered girls. The girls were thrown into the heavy hubbub of domestic work which hindered their education even at the primary stage. The Life Memoirs of Smt. Shardaben Mehta and Lady Vidyaben Nilkanth show how domestic duties and assignments to women and girls in a joint family curtailed the scope of education of girls even in the enlightened Hindu families.

The women in the Gujarati Hindu Society had lost their former place of honour and importance during the Muslim and the Maratha rule in Gujarat. The social status of women had deteriorated in the seventeenth and eighteenth centuries. The process of their deterioration continued in the nineteenth century. Munshi observes, "Women have lost high status which they once enjoyed in the family, and were generally treated as slaves." (39)

The Social Reform Movement initiated by Karsondas Mulji, Durgaram Mehtaji, Narmadashanker Kavi, Dalpatram Kavi, Mahipatram Rupram and others in the fifties and sixties of the nineteenth century succeeded to a small extent in improving the lot of the Hindu woman. Yet strong social handicaps for women continued all throughout the nineteenth century and even during the first three to four decades of the twentieth century. The following excerpt from the Memoirs of Smt. Shardaben Mehta shows how girls' secondary education was handicapped by the prevalent practice of child marriage :

"As soon as I attained 12 years of age, our relatives got disturbed and they openly as well as behind our back started voicing their feelings of exasperation by saying that it was not proper to keep an unmarried daughter of such an advanced age in the home; it was as dangerous as preserving a bundle of live snakes in home". (40)

Sarojini Mehta depicts a similar picture of women's social handicaps to secondary education in her study on the Place of Women in Gujarati Homes. (41)



Covindbhai Desai in his work 'Hindu Families in Gujarat' refers to various social handicaps of women such as neglect of female infants, infant marriage and pre-mature sexual intercourse and child bearing, the hard life of widows, and the hard labour which women have to perform. (42)

While Gujarati Hindu Society suffered from rigid social structure and smothering customs in the nineteenth century, the Parsi and Christian Society had a more progressive and liberal attitude to English Education. This can be seen from the following figures : (43)

Table 2.2

Girls under Instruction according to  
Communities (1901-02)

Community	Percentage
1. Europeans and Anglo-Indians	41.0
2. Indian Christians	31.3
3. Parsis	19.2
4. Hindus	5.1
5. Muslims	1.0
6. Others	2.4
Total	100.0

Source : A Review of Education in the Bombay State,  
(1855-1955)

A reference had already been made to the slow pace of progress of secondary education in Gujarat upto 1901 and between 1901 and 1947. In 1880, there were only 44 secondary schools in Gujarat with a total enrolment of 3527.(44) In regions like Sabarkantha, Revakantha Agencies and the Panchmahals District, there were no English Schools; only Surat District (7), Ahmedabad (6) and the Baroda State (6) had a few English Schools, whereas in regions like the Broach District, Kheda District and Palanpur Agency had each 2 English Schools; Saurashtra and Kutch had 15 English Schools, but they were in bigger towns like Bhavnagar, Dangadhra, Gondal, Morbi, Mandvi, etc. (45) This was due to the fact that the Gujarati Society in places other than towns and cities was not very much enthusiastic about English Secondary Schools, and that too was restricted to higher castes like Brahmins, Banias, Jains and to communities like the Parsis, Indian Christians and Anglo-Indians. The attitude of the Gujarati Society to English Secondary Schools seemed to have been changed and became more favourable after 1900 and particularly after 1921. This accounted for the fact that the number of secondary schools which was 272 in 1921 increased to 533 in 1947 (vide Table 2.1).

(b) Secondary School Teachers

When the English Schools came to be established in Gujarat in the forties of the nineteenth century, they were staffed largely by English headmasters and teachers. The

premium was on the mastery of the English language. Therefore, both by Government as well as the Society the English head masters and assistant teachers were preferred. Further, very few Gujaratis were educated enough at Colleges to be able to teach English and through English. The biography of Ranchhodbhai Girdharbhai, the father of Gujarat Education Department, makes mention of the English headmaster (Mr. Henry Green) of the Surat English School and English Assistant School Master (Mr. Curtis) of the Ahmedabad English School (46).

Besides the Government English Schools, individual members of Christian Missionaries also conducted English Schools. The autobiography of R.B. Mohanlal Ranchhoddas Zaveri refers to one Christian Missionary Mr. Townshed who conducted English School at Broach and taught English to Gujarati boys by charging a monthly tuition fee of Re. 1.(47)

Private individuals had also begun to set up English Schools at the order of the Government. The English School at Surat was first started by Mr. Daduba Pandurang. The English- (college) educated Gujarati Parsi and Hindu teachers had begun to be appointed in sixties. R.B. Mohanlal Ranchhoddas Zaveri was appointed as the First Assistant Teacher of the English School at Surat and there were other 8 Assistant teachers in the School(48). It appears that the early assistant teachers of English Schools came mostly from the community of Nagar Brahmins and from the Parsi Community (49). After the

sixties, more and more Gujarati assistant teachers had begun to be appointed in English Secondary Schools. The autobiographies and biographies written in Gujarati of the leading figures of Gujarat like Diwan Bahadur Krishnalal Mohanlal Zaveri, Shri K.M. Munshi, Sir Ramanbhai Nilkanth, Smt. Shardaben Mehta and others whose period of secondary education fell in the nineteenth century bear testimony to this fact. They show that a good number of the Secondary School teachers of the nineteenth century came from the Parsi Community and among Hindus from the Brahmin community - and a large number from the Nagar Brahmins. (It was true that there were high school teachers also from Banias, Patidars, Kayastha, Jain and such other communities.) But most of them were persons of deep scholarship and great character. They took to teaching as a matter of faith. They were very sincere and conscientious in their work. They were also competent both in the content of the subject they taught and developed their own characteristic method of teaching. As they could establish rapport with their pupils, and the pupils held them with deep respect and veneration, the method of teaching they had adopted could work well in the case of most of the pupils. The teaching and achievement of secondary school pupils were also of a good standard because the pupils were highly motivated and they came from families where there was long tradition of learning and reverence for knowledge.

In the latter half of the nineteenth century, the Anglo-Vernacular Schools had also come into existence. Even in respect of the A.V. Schools, the Department was firm about the maintenance of the standards. The D.P.I. Peile had laid down certain conditions for allowing the A.V. Schools to be established, one of which was the availability of a good teacher of English. The Department maintained that if pupils learnt English inbibibg faults of accents and idiom from the teacher, it would prove afterwards a real obstacle to their even acquiring the language properly (50). This helped in securing even for the A.V. Schools a tolerable flow of competent teachers.

The scholarship and competence of high school teacher was so scrupulously ensured in the nineteenth century that it was no wonder that the need of training for them was not keenly felt either by Government or the Society. Further, towards the close of the seventies of the nineteenth century, the university graduates and under-graduates had begun to join high school services in a larger number than before as all the higher government services in revenue and judicial departments were clogged and university graduates had to seek employment elsewhere. So, the recruitment of university graduates to secondary schools improved after 1878 (51).

An interesting feature of this period was the controversy developed around the need of training secondary school teachers (52). The opinion among educationists was divided. One

section used particularly four kinds of arguments to prove its case, that it was not necessary to train secondary school teachers, viz., (1) "The best way to teach a man to teach arithmetic, is to teach him arithmetic and if he knows arithmetic, and you want to additionally qualify him to teach arithmetic, the most efficient way of expenditure of your extra tuition upon him is to teach him algebra, rather than to talk to him about teaching arithmetic"; (2) "an untrained teacher who has enthusiasm in his work will in many cases acquire in the course of it, either by natural aptitude or by appropriate reading, an insight into the methods which lead to success of teaching"; (3) "a year or two of service under an experienced headmaster would be more advantageous than study at a normal school"; and (4) "such knowledge of the theory and practice of teaching as was imparted in normal schools might be more easily had from books. Against these contentions, the protagonists of training of secondary education used three arguments, viz., (i) "Without a grounding in the general principles of teaching, no amount of the knowledge of the subject alone can help a teacher of secondary schools to engage and keep the attention of the whole class, to correct and check the wandering or listless scholar, to put together in their due **order** the materials of a lesson, and to select those illustrations which give life to instruction and arouse the interest of the pupil"; (ii) "there is, or ought to be, a wide difference in the methods adopted in a class of

school boys and those pursued with young men at college"; and (iii) "the normal training was a definite asset to every teacher although it could not be a substitute for natural aptitude or enthusiasm".

This controversy resulted, for at least some time, in the victory of the first section which did not favour separate arrangement to be made for the training of secondary school teachers. However, the second section triumphed eventually - sometime later, after 1906 when the S.T. College, Bombay, was established and Government instituted a Departmental training course - the S.T.C.D. for secondary school teachers, a reference to which has already been made.

The pace of expansion of secondary school in Gujarat increased from the twenties of the present century. Boys from the lower caste groups also began to join high schools. The social antagonism to girls' secondary education had also begun to be weak by this time. The total enrolment in secondary schools in Gujarat increased from 16,491 in 1901 to 39,867 in 1921 and to 1,33,401 in 1947 (53). The number of girls in Gujarat in high schools which was 323 in 1907 increased to 968 in 1927, to 25,820 in 1937 and to 62,629 in 1947 (54). The expansion of the number of secondary schools must have resulted in increasing recruitment of secondary teachers. Most of the high school teachers till 1921 were men, because the higher education of women had begun to develop only from the first

decade of the twentieth century. This fact becomes evident from the Life Memoirs of Shrimati Shardaben Mehta. Even in girls' secondary schools, most of the teachers were men. The recruitment of women as teachers in high schools became significant only after the twenties of the present century. Even upto 1937-38, the shortage of women teachers in high schools in Gujarat was keenly felt :

"The recruitment of teachers of girls' schools is very much more difficult than that of boys' schools, even though the teachers are given a starting salary in some cases twice as much, and, in others even three times as much as the Government rates. Very often the young trained women teachers, as soon as they find they are to have families, take leave sometimes for six months and even for two years. Thus, girls' schools, however, hard they try to maintain a permanent staff, are very often left without some senior member of the staff."(55)

With the rapid expansion of secondary education in Gujarat after 1921, the number of teachers had begun to rise up appreciably. Secondary school teachers had still continued to come largely from the Brahmin castes but schools had begun to draw their teachers from other communities like Banias, Kayastha, Jains, Bhatias, Patidars and even lower caste groups like Suthar, Ghanchi, and Harijans also. Certain charitable Trusts established schools for the children of certain communities and recruited teachers mostly from those communities. Teachers from Parsi, Muslim and Christian communities also increased. This was inevitable in a process of educational expansion when education spreads to lower caste groups, and



far and wide. In 1938, there were 58 high schools and 125 middle schools in Gujarat. The total number of secondary teachers in high schools and middle schools could be put around 1200 of which the graduate teachers formed about 40 per cent. The percentage of trained teachers in the Province as a whole was 22.7 (for graduate teachers it was 48.6 per cent.) The percentage of trained teachers in Government Schools was 74.6 against 19.3 per cent in private secondary schools. The D.P.I.'s Report for the year 1937-38 referred to the inadequacy of teacher training facilities in the Province. In 1938, for secondary teachers of Gujarat, there were only three training colleges available, the S.T. College, Bombay; the S.M.T. College at Kolhapur; and the S.T. College, Baroda; but for most of the teachers of British Gujarat, the Baroda State and the Native States of Kathiawad, the S.T. College at Baroda was the principal teacher training centre.

By 1947, the number of secondary teachers had gone beyond three thousand. The percentage of trained teachers was around 43 (56). The percentage of graduate teachers to the total secondary school teachers was around 40. The Ghate-Parulekar Committee had identified three categories of secondary teachers. (57)

- Those who had passed only the Matriculation, the School Leaving Certificate, the Lokshala Certificate, or other equivalent examinations;

- Those who had passed only the 'Intermediate' Examination of a University; and
- Those who had a degree examination of a University.

The Committee recognised the place of all the three categories of teachers for secondary schools and took up a stand that 'every teacher must undergo training before he is given a permanent standing in profession. It recognised the S.T.C., T.D. and B.T. degree qualifications for a teacher to be considered 'trained' and proposed a better grade for a Graduate with B.T. (viz. Rs. 80-200) and a Matriculate with S.T.C./T.D. (Rs. 56-120). The recommendations of the Committee gave incentive to secondary school teachers to get themselves 'trained'.

Such was the status of the social determinants of secondary education and secondary school teacher training during the British period.

#### 2.4 THE CULTURAL AND ECONOMIC FACTORS

In the previous section the contribution of the social factor in the development of secondary schools and teachers' colleges and the trends in Social Composition of the entrants to the teachers' colleges were discussed. This section will be devoted to the treatment of the cultural influences and discussion of economic factors in relation to secondary schools

and teacher education of secondary school teachers during the British period and in the post-independence years.

It was stated earlier that the English school in India was created out of political motives. But there were also cultural overtones. The history of the world has shown that whenever one nation enslaves another nation through political and military victory, it tries to impose its own culture on the vanquished nation considering its own culture and its institutions of superior nature. English education by establishing western type educational institutions was to ensure and consolidate the cultural conquest of England over Indian and to improve the cultural fabric of the national life in India. Macaulay, in his Minute of 1835, had argued that it was the duty of England to teach Indians what was good for their health and not palatable to their taste.(58) One cultural unstated but implied aim of establishing English schools was to anglicise the Indian youth so that in a due course of time a class of people would be eventually created who, though Indian in blood and colour, would be Englishmen in morals, tastes and character. While speaking before the House of Commons Lord Macaulay had articulated another cultural aim of English education and English Schools in India :

"It may be that the public mind of India may expand under our system until it has outgrown that system, that by good government we may educate for better government; that having become instructed in European knowledge, they may, in some future age demand European institutions .....".(59)

The cultural superiority of the British people and the ruler's anxiety to extend the benefit of the superior culture of Britain to Indian people was one of the overtones of their educational policy in the nineteenth century. The over-emphasis on the learning of English by Indians as Englishmen speak and write and the neglect of Indian languages as media of instruction at the secondary and higher stages of instruction reflected this superior-cultural complex of the British administrators of India. The English schools were modelled after the Grammar Schools of England. The curriculum that came to be prescribed for Indian secondary schools was dominated more by cultural considerations than anything else. It was predominantly England's Grammar School type and its hold was so great and deep that the experiment of the diversification of school curricula introduced, in a limited way, as a result of the recommendations of the Indian Education Commission did not much succeed.

A reference has already been made in the previous section (vide pages 54-60) about the controversy about the necessity of providing training to secondary teachers. It was shown that this Controversy did not actually arise in India, but it was merely the Consequence of a controversy going on in England and France. It was shown earlier that the D.P.I. Howard first favoured making provision for the training of secondary school teachers, but when he found, during his brief visit to England,

that the training of secondary school teachers was not looked upon with favour in England, he changed his belief in the importance of teacher training for secondary school teachers and took a stand closer to the British prevailing view-point that a teacher who sat at the feet of learned professors in the University needs no further professional training to become a competent teacher. This was the unfortunate effect of the cultural factor on the development of teacher education in Gujarat. Even when the Bombay University decided in 1923 to institute a teacher training course leading to the Bachelor of Teaching degree of the University, the actual training programme was borrowed from the London Institute of Education. Sullivan observes in his study that the Bombay Syllabus "originally came from London" and that the earliest Principals of the Bombay Secondary Teachers' College - H.R. Hamley and H.V. Hampton popularised the use of textbooks written by Sir Percy Nunn (who was their teacher) and others (60). Regarding the first principal of the Baroda Training College, he observes in the same strain :

"The first principal of the Baroda Training College, Mr. G. Bhattacharya, came from Dacca University near Calcutta with a syllabus in hand. The Syllabus was essentially the same as that of the University of London Institute of Education".(61)

These are only a few instances given by way of illustrations to show the effect of the cultural factor on the development of secondary education and teacher training for high school teachers in Gujarat.

The economic factor in the development of secondary schools in Gujarat during the second half of the nineteenth century lay in the fact that English school education had begun to be pursued by the Gujarati Society, as was the case in other societies in India for economic reasons. The acquisition of knowledge of English facilitated an entry into Government employment. In fact, the one reason why English began to be very popular in Gujarat since the forties of the nineteenth century was that it opened up for one who knew the English language well the possibility of getting a lucrative job in a government office (62). The Gujarati Society was traditionally a trading - commercial society. Those who were engaged in business and commerce also turned to English Schools to equip their sons better for their vocation. Parekh also refers to another aspect of the economic factor of the English secondary schools that they had become so popular and demanded by the people that private individuals and bodies came forward to manage English Schools, many of which had ceased to be educational institutions and had become profit-making firms. The education in these schools was cheap because it was bad, and bad because it was cheap (63).

The economic factors affected so much the development of English Schools that the desire to study English spread to the rural areas during the period. A number of English Schools - both high schools and middle or A.V. - came to be established

in bigger villages and towns. Even "English Classes" came to be attached to selected primary schools after 1919. Special English Classes of one year duration also came to be established for those who had passed primary Std. VII class. These classes enabled children of the villages who had passed primary class VII to join a high school in a nearby town or a bigger village, after one year's exclusive study of English.

A detailed discussion of the economic aspects of secondary schools in Gujarat is outside the scope of this study and the detailed data about Gujarat's high schools are not available. It can only be said, and in a general way for the secondary schools of the Bombay Province, that the income from State funds for secondary schools was around one quarter of the total income from all sources; the tuition fees contributed to about one half of the total direct expenditure on secondary education; and the income from other sources such as endowments, donations, etc. contributed from 33.4 per cent in 1881-82 to 33.4 per cent in 1901-02, to 22.2 per cent in 1921-22 to 18.2 per cent in 1936-37 and to 14.7 per cent in 1946-47. (64)

The effect of the economic factor on the development of training of secondary teachers has been considerable. In fact, the first proposal mooted out for training secondary school teachers before the Bombay Board of Education remained undecided till the dissolution of the Board in 1855 mainly on account of financial considerations. (65) The reasons why

a regular teacher training programme of secondary school teachers did not materialise till 1906 were of course educational and cultural, but the factor of finance also had its part. The Bombay Secondary Teachers' College could be established in 1906 only when central grant of Rs. 600,000 for that purpose was made available to Bombay Government.(66)

The Bombay College admitted only 35 students in the beginning. It had only a staff of two officers - one named Professor J. Nelson Fraser, a former Professor of English at Deccan College, who taught literary subjects and another who taught the pedagogical subjects.(67) It was housed in two classrooms of the Elphinstone High School. All these inadequacies could be attributed to the financial factor. Government had either not adequate funds or was not prepared to spend reasonable amount on the training of secondary teachers. The intake of the Bombay College did not increase upto 1927-28 despite the fact only about 25 per cent of the Province's secondary teachers were trained,(68) and despite the G.R. of 1913 that no teacher should be allowed to teach without a Certificate.(69) The intake was raised only in 1927-28 from 35 to 60. It was further increased to 75 in 1931-32 and eventually to 100 in 1932-33. For many years the total intake capacity of College remained stationary at 100. Of course, the major consideration must have been educational, but the financial considerations also had their say in it.



## ESTABLISHMENT OF COLLEGES OF EDUCATION IN GUJARAT STATE

ESTABLISHED (YEAR)	COLLEGES OF EDUCATION
1972	• COLLEGE OF EDUCATION DWARKA.
1971	• D.D. CHOKSI COLLEGE OF EDUCATION PALANPUR. • BORSAD COLLEGE OF EDUCATION BORSAD • VAIDYA M.M. PATEL COLLEGE OF EDUCATION AHMEDABAD. • VISHWABHARTI COLLEGE OF EDUCATION AHMEDABAD. • COLLEGE OF EDUCATION ANAND.
1970	• COLLEGE OF EDUCATION MUNDRA. • COLLEGE OF EDUCATION DABHOI. • R.B. SAGAR COLLEGE OF EDUCATION AHMEDABAD. • COLLEGE OF EDUCATION PETLAD. • COLLEGE OF EDUCATION DARAMLI • SARVAJANIK COLLEGE OF EDUCATION GODHRA.
1969	• SECONDARY TEACHERS TRAINING COLLEGE VISNAGAR. • VIVEKANAND COLLEGE OF EDUCATION MEHSANA. • VIVEKANAND COLLEGE OF EDUCATION AHMEDABAD. • GRADUATE BASIC TRAINING CENTRE SHETRUNJI DAM.
1968	• COLLEGE OF EDUCATION PATAN • SECONDARY TEACHERS TRAINING COLLEGE • SMT. B.C.T. COLLEGE OF EDUCATION KHAMBHAT • SHRI B.D. SHAH COLLEGE OF EDUCATION MODASA. • SHRI RANG SHIKSHANA MAHAVIDYALAYA BILLIMORA. • SHATAK ADHYAPAN MANDIR VEDCHHI.
1967	-
1966	-
1965	• H.M. PATEL INSTITUTE OF ENGLISH VIDYANAGAR • SHIKSHANA MAHAVIDYALAYA AHMEDABAD.
1964	• SECONDARY TEACHERS TRAINING COLLEGE AHMEDABAD. • MADHYAMIK SHIKSHANA MAHAVIDYALAYA BHAVNAGAR. • SHETH C.N. GRADUATES BASIC TRAINING COLLEGE AHMEDABAD.
1963	• DARBAR GOPALDAS TEACHERS COLLEGE ALIABADA.
1962	• P.D. MALAVIYA COLLEGE OF EDUCATION RAJKOT. • HINDNI SHIKSHAK MAHAVIDYALAYA AHMEDABAD.
1961	• PRAKASH COLLEGE OF EDUCATION AHMEDABAD. • V.T. CHOKSI COLLEGE OF EDUCATION SURAT
1960	• M.B. PATEL COLLEGE OF EDUCATION V. VIDHYANAGAR.
1957	• GRADUATES BASIC TRAINING CENTRE, HANGROL.
1955	• RAMBA GRADUATE TEACHERS COLLEGE PORBUNDER.
1953	• MAHILA MAHAVIDYALAYA (B.Ed.) BARODA.
1952	• A.G. TEACHERS TRAINING COLLEGE AHMEDABAD.
1950	• S.L.U. COLLEGE OF WOMEN (DEPT.) AHMEDABAD.
1948	• GRADUATES BASIC TRAINING CENTRE, RAJKOT.
1940	-
1935	• FACULTY OF EDUCATION AND PSYCHOLOGY BARODA.
1930	-

The next two secondary teachers' colleges to be established in Bombay Province the training facilities of which were used by secondary school teachers of Gujarat were also Government - the College at Kolhapur was opened in 1934 by the Government of the Kolhapur State and the one at Baroda was established in 1935 by the Government of Baroda State. The training college remained for many years a highly costly affair which could be undertaken only by Government agency. For the Bombay S.T. College, Government had to provide yearly a budget of Rs. 47,000 to Rs. 53,000.(70). The Ahmedabad A.G. Teachers' College established in 1952 was the first non-Government teachers' College to be established in Gujarat. That was made possible because of a munificent donation from Sheth Acharatlal Girdharlal to the Ahmedabad Education Society which had come to establish Arts, Science and Commerce Colleges also in Ahmedabad. The third Teachers' College in Gujarat was established at Vidyanagar in 1959 by the Sardar Patel University and the building was donated by Sheth Maganlal Bhikhabhai Patel. Lipkin's Comments on small increase in the number of secondary training colleges in the Bombay State are very much true : In the main, the reason for the lag in the development of training colleges was due to their costly operation. Private enterprise was reluctant to establish such colleges because of great financial deficit in operation they were likely to incur. The low student-teacher ratio (10:1) required in the training colleges as contrasted to Arts Colleges was the chief cause of this relatively high cost.(71)

Secondary Teachers' Colleges began to increase fast after the formation of the Gujarat State and as a result of its liberal grant-in-aid at the rate of 50 per cent of the approved expenditure and several types of special grants coming from the University Grants Commission. The stream of training of secondary teachers which began in Gujarat as a small streamlet in 1935 at Baroda has now expanded into a stream of considerable size - there are at present about 39 Colleges of Education in Gujarat.

## 2.5 CONCLUSION

Such were the broad facts and issues of the development of secondary education and secondary school teacher education in Gujarat in the last century and a half during the British rule. The political, social, cultural and economic factors - all had played their part therein. Both the institution of high school and that of teachers' college were cast in the British model. The ideology, organisation and the actual training programme were mostly British-oriented. The role of teacher education was conceived narrowly as of meeting largely the needs of classroom teaching. Its role in innovating secondary education or in the social change process was only marginal. For many years its involvement in promotion of educational research was also small and on surface. Many of the shortcomings of the present-day teacher education programme

referred to at the beginning of this Chapter are the legacy of the past as reflected in teacher-education ideology, methods, techniques and tools of teacher-training, and organisation, administration and finances of colleges of education. In the next and subsequent Chapters, these aspects of teacher-education in Gujarat State will have a fuller and depth treatment in the setting of a field investigation.

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