

Home (1918) Department.
Education

Ordinary SERIES.

G.O. No. 201

DATED 18. 2. 187

INDEXED

[Despatch Abstract.]

Report on the training of secondary ~~school~~ teachers.

Recording copy of the ----- drawn up by Mr.

H.S.Duncan.



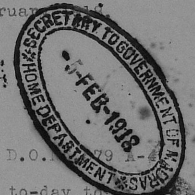
D.O.No. 40

The Old College, Madras, 2

4th February

Encl
CNO. 334

5-2-18



My dear Dewan Bahadur,
p.l.b. off 6/6/17
to S. 17

With reference to your D.O. No. 40 dated 15th May 1917, I am sending to-day to Mr. Sharp the report on the training of secondary teachers in the Madras Presidency drawn up by Mr. H.S. Duncan. I am also informing Mr. Sharp that it was not found possible to arrange for the collaboration of two officers; but that in my opinion Mr. Duncan has quite escaped the danger suggested in para 3 of his D.O.No. 40, dated 7th February 1917. I enclose a copy of the report for your perusal.

Yours sincerely,

Johnstone

To

The Hon. Dewan Bahadur R. Ramachandra Rao Aml.,

Secretary to the Government of

Madras Home (Education) Department



REPORT ON THE TRAINING OF SECONDARY TEACHERS IN THE MADRAS PRESIDENCY.

Introduction.—In the Madras Presidency there are two Training colleges for graduate teachers—one at Saidapet and one at Rajahmundry—and attached to them are Secondary Training classes to which are admitted undergraduate teachers. There are also six Government and two aided Secondary Training schools or sections for masters, and nine Government and fourteen aided Secondary Training schools for mistresses. In July last seven new Secondary Training sections for masters were opened.

In the following report an account of the work of training teachers at Saidapet is given, and it may be taken that what is set forth in regard to Secondary Training applies in general to the other Secondary Training schools for masters. Work on similar lines is carried on in the Training schools for women as the system of secondary training and the courses of study are based on the 'Scheme of work in Training schools' issued by the department.

It is when one comes to the Model or Practising schools that a difference is found between the colleges at Saidapet and Rajahmundry and the mufassal schools. At Saidapet and Rajahmundry there are complete high schools, whereas in the other training institutions for undergraduates the model schools are of the higher elementary grade. As regards the Training schools for women, some of the Model schools are secondary in character, others elementary. The educational qualifications of the staff of both Secondary and Elementary Training schools or sections, in so far at least as Government institutions are concerned, are similar, but the staff of the higher elementary grade model schools is not so highly qualified as that of the Model High schools.

As this report deals with the training of secondary teachers, no more than a passing reference need be made to the training of elementary teachers. In the Madras Presidency, there are three grades of training institutions—Training colleges, Secondary Training schools and Elementary Training schools. The last are of two kinds—Higher Grade Elementary and Lower Grade Elementary. Into the former are admitted candidates who have passed the annual examination of the third form or eighth standard and have been found fit for promotion to the fourth form or have been awarded an Elementary School-leaving Certificate of the eighth standard, while into the latter are admitted those who have passed the late Primary School examination or a corresponding public or school examination. Preference is given to candidates whose educational attainments are above these minimum requirements. In lower elementary training classes will therefore be found men of varying degrees of attainment, and a similar diversity is to be met with in the Higher Grade Elementary Training school, but the diversity is not so marked. In the body of the report we shall have to remark upon a similar diversity of attainments in Secondary Training schools.

The training course for elementary teachers lasts for two years in the case of both grades of students and the subjects of study are laid down in the 'Scheme of work in Training schools.' Most of the time is devoted to improving the general knowledge of the teachers and professional training is given chiefly by means of model and criticism lessons. Formal lectures on 'Method' are no longer given. It is laid down for the guidance of the training staff 'that model lessons should be arranged in courses, each course covering one of the school's subjects or a well-marked portion

of it. The same system marks the arrangements of Criticism lessons—the model lesson of each week should precede the criticism lesson and the latter should be an attempt to carry out in practice what has been learnt in the former. Teachers under training are given teaching work in the model school and are also given opportunities of observing the teaching of the staff. The notes taken during these hours are criticised by the members of the staff.

It is to be noted that in this Presidency the term 'Secondary' or 'Secondary grade' training is applied to the training of teachers who have passed the Matriculation examination or an equivalent test and are not graduates, while the term 'Collegiate' training is used to designate the training of graduates. A Secondary Training school occupies a place in the system of institutions for the training of teachers midway between the Training college and the Elementary Training school, and follows, like the latter, courses prescribed by the Director, while a Training college follows the curriculum prescribed by the University and adopts a course of training the working of which is left to the Principal under the approval of the department.

In the report expression is given to opinions on various points. It should be understood that they are those of the writer of the report and not necessarily those of the department.

Qualifications
for admission.

Qualifications for admission.—Graduates seeking admission into the Teachers' College must produce a diploma of a University in the British Empire or other satisfactory evidence of graduation. Undergraduates must produce a completed Secondary school-leaving certificate accepted by the Principals of the Training Colleges, or, in the case of Secondary Training schools, by the officers responsible for the selection of students, or a certificate of having passed the Matriculation examination, or the European High School examination, or the late Higher Examination for Women, or other corresponding test accepted by the Director of Public Instruction. Persons who have failed in the Matriculation examination but who have obtained the required percentage of marks in such subjects of the public examination under the Secondary school-leaving certificate scheme as are notified from time to time by the Director of Public Instruction are also eligible for admission. In addition to these certificates of general educational qualifications, candidates must submit certificates of conduct, of health and of age. As to age, a candidate should not be less than fourteen and should not exceed twenty-five years of age. Exceptions, however, are made in the case of teachers who have been employed continuously for not less than three years, the limit in such cases being thirty-five years. At the discretion of the Principals and other responsible officers, teachers over thirty-five years of age are admitted.

In awarding stipends to candidates preference is given generally to those standing highest in the order of merit in the corresponding general education test, subject to the condition that all the great classes of the population are, as far as practicable, fairly represented in the allotment. Priority of selection is given, in the order in which they are named, to the following classes of candidates:—

- (a) Teachers employed in public schools.
- (b) Persons to whom local boards or municipal councils have given provisional appointments in schools under their management.
- (c) Village schoolmasters to whom teaching is a regular profession.
- (d) Persons specially selected by managers or headmasters or headmistresses under an agreement to return as teachers.
- (e) Persons desirous of adopting the teacher's profession.

As regards holders of Secondary school-leaving certificates preference is given in the order of merit to—

- (i) those who show "sufficient knowledge in two of the subjects specified in Group C other than Shorthand and Typewriting" and the holders of which are consequently eligible for Government service; and
- (ii) those who do not show two such C. Group subjects.

Stipends.—In the Teachers' College, Saidapet, and other Government training institutions, provision is made annually for the payment of stipends from Provincial funds to students under training. In the case of the Saidapet College the provision is for one hundred graduates and eighteen undergraduates, but as a rule the numbers under training in any one year exceed these figures as local boards and municipalities provide in their budgets for the grant of allowances not exceeding the substantive pay to permanent teachers from schools under their management. There are also candidates who are prepared to take the course without the payment of any stipend. It may be noted that the number under training in no class of a training school shall exceed forty without the express sanction of the Inspector.

The ordinary rate of provincial stipend per mensem is Rs. 15 for a graduate, and Rs. 12 for an undergraduate. Special rates are also sanctioned in the case of the following persons:—

Collegiate Department.

	Rs.
Masters of Arts, Muhammadans, Hindu mistresses, Panchamas	20
European and Anglo-Indian masters	35
European and Anglo-Indian mistresses	25

Secondary Department.

European and Anglo-Indian masters	30
European and Anglo-Indian mistresses	20
Hindu and Muhammadan mistresses	14

Manual Training Department

15

From the statistics furnished in Table A, page 5, it is evident that the rates of stipend offered are sufficiently attractive to induce teachers to undergo training. But a further attraction, and one that probably weighs more than any other, is that after training the prospects of a teacher in the matter of salary and his position on the school staff are enhanced. The department insists upon the employment of qualified teachers. The salary of an untrained graduate in private schools may be taken as ranging between Rs. 50 and Rs. 65 with no hope of increment. Generally after training he is given a fixed salary of Rs. 70 to Rs. 80, or is placed in a progressive grade of Rs. 70 to Rs. 100. There are of course considerable variations in the rates of salary due chiefly to the financial status of the management and to the locality of the school, but there can be no gainsaying the statement that a teacher's position is improved by the possession of a diploma granted by the University or a certificate awarded by the department. An untrained undergraduate teacher receives a salary ranging between Rs. 15 and Rs. 20 or Rs. 22 per mensem, and on the completion of his training course he will be given Rs. 25 or Rs. 30 and can hope to rise to Rs. 50.

In addition to higher salaries there are the inducements of provident funds and pensions. In the case of Government institutions the teachers are eligible for pensions under the Civil Service Regulations. Local bodies are allowed by Government to establish provident funds for the benefit of permanent officers and servants to establish provident funds for the benefit of permanent officers and servants in superior service including teachers, and some local bodies have funds. Teachers who have served such bodies for not less than twenty years are also eligible for gratuity. As regards schools under private management, only about fifty institutions have provident funds, the rules of which have been approved by the department. These funds are aided by Government by means of additional teaching grant limited to half of the amount contributed to the fund by the management.

Nature of agreement to be entered into by students.—Every student, before any stipend is paid to him, enters into an agreement binding himself—

- (i) to remain in the institution during the period prescribed and during that time to abide by such rules as may be laid down for regulating his attendance and conduct;
- (ii) to abstain whilst under training from engaging in any other avocation;

Nature of
agreement
to be entered
into by
students.

(iii) to abstain from attending any other institution except with the permission of the Head of the Training College or School;

(iv) to appear for such examinations as may be prescribed by the controlling authority;

(v) to serve as a teacher in a recognized institution or keep an elementary or secondary school within the jurisdiction of the Madras Educational department (or, in the case of Beaid stipendiaries, within the jurisdiction of the Board concerned), for at least three years in the case of a male student, and two years in the case of a female student, and to enter upon such duties as soon as a suitable opportunity presents itself after the period of training is over.

(vi) to furnish the head of the institution, through the Inspecting officer of the range in which he is employed, every six months during the three or two years referred to above, with information regarding residence, appointment held, salary and any other particulars which may be needed to enable the head of the institution to keep a history of the students trained in it.

If, from any cause other than continued ill health certified to by a recognised medical authority, a student fails to fulfil the conditions of the agreement, he may be declared to be unfit, absolutely or for a specified period, for employment as a teacher. If a stipendiary student, he shall also be required to refund the whole amount drawn by him from Provincial, Local or Municipal funds on account of stipend and travelling allowance, or such part of it as the authority financially concerned considers equitable in the circumstances of the case. In the case of a non-stipendiary student who has not already paid the fees prescribed, he shall be required to defray the cost of his training at the rate fixed as per regulations under fees and to refund any sum spent as travelling allowance on his account.

Recruitment
of candidates
for training.

Recruitment of candidates for training.—The reports received from Inspectors of Schools and the statistics of the Teachers' College show that the number of under-graduate teachers seeking admission into training schools exceeds the provision made for training this class of teachers. Inspecting officers are continually urging managers of schools to send their untrained teachers for training, and the teachers themselves, in order to improve their prospects, are eager to be trained; in fact many are prepared to take the course without a stipend and bear the cost of the outlay necessitated by living in a town which in some cases is far from their homes. In July of this year, Secondary Training classes were attached to selected mufassal institutions, public and private, in order to meet the growing demand for training, and in this way a considerable number of teachers unable to obtain admission into existing training schools will have the benefits of training. The figures set forth in Table (A) given below show that there is a need for more training schools for secondary grade teachers and that until these schools are started there will be a number of applicants who will not be in a position to improve their efficiency as teachers and to better their prospects. Especially significant are the figures relating to the Teachers' College and the Government Training School, Rajahmundry.

In regard to the training of graduates the difficulty is not felt to the same extent, although it is found that a much larger proportion of History graduates apply for admission than graduates who have taken other optional subjects for the B.A. degree. In Arts colleges also the number of History students exceeds that in any other branch. For example in the year 1917 there were 485 students who took their B.A. degree in History and 401 who took their degree in other subjects, including Philosophy and Languages. The figures for 1916 were 322 and 254 respectively. The numbers applying for entrance into the Teachers' College, in 1917 were, History graduates 124, other graduates 130. In 1916 the figures were 95 and 124 respectively.

It seems desirable at this stage to give two tables which set forth the proportion admitted from schools managed on the one hand by Government, local bodies and municipalities, and on the other, by private bodies—(Table B), and the proportion of teachers and non-teachers admitted during the last five years, into Colleges and Secondary Training schools—(Table C).

Table A.—The number of candidates registered and the number selected.

I. Training institutions for men.

Name of institution.	1912-13.	1913-14.	1914-15.	1915-16.	1916-17.	Total.
1. Teachers' College, Saidapet—						
(a) Graduates	188/93	167/108	199/103	187/111	221/114	912/529
(b) Under graduates	51/23	81/30	136/31	140/43	192/45	600/172
2. Government Secondary Training school, Tanjore.	42/33	40/19	79/31	101/38	127/52	389/173
3. Government Secondary Training school, Coimbatore.	44/18	27/16	36/20	74/29	65/39	246/122
4. Government Secondary Training school, Calicut.	19/12	40/11	58/20	68/33	79/40	264/116
5. Government Secondary Training school, Mangalore.	..	..	15/5	20/9	42/26	77/40
6. Government Secondary Training school, Bhamapur.	..	..	..	..	34/23	34/23
7. Government Secondary Training school, Rajahmundry.	113/40	120/55	176/71	250/65	280/101	939/332
8. American Mission Training school, Pasumalai.	28/16	29/14	20/15	56/26	75/31	203/102
9. C.M.S. Training school, Palamottah	17/17	35/22	37/17	54/24	73/29	216/109

II. Training institutions for women.

Name of circle.	1912-13.	1913-14.	1914-15.	1915-16.	1916-17.	Total.
Northern Circle	..	..	..	..	..	No Secondary Training School for Women.
Southern Circle—						
(1) Sarah Tucker Training school, Palamottah.	7/7	9/9	7/7	15/15	9/9	47/47
(2) Capron Hall Training school, Madura ..	..	..	..	6/6	9/9	15/15
(3) Government Training school, Coimbatore ..	..	..	..	..	8/8	8/8
(4) St. Anne's Training school, Mangalore ..	11/11	13/13	9/9	21/21	18/18	72/72
Central Circle—						
(1) Presidency Training school, Egmore ..	18/18	21/21	17/17	32/32	20/20	108/108
(2) Government Secondary Training school, Triplicane.	..	..	10/7	17/13	24/13	61/33
(3) U.C.M. Training school, Rayaparam ..	† 5	† 19	† 12	† 8	† 12	† 58

• Figures not available. † Number applying not available.

Table B.—The number of teachers admitted from schools managed by Government, local bodies, municipalities and private bodies for the quinquennium, 1912-13 to 1916-17.

I. Training institutions for men.

Name of institution.	Under public management.	Under private management.
(a) Teachers' College, Saidapet—		
(1) Graduates	104	367
(2) Under-graduates	51	118
(b) Other institutions	229	610 ‡

‡ Figures for one school not available.

II. Training institutions for women.

Name of circle.	Under public management.	Under private management.
Northern Circle	..	..
Southern „	2	15
Central „	..	..

§ No secondary training school for women.
|| Figures not available.

Table C.—The number of teachers and non-teachers admitted for training.

I. Training institutions for men.

Name of institution.	Teachers.	Non-teachers.
(a) Teachers' College, Saidapet—		
(1) Graduates	468	61 ¶
(2) Under-graduates	168	4
(b) Other institutions	839	118

¶ Chiefly Honours graduates.
** Eighty-one of this number were trained in institutions under private management.

From the foregoing remarks it will be gathered that teaching by specialists is a feature of the schools in the Madras Presidency; at any rate for the past five or six years great emphasis has been laid on the training of graduate teachers in the subjects in which they are specially qualified. Whether our system of specialized training is justified by results may be judged from the opinions of certain Inspectors of Schools—

One Inspector says:—"It seems to me sound that all teachers should study methods appropriate to the teaching of English not only because in the actual circumstances of Indian High schools they may have to teach English, but also because English is the medium of instruction in the non-language subject which the teacher is employed mainly in teaching, e.g., in connexion with the correction of oral and written answers in History. I think they will do their non-language work, which is in English, better for having studied methods of teaching the language which they employ as the medium of instruction."

Another Inspector says:—"I approve of this system of specialization and my experience is that good work is being turned out by teachers trained in this manner."

Another Inspector says:—"I am a firm believer in specialization in the L.T. course. The individual teacher is engaged for the whole of his professional life in the teaching of English plus the special subject in which he took the B.A. degree. Obviously it is of the first importance that he should be trained deliberately in the teaching of these two subjects. To confine a teacher's training to general Psychology and Pedagogy is to train him for the post of headmaster—a remote possibility for the majority of teachers. . . . To teach a subject effectively and rightly the teacher must be trained deliberately to teach that subject: he must be taught the special methods appropriate thereto. The above remarks do not commit me to the opinion that specialization should be intensified at the expense of general training. Specialization alone in one or more subjects would produce a teacher of narrow views and practice. Again, all subjects have a common foundation and common elements so far as their teaching is concerned, and a general training directed to these common elements is therefore essential."

Another Inspector says:—"I fully endorse the desirability of giving instruction in the methods appropriate to the teaching of two subjects in the L.T. course—one of which should be either English or a second language, and the other Mathematics, Science, or History and Geography. In the financial condition of most of our secondary schools the teachers' time-table has to be so arranged that a teacher is given work in at least two subjects of which one is generally a language subject; and such a change of work during the day is desirable in the interests of the teacher himself."

The courses of study for Secondary Training schools are laid down in "The Scheme of Work in Training Schools" and comprise general principles, organization and discipline and methods to be adopted in teaching languages, Mathematics, Elementary Science, History and Geography. Classes in drawing and elocution are also held. The practical work consists of observation of the teaching of the members of the staff and of teaching in the school.

From a consideration of the courses laid down for the two grades of teachers, it follows that the graduate and the undergraduate cannot profitably be trained together. The chief obstacle is the higher attainments of the former. The knowledge of English, or Mathematics, or Science, or History, or Geography possessed by the Matriculate is not of a high standard, and energy would be wasted in attempting to train the secondary grade teacher along with the graduate. The specialised course prescribed for the graduate is also a reason for keeping the graduate and the under-graduate apart in their training. It may be worth mentioning in passing that in the Madras Presidency the existing specialised training of the collegiate grade student has at times been adversely criticised. It is maintained that some trained teachers become headmasters of schools and as such should be acquainted with the methods of teaching all subjects of the school curriculum so that they may exercise effective supervision over their assistants. Granted that headmasters should have

some idea of the claims of contending subjects, yet it can be held that, with a staff of assistants trained in special subjects, a headmaster may well entrust the work of preparing syllabuses and of seeing to their proper working to his colleagues.

Duration of course.—At present the course for graduates and under-graduates covers one year, and is a provisional arrangement in so far at least as the under-graduate is concerned. At some future date it is intended to extend the course of training of under-graduates to two years during which time, in addition to the professional training, they will be given opportunities of improving their general education.

It will be admitted by all that after a year's study of the methods of instruction, of the problems of discipline and school organization, and of practice in teaching, a teacher is armed against the worst faults of inexperience and ignorance; but more than this is necessary. The teacher's body of knowledge when he enters the training school must be substantially increased and this object can only be attained by lengthening the course so as to enable teachers to improve their general knowledge of the subjects they will be expected to teach by attending special classes in the high school or in colleges.

Methods of teaching adopted and manner of inculcating them.—I may now pass on to a consideration of the methods of teaching adopted and the manner of inculcating them.

In the time-table for collegiate and secondary grade students, periods of 50 minutes each are devoted to lectures, model and criticism lessons, observation of the teaching in school and practical work or teaching in school. Physical Science graduates also go through a workshop course of metal work, wood work and glass blowing, and learn how to fit up apparatus and to make small repairs. In addition, they have a course of elementary exercises in the laboratory and use the simple apparatus found in high schools. They learn the imperfections of such instruments, the methods of minimising their effect and the limits of accuracy that may be expected in high school work as done by beginners. By observing the laboratory class of the pupils they also become acquainted with the common mistakes made by them and the direction in which guidance on the part of the teacher is most wanted.

The Natural Science graduates have a course in glass blowing and fitting up of apparatus for simple experiments. They also learn to handle simple tools. The collecting and preserving of insects, the drying and preparing of plants for the herbarium, the preserving of plant and animal specimens in spirit and formalin for the museum, school gardening, the elements of photography and lantern slide making are also included in the course of training. The students are occasionally taken out on excursions for the study of specimens in the fields and rivers.

In addition to the usual course of lectures, model and criticism lessons, observation and teaching work, the Mathematics graduates devote about twenty-four periods of an hour and 40 minutes each to practical mathematics. The end in view is to show the teacher the direction in which the subject may be correlated with Geography and Physics, the aspects from which it leads one to Higher Mathematics or Commercial or Technical Mathematics. Another aim is to give him a training in the proper use of the black board, to teach him to draw neat and accurate figures free-hand and with instruments.

In the History course emphasis is laid on the need for a free and full use of various aids to the teaching of history, such as documents, pictures, sketches, maps, charts, etc. Attempts are made to determine the stages in a pupil's school career when these aids are most useful. Two periods are set aside each week for what is termed 'practical work' as distinct from practice in teaching. Exercises are set on the use of documents, maps, pictures, etc. Maps also are drawn by students both on paper and on the black board. Printed sketches and pictures and cuttings from illustrated papers and magazines are distributed among the students and they are asked to state what they would expect pupils at particular stages to observe in and infer from them. Charts depicting local history are also made.

The knowledge of geography possessed by the history or philosophy graduate is very limited and consequently the whole of the first two months is devoted by the lecturer to imparting some knowledge of the subject-matter. A knowledge of principles is insisted upon, and students are led to acquire ability in the use of atlases, maps and books of reference. Exercises in map-drawing, sketching and filling, and on pictures, diagrams, maps, and globes form an important part of the practical course. Exercises in the use of statistics and readings from original descriptive source books of travel are also given. The aim kept in view is to enable the facts to be learnt and understood through the working out of these exercises and also to bring out the causes and principles underlying them.

The syllabuses in English and special subjects prescribed by the University are followed by the lecturers of the college staff, while the members of the secondary grade staff are guided by those laid down by the department in "The Scheme of Work in Training Schools."

The approximate number of hours devoted to lecturing is as follows:—

Collegiate section.

Theory and practice of education	..	..	..	..	70
English	..	..	..	..	21 to 25
Mathematics, Physical Science	..	..	..	..	54
Natural Science, History, Geography	..	..	..	..	33
Kindergarten	..	..	..	..	30

Secondary section.

General Principles	..	..	..	..	60
Special Methods	..	..	..	..	85
Kindergarten	..	..	..	..	30
Organization	..	..	..	..	60
Discipline	..	..	..	..	30

Model lessons are given throughout the course by the several lecturers, and, in addition, all students are afforded, as far as practicable, opportunities of observing their lecturer's teaching in the school. The English lecturer, for example, in taking the fourth or fifth form for three periods a week, instructs students in turn to observe him for three weeks or so. The notes of observation taken during these periods are read through by him and discussed, if necessary, with individual students. A similar system is adopted with regard to the notes taken by those told off to observe the teaching of the members of the permanent staff of the school and students under training. Much of the time of the students is thus given to observation, and, with a good teacher on the permanent staff, considerable benefit is derived by the students from this part of their training.

Criticism lessons.—In addition to the criticism lessons given before the whole class or a section of the class we have adopted a system wherein lessons are given in the school itself before half a dozen to a dozen students and with a lecturer presiding. The lecturer meets the students at some convenient hour, after the lesson, and discusses with them their merits and defects. This plan has the advantage of saving time, of not disturbing classes by moving them from the class room to the lecture hall, of instilling, in the case of nervous students, a certain amount of confidence and of making the lesson more natural and less formal in character. Such lessons also fit in naturally with the stage of knowledge and advancement of the pupils and follow the lines of the ordinary class work according to the school time-table. Teaching under conditions approaching as far as is possible the normal, calls forth a student's powers of discipline and class management. It has so far worked satisfactorily. Further, with a class of over a hundred graduates it is impossible to conduct formal criticism lessons in English in the time set apart for training. In all subjects there is held at least one formal criticism lesson per week, and it is only with regard to English that it has been found necessary to conduct additional lessons in the class room although in the special subjects also the lecturers find it advantageous to have criticism classes in the school.

Criticism lessons.

Observation.—Something has already been said about students' observation work which consists of writing notes on the teaching they have observed in the school, these notes being criticised by the members of the staff responsible for the particular subject. All students are assigned, as far as possible, to assistants teaching in class IV up to form VI; in other words, they are made to observe the teaching of English and other subjects in the preparatory, lower secondary and upper secondary departments in turn. As the year is divided into three sessions this arrangement is found quite workable and students are afforded opportunities of watching the teaching of English and the appropriate special subjects in all the departments of a high school. The permanent assistants of the school in charge of the English work of forms I to VI are trained graduates, while the English work in classes IV and V is in charge of the lecturer in Kindergarten and a trained secondary grade teacher. In fact in the model school practically all the teaching in forms I to VI is done by certificated graduates. Students also spend a part of their time in observing the teaching of their classmates and the notes taken there as well as those taken while observing the teaching of the school staff are scrutinized by the lecturers and commented upon. A similar plan is adopted in regard to the special subjects. The history student observes the teaching of history and geography; the physical science student the teaching of physics, chemistry and elementary science; the natural science student the teaching of botany and elementary science; the mathematics student the teaching of elementary mathematics, geometry and algebra. The lecturers aim at training students to take note of essentials, to eschew the trivial, to be methodical and neat. It is believed that these observation notes prove to be a useful record for reference by the student after he leaves the college and resumes work in his school. Much importance is therefore attached to this part of the course.

Practical work.—Turning now to the actual practice in teaching, it is found that adequate facilities cannot be given to such a large number of students. With a practising school of 570 pupils on the rolls, divided into 20 sections, difficulty is experienced in giving every student a few hours' practical work. Further, the school has a full complement of trained graduate and undergraduate teachers and the pupils are no longer subjected for any length of time, as in the past, to the teaching of untrained men. If the average number of students under training, both collegiate and secondary grade, is taken to be 160, it will be readily understood that sufficient time cannot be given to practical work.

I would welcome greater facilities for practical work. Especially in the case of secondary-grade students of the Teachers' College, it must be admitted that they cannot be given a sufficiently varied range of practical experience in teaching. Even the graduate teacher with his specialised course of training is handicapped in the matter of teaching experience.

A few words may not be out of place here on the question as to whether practical work should synchronise with or succeed theoretical work. In the Teachers' College, and I believe in most training institutions, the practice is to give instruction in the preparation of teaching notes and general methods of teaching and class management for the first four or six weeks of the course and then to call upon teachers of some years' experience to give criticism lessons or teach in the school itself under supervision. If the whole class under training were composed of men who had spent two or three years in teaching before entering on a course of professional training, it would be possible after two weeks or so to give them practical work, but when the class contains men who have never stood up before a class of boys, there would be neither profit to the student nor to the pupils in adopting such a course. Under the existing conditions I feel that students are made to teach at too early a stage of their training and that they would be in a better position to do themselves justice if they could spend a much longer time in observing the work of the permanent staff and could receive more theoretical instruction. If the course were extended to two years, it would then be possible to devote the first year to theory and observation and the second year to practice, with this proviso, however, that the number of training institutions is increased.

Drawing and
manual
training.

Drawing and manual training.—Drawing is a subject for which students do not show great aptitude, and whether this is due to indifference or to the fact that they are unable to realize the importance of drawing as an aid in teaching, or to a feeling of diffidence as to their capabilities, it is hard to say. The fact remains that seldom does one find teachers capable of putting an illustration on the black board which is useful to the class. Given time to prepare a sketch before entering the class-room a fair production may be expected, but for rapid, clear and instructive sketches on the black board during the progress of a lesson we seek for the most part in vain. It is the opinion of Inspectors of Schools, I believe, that drawing is not taught satisfactorily in schools. If this is the case then the teachers of drawing in Training schools have an up-hill task. Our experience is that the drawing masters have discouraging material to work upon, but at the same time we must not lose sight of the fact that they do not realize sufficiently the pedagogic side of their work.

During their training course graduates spend two periods a week, undergraduates three periods a week in learning to draw on the black board and on rough brown paper in chalk, and at the end of the year are examined by the manual training instructor and the drawing master. The subjects of the school curriculum such as science, history and nature study furnish material for practice. Their proficiency in drawing is noted in the certificate issued by the college. Taken as a whole the chalk work on paper is creditable and certainly students do show progress in this line. It is the black board work that is so poor. Lack of perspective, gaudy and unnatural colouring of objects, want of clear bold outline, lack of sense of proportion are faults only too commonly met with.

At the Teachers' College a manual training class was started about two and-a-half years ago and nine or ten qualified instructors have left the college. Of this number not more than three are employed as instructors in schools. At present there is no demand for such men, owing mainly to want of funds, and the number of schools with a Manual Training department can be counted on the fingers of one hand.

The course lasts for two years and consists of clay and card-board work, wood work, mechanical and art drawing. The qualifications for admission are similar to those for undergraduates and the amount of stipend is Rs. 15. Along with their special course manual training students receive instruction with secondary grade students and sit for the Training School-leaving certificate Examination. They have thus a double qualification on passing the examinations, viz., they are qualified secondary grade teachers and manual training instructors. The officer in charge of the class is a qualified instructor with experience of such work in England.

Training in
physical
instructions

Training in physical instruction.—All students undergo a course in drill and physical exercises and are divided into sections, each section being under instruction for two hours every week. The instructor follows the course laid down in the Board of Education's syllabus of physical exercises. As far as possible opportunities are given to individual students to drill small classes of their fellow students. At the end of the year they are examined by the Adjutant of one of the Volunteer Corps in Madras. Our experience has been that the students acquit themselves creditably in drill and physical exercises, but come to grief in the actual teaching. They are capable of issuing words of command and to a certain extent of explanation, but they are not sufficiently observant of the individual work of the class under instruction. Many mistakes in the position of the body and limbs and in smartness of execution are allowed to pass unnoticed. The drill periods are not welcomed by many students and little enthusiasm is displayed. Some, however, are keen and smart. This feeling of indifference may be accounted for by the fact that all high schools have a gymnastic instructor whose duty it is, in the opinion of graduate and undergraduate teachers, to attend to drill, physical exercises and games, and that the assistants of the school have no concern in this part of the school curriculum. However, steps have been taken lately to impress upon students the importance of physical exercises and games. For the last three years a course of lectures on physiology, hygiene and games has been delivered by the Physical Director of the Young Men's Christian Association, Madras, and it is gratifying to be able to state that a change is coming over the attitude of teachers with regard to physical instruction.

In his lectures he discusses among other subjects the existing systems of physical training and their applicability to the training of the young, the necessity for the systems being formulated on physiological principles, and the exercises designed to suit children at different stages of development. One of the ends the lecturer has in view is to interest teachers in organizing group games so that in every school the teachers may be assigned to classes and be responsible for superintending the games of their pupils. Unless such a system is followed it is hopeless to expect the majority of the pupils of a school to take part in games of any kind. A gymnastic instructor cannot attend to the physical education of three or four hundred boys. If only, therefore, graduate and undergraduate teachers can be roused to take an interest in this side of their work, much will have been accomplished in the direction of a healthier system of physical education than prevails at present.

Annual cost of training a teacher.—In the case of the Teachers' College the cost of training a collegiate grade teacher and a secondary grade teacher cannot be given separately. Taking the two grades together the average annual cost per student for the last five years is Rs. 607. If figures for the last three years are considered, the average annual cost amounts to Rs. 564, the difference being accounted for by the outlay in equipment on the reorganization of the college. In the case of mufassal secondary training schools the average cost may be taken to be roughly Rs. 210.

Annual cost
of training a
teacher.

Method of examinations and success and failure in the examinations.—The examination for the L.T. degree is conducted by means of four written papers each of three hours' duration. The first day's papers are on the theory and practice of education, the minimum for a pass being 35 per cent of the total marks of the two papers taken together. The second day's papers are on (i) methods appropriate to the teaching of English and (ii) methods appropriate to the teaching of one of the following groups of subjects: (a) all subjects to young children; (b) mathematics; (c) physical science; (d) natural history; (e) history and geography; (f) one language other than English. It may be mentioned in passing that provision has not been yet made for the last group. The minimum in this part of the examination is 35 per cent in each of the papers—English and optional group—and 40 per cent of the total marks in the two papers. To obtain a second class, candidates must obtain not less than 50 per cent of the total marks and to secure a first class 60 per cent of the total marks. If a successful candidate obtains not less than 60 per cent of the marks in the English or the optional group paper, he is considered to have gained distinction, and the fact is recorded in the diploma awarded to him.

Method of
examinations
and success
and failure
in the exa-
minations.

Under the old regulations a practical examination was held soon after the publication of the results of the examination in the theory of education, and successful candidates were called upon to teach in the presence of a Board of Examiners. This examination was held in a school with which the teacher generally had no acquaintance, the pupils were new to him and there was the Board of Examiners sitting in judgment. The combination did not bring out the best in a teacher. Further, an examination conducted on these lines encouraged candidates to look upon the test as a sort of performance for which they had to prepare, very much as an actor has to study his part in a play. When therefore the reorganization of the L.T. courses came up for discussion it was decided to eliminate the practical test. It may be questioned whether the abolition was a sound departure. Personally I should welcome a practical test, but I would have it conducted on different lines. On passing the theoretical portion of the examination I should require the teacher to teach in a school for one year at the end of which time he would be permitted to appear for a practical test in his own school. The test should be as informal as possible and might be conducted by a Board consisting of the Inspector of the circle and the Headmaster of a neighbouring high school. If successful, the teacher would be declared to have passed the L.T. degree examination. Such a test would help to improve the quality of the teaching in schools, would impress teachers with the truth that there is an art of teaching and would in no way be a bogey—such as the old practical examination was.

The secondary grade teachers have to appear for an examination called the Training School-leaving Certificate examination which is conducted by the Inspector of European and Training Schools with the assistance of the staffs of the training

institutions and such other persons as the Director may from time to time depute for the purpose. The examination is held once a year and ordinarily in the last week of March. The Inspector of European and Training Schools determines which of the candidates shall be declared to have passed the examination, enters their marks in their certificates and publishes their names in the *Fort St. George Gazette*. Such persons are then called probationary trained teachers and are considered for all purposes of the Public Services Notification, the Madras Educational Rules and the Grant-in-Aid Code as trained certificated teachers for three years from the 1st April of the year in which they appeared for and passed the examination. A candidate who fails in the examination may appear for a subsequent examination without further attendance at a training school.

Probationary teachers are not required to pass a formal practical examination in order to complete their certificates, but Inspectors, when they visit the schools in which these teachers are employed, test their ability in such manner as they consider necessary and if satisfied with the teachers' work complete their certificates by making an entry to that effect over their signature. No certificate is completed which does not show at least eighteen months' satisfactory work in a recognized school. A teacher, whose certificate is not completed in this way within three years from the date of his passing the Training School-leaving Certificate examination, ceases to enjoy the status of a trained teacher, and can only be ranked as a trained teacher when he completes his certificate.

Inspectors and Inspectresses forward in January of each year to the Inspector of European and Training Schools lists of teachers whose certificates they have completed classifying them as of the first or second class. Consolidated lists of such teachers are published from time to time in the *Fort St. George Gazette* by the Inspector of European and Training Schools.

The following tables give the number passed and the number examined in the quinquennium 1913—17:—

L.T. Degree examination, Teachers' College.

1913	...	...	...	92/95	1916	...	...	...	89/111
1914	...	...	...	96/103	1917	...	...	...	94/112
1915	...	...	...	89/100					

Training School-leaving Certificate examination, Teachers' College.

1913	...	...	...	18/21	1916	...	...	...	31/42
1914	...	...	...	24/24	1917	...	...	...	60/65
1915	...	...	...	26/30					

Training School-leaving Certificate examination, other secondary Grade Schools.

1913	...	...	...	93/116	1916	...	...	...	141/193
1914	...	...	...	91/118	1917	...	...	...	241/280
1915	...	...	...	128/153					

It will be seen that the percentage of passes in both grades of examination is high.

Subsequent
careers
of
trained
teachers.

Subsequent careers of trained teachers.—The majority of teachers come from colleges and schools under private management and return to their appointments after their training. The remainder are employed either as inspecting officers or as lecturers and teachers in institutions under public management. By far the largest number of collegiate teachers are entertained in high schools under private management, a few are appointed as headmasters of middle schools. Undergraduates or secondary-grade teachers are employed in the lower forms or classes of high schools, in middle schools and in the model schools attached to secondary and elementary training schools.

We find in this Presidency that a few candidates seeking admission have before becoming teachers been employed as clerks in the different departments of Government and that some have attended the Law College for one or two years. At the end of the three years' agreement to serve as a teacher in recognised institutions under the control of the Director of Public Instruction, Madras, a teacher is free to seek

employment in schools outside the jurisdiction of the Director or to enter any other walk of life. But very few give up the teaching profession after being trained. If they do, it is generally with a view to practising as vakils.

It is interesting to note that in the last three years a considerable number of Masters of Arts and Bachelors of Arts (Honours) have joined the Teachers' College. In the years 1915, 1916 and 1917 the numbers are 18, 24, 21, respectively. We find however that these young men are not inclined as a rule to serve as assistant masters in schools, nor do managers of schools show any special desire to employ them. Work as lecturers in colleges is their ambition. The inspecting line does not seem to appeal to them. As regards their employment in schools, salary is the main difficulty, since schools are not in a position financially to offer a salary commensurate with their attainments. They are prepared to enter Government Service on Rs. 60 and trust to their lucky star, but they will not apply for posts in private schools, carrying a salary of less than Rs. 100.

Conclusion.—In concluding this report it will not be out of place to give a brief history of the Teachers' College and to offer a few remarks on improvements that may be effected in the near future in the training of teachers.

When the Education Department was constituted in the year 1855, the Director of Public Instruction, feeling the need for a number of qualified schoolmasters to be placed in charge of schools to be opened in the important centres of each district, obtained permission from Government to open a normal school in Madras. In the year 1856 the school was formally opened and teachers of all grades were admitted for a two years' course of general instruction and professional training. In 1872 the activities of the school were confined to professional training and the course was reduced from two years to one year, while in 1875 the period of training in the case of graduates was reduced to six months. When it was resolved in 1885 to have an L.T. degree, the institution was reorganized and affiliated to the University and began to prepare candidates for the degree. The school was now designated the Teachers' College and was removed to Saidapet in 1887. The year 1911 saw the reorganization of the College and the amalgamation with it of the Training College, Rajahmundry, which had been opened in 1894. An increase in the number of stipends from about 50 to 100 was also sanctioned. This was the year in which the specialised training of graduates was begun and the new syllabuses prescribed by the University came into operation. In 1916 it was decided that special provision should be made for the training of graduate teachers coming from schools in the Telugu or northern districts of the Presidency, and in July 1917 the Training College, Rajahmundry, modelled on the Teachers' College, Saidapet, admitted 50 graduates for training. A collegiate training class was also attached to one of the aided first-grade colleges in Trichinopoly, and 20 graduates were admitted.

It will be of interest to note that the average number of graduates under training per annum in the Teachers' College from 1887 to 1910 was 34, while in the period 1911—17 the average number was 103. In the six years preceding 1911 the average number was 48. In the quinquennium 1913—17, 484 teachers passed the L.T. Degree examination. All of them received a training in the methods of teaching English and with a few exceptions underwent a course in methods appropriate to the teaching of the optional subject in which they took their B.A. degree. Already their influence is making itself felt in schools. Improved methods are being gradually introduced, the teaching is more efficient, more systematic work is being done, there is less lecturing and dictating of notes, there is less cram.

Coming to the improvements that may be expected shortly, it may be stated that in the case of undergraduates they hinge on the two years' course which has been sanctioned by Government but has not yet been brought into operation. With the object of improving the professional and general educational qualifications of secondary grade teachers it has been decided to extend the course of training to two years and the scheme involves the opening of new training schools in addition to those to which, as a temporary measure, have been attached secondary training sections during the year 1917—18. With these new centres and with improved pay and prospects for teachers there is every hope that in this Presidency there will be a considerable reduction in the untrained element in the staffs of our schools.

I shall now proceed to offer a few remarks on the qualification of candidates seeking admission into secondary training schools. What strikes one is the diversity of the material entering the training school. There is the School-leaving certificate candidate, and this class forms the largest number, there is the teacher who has passed the Intermediate examination, and there is also the teacher who has passed one or two branches of the B.A. Degree examination. The aim should be to add to the equipment of those holding Secondary School-leaving certificates so as to render the instruction in schools as efficient as possible. Mention has been made of the specialised course prescribed for graduates who will after training be employed in teaching the upper forms of high schools. In the case of undergraduates who will be in charge of the lower forms—and I refer specially to those who have not gone beyond the Matriculation standard—it is necessary to continue their general education so as to enable them to handle with confidence the subjects taught in the lower school. For example, the teacher who has made a special study of Physics and Mathematics for the Secondary School-leaving Certificate Public examination should devote part of the time of his training course to a further study of English, History, Geography and Vernacular; the one who has taken up History and Vernacular should give a part of his time to Mathematics, Elementary Science, Geography and English. I would have special attention paid to Geography and Elementary Science as these are non-examination subjects under the Secondary School-leaving Certificate scheme.

In order to give effect to this scheme of improving the general educational qualifications of teachers under training, additional staff will be required in all secondary training institutions attached to high schools. There should be no difficulty in appointing instructors, who, in virtue of their special qualifications in particular subjects, would be in a position to give courses of general instruction and at the same time train the teachers in the methods appropriate to the teaching of those subjects. In fact the system obtaining in training colleges might be adopted.

Turning to the duration of the course for graduates some people are of opinion that it is too short. Under existing conditions no time can be spared for any work outside the specialised courses. As has already been noted, specialisation is a feature in the training of graduate teachers and the general opinion is that the system has produced satisfactory results. But there is a danger of teachers being led to consider that their own special subject is the one subject of importance in the school curriculum and to attach undue weight to it. If the course were lengthened it would be possible to afford students opportunities of becoming acquainted with the other school subjects. There would be no difficulty in planning a series of lectures on the general methods to be adopted in teaching Physics, Chemistry, Mathematics, History, Geography, etc., which would appeal to the teacher who was a specialist in only one of these subjects and which would enable him to arrive at an estimate of the importance of each subject of the high school course. Time would also be found for observing the teaching of the school staff and for attending Model and Criticism lessons. There might also be greater facilities for practical work, although I am of opinion that little can be done in this direction until the number of graduates under training is reduced in the Teachers' College. This reduction can only take place by opening new training colleges or by attaching new collegiate grade training classes to existing first-grade colleges which have the necessary accommodation, staff and equipment. As an experimental measure such a training class has been attached this year to one of the aided first-grade colleges in the south of the Presidency and in all probability the experiment will be continued. By the opening of the Training College, Rajahmundry, and of the collegiate grade section attached to the first-grade college the number of stipendiary graduate students under training has been increased from 100 to 170. In so far as the graduate in Physics or Mathematics is concerned, the colleges at Saidapet and Rajahmundry meet the demand for admission. It is when we consider the claims of the History graduate that the difficulty is felt, a difficulty which has to a certain extent been met by the opening of the training section mentioned above.

It must not be understood that I am advocating a two years' course for graduates. The one year spent by teachers in a training college has been productive of good results. All I would urge is greater facilities for practical work. The

solution does not depend so much on the lengthening of the course as on a smaller number of students under training. The department has deliberately adopted a policy of encouraging teachers to undergo a course of professional training, and by means of generous allotments for stipends has made it possible to admit teachers in large numbers in training colleges and schools. The end in view in this Presidency has been to provide schools with as many qualified and certificated teachers as possible, and we have aimed not so much at turning out ideally trained teachers as at helping to put teaching in schools on a sounder and more efficient basis by affording managers opportunities of improving the qualifications of the members of their staff by sending them for a course of training. I feel that if large numbers of teachers can be brought to the threshold of the Science and Art of Teaching and can be guided on their way much has been done towards giving them a foundation on which with the experience in store for them in their own schools they may build up systematic courses of study and rational methods of procedure. I am conscious of the defects of our existing system, but at the same time I consider that it would be a retrograde step to lengthen the course at the expense of the numbers to be admitted into colleges and schools.

It is impossible to forecast the time when it will be possible to have smaller classes under instruction. Many trained graduates and undergraduates will be required for the secondary schools that will be opened year after year, and it will tax the existing training colleges and schools to meet the demand. The department may therefore be expected to continue its policy of a one year's course for graduates confident that the benefits of the past will be maintained in the future.

H. S. Curran
Principal
Teachers' College, Saidapet
Madras

Home (Education) Dept

Submitted that the report may be recorded after perusal

By
8/2/18
10/11/18

CA
12/2/18

13/2/10

H.E.

Thanks.

P

15.2.18.



Report on the training of Secondary teachers

Recording copy of the Report

H.E. Duncan

~~Submitted that the report may be~~
Submitted that the report may be
B.O. no. 201 of 18.2.18
recd in Record

By
16.2.18

CA
18.2.18

When given for copying
When copied
When examined
When signed

191

HEAD AGAIN G.O. No.
191

DATED

CURRENT No.

ENCLOSURES TO G. No.

ORDER OF GOVERNMENT

A A A A A A A

LETTER OF GOVERNMENT

STATEMENT WITH DITTO.

PAPERS NOT FILED UP, BEING MEANT FOR DESPATCH
IN ORIGINAL

N.B.—

A = Copy in full.
B = Not to be copied.
P = Copy abstract only.
Q = Copy heading only.