

Teacher Education Scenario in Telengana: Some Issues and Concerns

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Abstract: *The development of the standard and quality of education is closely interconnected with the question of Teacher Education. A Teacher should prepare himself for this special herculean prophetic task before accepting the noble responsibility of Teaching. The Teachers' training Institute plays vital role and helps a lot to do this phenomenal task. In the Post Independence Educational policies the importance of the teachers' training is admitted for a long time before. But in this present constantly changing society how much development in the standard of education has taken place is the million dollars question and it is the context of the present paper. The main theme and intent of the present paper is to enhance the teacher education quality and standards in India and Telengana state by focussing on the emerging issues and related concerns. The paper ultimately concludes that teacher education system in India in general and in Telengana state in particular calls for sea saw revolutionary changes.*

Keywords: *Standard & quality, Teacher Education, issues & concerns, focus.*

I. Introduction

Teaching is a profession requiring specialisation in terms of Knowledge and skills. The person involve in this process should possess all round development in terms of cognitive, Affective and Psychomotor domains. There exists a wide gap between theory and the knowledge and skills of teaching required in the actual classroom curriculum transaction. The teacher should have a skill of constructivism as it is the present hour of talk he has to bridge the classroom knowledge to real life situations by constructing the knowledge of the student. For this reason, a routine bound-teacher cannot act in accordance with the emerging needs unless he or she is trained and frequently orient and update knowledge basing on the prevailing needs and situations. One of the most important requirements to promote and strengthen education is the training of teachers who are the key resources in the reform, redirection and renewal of education. The college teachers, Education department of University, field functionaries, expert teacher educators and the Government should give their attention to tackle the problem of teachers' training. For the development of the standards and quality of education, ideal teachers with passion for teaching and well being of society are necessary and for this there is a need of appropriate teachers' training. Keeping the above aspects in mind, the article would make an attempt to explore the answers of the following questions.

Major problems of the present system of Teacher Education:

There are many problems and issues plaguing the system of teacher education. Teacher Preparation and commitment have been a subject of discussion at all levels, from the Government, Ministers, regulatory bodies, schools, parents, society and to teachers themselves.

Major problems and issues in teacher education concern the following:

- ✚ Several types of teacher education institutions thereby lacking uniformity in different states of India.
- ✚ Recruiting incompetent teacher educators resulting in deficiency of scholars.
- ✚ The Staff selection process in recruiting staff for private D.Ed and B.Ed colleges of Education is defective.
- ✚ Insufficient salaries are given to Private colleges' faculty members. The real staff position on paper and in actual is totally different. The real staff members are seen on inspection days only.
- ✚ Poor standards with respect to resources and physical facilities for colleges of education.
- ✚ Unhealthy financial condition of the college of education.
- ✚ In Minority colleges non minorities are given admissions as a result objective of establishing minority institutes are not fulfilled.
- ✚ In Government colleges of Education, IASEs and D.I.E.Ts no recruitment of lecturers either directly or through departmental promotions since 2005 due to case in Supreme Court. It is because of Governments' blindfold decision. The authorities and Government of Telengana and Andhra Pradesh are not competent

enough to take bold decisions to recruit lecturers. As a result the total system is paralysed and monitoring is zero in Elementary and High schools.

- ✚ There is a mushroom growth of Private D.Ed and B.Ed colleges. The NCTE and SCERT have given affiliation to many colleges though they haven't maintained any standards as per norms prescribed.
- ✚ The academic year of D.Ed course has become irregular. The authorities and Government are not focussing on it.
- ✚ Uniform education policy of the government treating excellent institutions alike.
- ✚ The junior college lecturers' scale is better than the DIET lecturers. Though DIET lecturers are possessing professional qualifications apart from academic qualifications in the recent PRC of Telengana and A.P.
- ✚ The curriculum of teacher education is not revamp. The age old traditional curriculum and teaching methods of teaching in the teacher education is still continued. The experts are immune to traditional methods and are not readily accepting the new methodology.
- ✚ Haphazard and improper organisation of teacher education.
- ✚ The co curricular activities are unplanned and insufficient. The private D.Ed/B.Ed colleges are not bothering about recruiting Physical and Art education lecturers.
- ✚ Teaching Practice and Internship programmes are neither adequate nor properly conducted.
- ✚ There are no Librarian posts recruited either in Government or Private colleges of Education in order to maintain library properly and develop better study habits in teacher trainees.

Role of NCERT for Revitalization and Modernization of Pre-service Teacher Education:

The NCERT working group made the following important recommendations:

- ✓ Every teacher training institution should have a good library with at least 5000 books in all subject areas.
- ✓ There should be a separate laboratory for educational technology where trainees can do practical work for resource material development for teaching different school subjects.
- ✓ Every teacher training institution should have adequate hardware and software in educational technology and trainees should be provided practical work in the educational technology under micro and mini teaching sessions.
- ✓ Every teacher training institution should have facilities for practical work in art, music and other aspects of culture.
- ✓ The four year integrated programme of teacher education is a better model of teacher education.
- ✓ The minimum qualifications for a teacher educator in a teacher training college or university department of education in the methodology subject should be Master's degree in the concerned subject together with Master's degree in Philosophy, Psychology or Sociology together with Master's degree in Education and should have an M.phil/Ph.D in Education.

Role of district institutes of education and training (D.I.E.T) in pre-service and in-service teacher education:

As per new education policy 1986 recommendations DIETs have been established & implemented since October, 1987. The DIET comprise the following seven academic branches:

- 1) Pre-service Teacher Education (PSTE) Branch.
- 2) Work Experience (WE) Branch.
- 3) District Resource Unit (DRU).
- 4) In-service Programmes, Field Interaction and Innovation Coordination (IFIC) Branch.
- 5) Curriculum, Material Development and Evaluation (CMDE) Branch.
- 6) Educational Technology (ET) Branch.
- 7) Planning and Management (P & M) Branch.

As a general observation, it needs to be immediately clarified that most programmes and activities of a DIET would involve more than one branch, and the nomenclature of branches given above, indicates principal nodal responsibility and not total responsibility.

These institutes are established as centres of guidance for educational institutes and schools of a district and also work as a platform for research and experimental work in the educational domain. Teachers who enrol for the programme and target groups related to education field are provided training under the following heads:

- ✓ To develop acquaintance with theories and methodologies of teaching students from classes I to VII.
- ✓ To study subject content as per the curriculum of the state's elementary education.
- ✓ To practice different methods of teaching in actual classroom situations.
- ✓ Providing pre-service education to prospective elementary teachers.
- ✓ Organising in-service education programmes for elementary teachers.

- ✓ Training and orientation of Heads of institutions, Heads of School complexes and officers of Education department up to Block level and Mandel level in Planning and Management.
- ✓ Training Instructors and Supervisors of Non- Formal and Adult education.Voulenteers of RBC/NRBC/NCLP open schools and other alternating learning centres.
- ✓ Training to School Management Committees (SMCs), community leaders, youth and other volunteers who wish to work in educational activities.
- ✓ Training to resource persons who will conduct suitable programmes for the targets at centres other than DIET.
- ✓ Provide Academic and resource support to the elementary and alternative education systems in the districts.
- ✓ Conducting Action research and experimentation to deal with specific problems of the district in achieving the objectives in the areas of elementary and alternative learning system.

Role of the National Council for Teacher Education (NCTE) in Teacher Education:

The NCTE has suggested some reformations regarding teacher education:

- Undertaking surveys and studies relating to various aspects of teacher education and publishing the results.
- Developing guidelines for general teacher education programme.
- Developing norms for various courses or training in teacher education.
- Preventing commercialization in teacher education.
- Maintaining quality and standard of teacher education.
- Establishing international relations in the area of teacher education.

Suggestions for improving the condition of Teacher Education:

There are some suggestions here for improving the condition of teacher education.

- Teacher education like higher education and technical education must be the responsibility of the central government.
- As we see the IITs and polytechniques are having separate directorates and their scales are different they are considered as professionals. The central Government should immediately focus on Teacher education before deteriorating of quality of education in the country.
- Uniformity among teacher education institution must be ensured and maintained in terms of curriculum, duration and timings of the programme.
- While granting Affiliation to the Private colleges of education the NCTE, NCERT and SCERTs should not compromise in terms of Standards, quality and physical facilities of the institute. They should strictly adhere to guidelines prescribed .There should not be political interference.
- There should be separate Directorates at central and state level to look after the administrative aspects of Teacher education. Honest and sincere officers should be recruited at this level. To realise this aspect there should be “Indian Education Services” (IES) in the lines of “IAS”.
- Curriculum development should be on a continuing basis to keep pace with current trends. The lab level needs should be identified while revamping the curriculum.
- The staff recruitment process in Private colleges of education has become nominal and corrupted. This should be strictly reviewed and corrupt officers should be punished.
- There should be a definite structure of salary to private colleges of education faculty members and strict vigilance to be maintained in this aspect and recruitment process. The affiliation of those colleges should be immediately cancelled which ignore the norms and guidelines prescribed.
- Teacher educators must be well qualified, experienced with language proficiency and research bent of mind.

II. Conclusion

To conclude any effective teacher education curriculum calls for systematic task analysis of teachers at various levels and inclusion of relevant contents keeping in mind the various needs of multilingual, multicultural and multireligious communities in India, which alone can infuse confidence among the prospective teachers to negotiate the school curriculum in classroom. The present teacher education programme is inadequate to meet the challenges of diverse Indian socio-cultural contexts and the paradigm shift envisaged in the NCF-2005. The pedagogic reform from this perspective need to invest on building on teachers capacity to act as autonomous reflective groups of professionals who are sensitive to their social mandate and to the professional ethics and to the needs of heterogeneous groups of learners. Professionalism needs to be instilled in each and every phase of teacher preparation starting from conceptualisation to evaluation and appraisal to prepare professionals and improve the quality of education.

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