

Secondary Teacher Education in Telangana State: A Critical Appraisal of B.Ed Programme

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Abstract

Education is an important instrument for bringing out potentialities of human beings while effectiveness of a system of education is mainly dependent upon its teachers. That is why, among all the dimensions of education, teacher education is considered to be the most crucial. The quality, competence and character of teachers and their professional preparation depends on the quality of teacher preparation program. Teacher education is an integral part of the educational system. The B.Ed is considered as the hub of the entire secondary and higher secondary education because it is believed that as is the B.Ed so will be the secondary and higher secondary education. The teacher education program is different from other educational programs in the sense that it trains the student-teachers for a profession. Telangana is a new State carved out by Parliament of India on 02/06/2014 as a 29th State by Andhra Pradesh Re-organization bill 2014. In this article, the author analyzed the B.Ed program under different managements in the state of Telangana.

Keywords: Teacher Education, EPC, Microteaching, NCTE, Quality education.

Introduction

Teacher education and school education have a symbiotic relationship. Developments in both these sector mutually reinforce the concerns necessary for the qualitative improvement of the entire spectrum of education. The NCTE has defined teacher education as – “*a programme of education, research and training of persons to teach from pre-primary to higher education level*”.

According to Goods Dictionary of Education Teacher Education means- all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively. Teacher Education encompasses teaching skills, sound pedagogical theory and professional skills. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. The teacher education system through its initial and continuing professional development programmes is expected to ensure adequate supply of professionally competent teachers to run the nation's schools.

Historical Development of Teacher Education in Telangana

Before Independence teacher education courses of one and two years existed in the Nizam's dominions in Hyderabad and Warangal, called as 'Subas'. The middle passed teachers were required to undergo a two years' training course and used to be conducted through regional languages such as Telugu, Urdu in Telangana area. In the Nizam's dominion Bhiknur was one of such well known Basic teacher training school in the district of Nizamabad.

At the graduate level, a college of education came into existence from 31-08-1928 under the Osmania University. These courses were termed as B.T. on all India basis although the Madras university continued with its L.T. In 1947, the college was shifted to the university campus and was renamed as University

College of Education and was upgraded to the status of IASE during the year 1996-97.

University College of Education, Kakatiya University established in 1984 as a department, it was upgraded into IASE in 1996 and was renamed as UCOE in 2005. Telangana University (Nizamabad) started their University college of Educations from the year 2014-15.

During the period of these years besides University Colleges, huge number of Aided, Un-aided and private colleges established all over the state. For the year 2015-16 nearly 200 B.Ed colleges are working in Telangana under different managements.

Admissions

A common Entrance Test, designated as Telangana State Education Common Entrance Test (TSEd.CET) will be conducted by the convener TSEd.CET on behalf of the TSCHE for admission in to B.Ed course. Admissions shall be made on the basis of ranking assigned to the candidates in the CET. Rule of reservation and all other regulations of state Government will be followed for admissions. Candidates should have qualify UG course for concerned methodology with required percentage of marks (for open 50% & for reserved categories 40%) to take admission.

Structure of Common Entrance Test (CET)

The common Entrance Test will be of objective type (multiple choice) examination. Candidate has to answer 150 questions in two hours' time.

Part-A General English- 25 questions for 25 marks

Part-B 1) General knowledge- 15 questions for 15 marks

2) Teaching Aptitude- 10 questions for 10 marks

Part-c Methodology of Concerned subject at Graduate level – 100 questions for 100 marks.

The question paper will be in English and Telugu medium, if candidate opting to write the Entrance test in Urdu medium will be served with Urdu paper. The qualifying marks in the

entrance test for all candidates (Except SC/ST) is 37 out of 150 and their will be no qualifying marks for SC/ST candidates for Ranking.

Working Days and working Hours

For each semester 100 working days allotted and every college is expected to work for 6 hours a day. In other words, a working day should be of minimum 6 hours duration in a six-day working week i.e. 36 hours per week.

Every student should have not less than 80% attendance in teaching/instructional periods and 90% of attendance during the period of Internship of B.Ed programme.

Curriculum

A teacher education curriculum framework needs to be in consonance with the curriculum framework for school education and a teacher needs to be prepared in relation to the needs and demands arising in the school context. As such, it needs to engage with the questions of learner, the learning process and the content and pedagogy of educating teachers. In addition, the NCF 2005 & 2009 requires a teacher to be a facilitator of children's learning in a manner that the child is helped to construct his/her knowledge. It also opens out possibilities for the teacher to participate in the construction of syllabus, textbooks and teaching learning materials. Such roles demand that teachers be equipped with a better understanding of curriculum, subject content and pedagogy on the one hand and community and school structures and management on the other.

In Telangana, the responsibility of designing curriculum for the B.Ed programme is laid with the affiliating universities. Among all the universities which are undertaking B.Ed programme, Osmania University took lead and conducted two curriculum framing workshops and designed the two year B.Ed curriculum effect from 2015-16 based on NCTE core curriculum.

Practicum

In present B.Ed curriculum practicum includes seminars, discussions, assignments, observations, science clubs, projects, field experience, etc. It also provides space for Enhancement of Professional Capacities (EPCs) and also provides an enriched experience to prepare teachers with professionalism through micro teaching & reflective teaching at the institutional level and 20 weeks of internship in school.

Theory exams and Evaluation

For each semester theory exams will be conducted by the affiliating university. Performance of the candidate will be assessed by the Credits earned.

Theory 1 credit@ 1 hour/week,

Practicum 1 credit@ 2 hour/week,

Internship 1 credit @ week.

Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) will follow to award the Degree.

Present Status of Teacher Education (B.Ed.) Colleges

Private Colleges

Unprecedented expansion of teacher education institutions in private sector, which are now catering to B.Ed programme for about 20000+ candidates per annum rise the question of quality. There is no regular inspection to monitor them in terms of

performance except annual inspections of affiliated Universities.

The NCTE recognizes these private colleges as per the terms and conditions laid down at the time of approval. Inspection is organized by NCTE and affiliating University to permit a college and more stress is laid on the infrastructure and physical amenities prior to the approval. The quality of human resource becomes secondary, as they have their role after the recognition of the college.

Infrastructure

The buildings of B.Ed colleges lack the very basic required furniture. Practical rooms are actually missing or are just showcases from the inspection viewpoint, where apparatus is lying or hired at the time of inspections.

Libraries

Most of the libraries are not equipped with relevant books; books available are old and outdated. Books are kept under lock and key, students thus don't have open access. Proper internet facility is not available in the libraries.

Teaching faculty

There is always the shortage of teachers in these institutions. Institutions in some places are run by half of the teachers against the prescribed norms. The teachers exit on the registers only. Teachers present in the institutions are not qualified and pupil teachers after doing B.Ed just start teaching in these institutions. The quality of teaching is thus deteriorated.

Through the duration of the course is fixed for two years, but the students physical availability in the college is limited as they need to go for internship in schools and vacations, hence the tenure of the faculty in the college is limited. As the managements of some colleges are profit oriented, every year they select faculty limited tenure only, so that the recurring expenditure on the salary head may be minimized.

Pay and Rewards for teachers working in teacher education institutions

Teachers are generally are paid very less and sometimes pays and wades offered are not the same as stated while offering the job to the teachers. Due to less pay the competent and quality staff leaves the institutes and thus quality of teaching suffers.

Methods of Teaching

B.Ed is activity based curriculum where co-curricular activities are emphasized and teachers have to rush to complete the syllabus on time. Teachers use only lecture method dictate notes in class. Teachers hardly use any innovative methods and teach with old notes year after year, though the institutes may have facility like overhead projector, models and power point presentation etc., to teach. These aids lay waste only to be used as showcase for presentation during inspections.

Students/Pupil Teachers

Academic calendar for B.Ed programme starts in the month of October because of these, students will join in other courses. Pupil teachers join teacher education institutions only if they fail to get admission in any other academic stream. These type of students are not serious in studies and they remain absent throughout the academic session. In the end some unserious

pupil teachers come up with approach to get good marks in internal assessment.

Microteaching

Microteaching is an important method for enhancing the teaching capacities. The observations and suggestions of peers are helpful in better teacher training. There are no arrangement for audio and video recording and feedback of micro practice.

Teaching Practice (Internship)

The teaching practice is an essential part of B.Ed curriculum. But in reality teaching practice have become a formality. Pupil teachers don't get the proper schools and classes for teaching. Pupil teachers are not trained on innovative lesson planning techniques. Classes are shared by two-three pupil teachers and no regular observation, feedback from regular teachers. The real purpose of teaching practice is lost.

Inspections

These are just formality. The actual scenario is borrowed buildings, borrowed books, borrowed technology material, under qualified, qualified and under paid staff, hired teachers. All these pose a big threat to quality and excellence.

Correspondence/ Distance Education

Osmania and Kakatiya Universities are the two agencies in Telangana, which are conducting B.Ed programme through distance learning mode for in-service teachers, who possess minimum two years of teaching experience. The course being organized through its programme study centers by arranging contact classes on festival and summer vacations. BRAOU offering the course as open education.

Recommendations

1. There should be an initiation of Teacher Education University in the state of Telangana,
2. An inter university co-ordination committee for B.Ed program may be formed so that a uniform status may be achieved,
3. Inculcation of ICT may be made compulsory so that future teachers may be equipped with updated technology and all materials must available with colleges,
4. The private colleges may be monitored regularly in terms of affiliation for the next year,
5. Besides university annual inspection, a separate monitoring body may be formed for regular and frequent monitoring,
6. Qualified staff according to the prescribed norms,
7. Biometric attendance for both staff and students will be made compulsory,
8. Orientation programs on changing curriculum, evaluation techniques and innovative practices on teacher education are needed.

Conclusion:

The state of secondary teacher education in Telangana is grew higher. Major and bold steps are to be taken very quickly, so that the problems may be rectified. Recommendations as mentioned above may be useful in this regard.

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