



A STUDY OF RISE AND PROGRESS OF TEACHER EDUCATION PROGRAMME IN TELANGANA

Naresh Vallapudasu

Department of Education, Osmania University.

Abstract

Teacher Education is concerned with the professional preparation of students who wish to enter this profession in order to meet the real needs of today's society and nation through education. It is associated with current and prospective teachers' professional training and education. The study denotes that the researcher's research would be an addition in that specific area of study. Keeping in view the nature of the present study, Descriptive (survey) method was used by the investigator. To study the quality of secondary teacher education programme in Telangana, the total population includes teacher education institutes for secondary level in Telangana. It was discovered that the majority of respondents (74.17 percent) believe that the status of growth and development of secondary teacher education in India is satisfactory to some extent.

Keywords: *Teacher Education, professional training, secondary education, descriptive method, and Telangana.*

1. Introduction

The development and strengthening of a nation is marked not by massive armed forces, buildings, and infrastructure, but by the quality of its citizens. To meet the challenging targets set by education administrative and regulatory bodies, better-quality grass-roots functionaries and teachers who are dedicated and fully devoted to their profession are required. As Dr. Radhakrishnan stated, a teacher is a nation builder who is responsible for maintaining educational standards and capable of ensuring the nation's prosperous future. A teacher is the most respected and idealistic person who can shape the shape and direction of any country's development. A teacher is a key component of a society who, through his or her own qualities, qualifications, professional training, knowledge, competence, and sensitivity, can effect desired changes in the society (Garg, 2000). Teaching has long been regarded as a noble profession throughout the world. It is worth noting that the great teachers (Dronacharya, Chankaya, and Socrates) received no formal educational training. Teachers at the time understood the art of communication and possessed all of the desirable skills, moral values, and vast knowledge. Various institutions are now engaged in the task of providing professional teacher training, but teaching quality has deteriorated. Though the quantitative aspect of teachers and the pupil-teacher ratio has improved in recent years, the qualitative aspect has suffered greatly. Most DIETs (District Institutions of Education Training) are not fully equipped to deal with this situation, owing to a lack of faculty and expertise. Inadequacy was confronted after independence in both quantitative and qualitative aspects of teacher education. Due to school-level education expansion plans, a large work force with or without professional training had to be drafted. As a result, there is a backlog of untrained teachers. However, in order to maintain quality in education, both the Central and State governments should provide quality education to current and prospective teachers, which will lead to national development (Mehta, n. d.).

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professional competence, a teacher's education is never complete, but the quantity of teacher education varies greatly depending on the situation, time, and need (Mohanthly, 2003). In the post-independence era, the Danish Mission established a formal system of teacher education in Serampur (West Bengal) in 1793, which was considered the first step in teacher training in India. Pre-service teacher education in general, and secondary teacher education in particular, is expanding rapidly. In India, there are essentially two types of teacher education agencies that are in charge of ensuring the smooth and successful operation of the system. The first are national or central level agencies such as the UGC (University Grants Commission), NCERT (National Council for Educational Research and Training), NIEPA (National Institute of Educational Planning and Administration), ICSSR (Indian Council for Social Studies Research), and NCTE (National Council for Teacher Education) (National Council of Teacher Education). State-level organisations include SBTE (State Board of Teacher Education), UDE (Universities Department of Education), CTEC (Continuing Teacher Education Center), Distance or Correspondence Teacher Education- DTE or CCTE, SIE (Summer Institute of Education), and CTE (College of Teacher Education) (Saxena, Mishra, & Mohanthly, 2008).

The popularity of the B.Ed. (Bachelor of Education) course made teaching a more appealing profession because it increased job opportunities for students. The implementation of the Right to Education Act (2009) in the context of UEE (Universalization of Elementary Education) increases the demand for teachers in the country. Privatization of teacher education has negative consequences for commercialization, such as the auctioning of management quota seats, additional charges for annual and monthly fees, the origin of the nonattendance concept in education, charging a penalty for absenteeism, and high charges for stationery items, hostel and mess charges, and so on. In the race for unfair competition, institutions are focused on increasing profits while disregarding the norms and standards established by NCTE and other regulatory bodies. This demonstrates a lack of understanding of societal needs. According to Kurup (2018), approximately 15% of higher education institutions were "A Grade," nearly two-thirds were "B Grade," and the remainder were "C Grade. Every individual's professional success in his or her profession is entirely dependent on thorough and current professional competency, complete devotion and dedication, as well as their efficiencies and effectiveness. Both pre-service and in-service training are required to maintain current knowledge and to meet the challenges of modern technical and scientific teaching and learning processes. Walia and Walia (2014) emphasised the importance of upgrading teacher education training programmes and curricula, as well as the critical need for a recruitment drive to maintain a balance between demand and supply.

2.Review of Related Literature

The phrase "review of related literature" is made up of two words: review + literature. The first word,'review,' refers to the organisation of knowledge in a specific field of study. It denotes that the researcher's research would be an addition in that specific area of study.

According to **Sadaphal (2017)¹**, quality education is a 21st-century demand. Due to the current state of education and the challenges of a globalised world, teachers needed to be aware of and initiate taking responsibility. It also suggested various methods and means for reawakening teachers. The study was

¹ Sadaphal, U.D. (2017). Reawakes teachers for quality education, University News, 55 (52), 9-3.



summarised as follows: "When teachers awaken to this noble profession, every student can be a 'Chandragupta,' and every teacher can be a 'Chankaya.'"

Kurup (2018)² focused on the new NAAC assessment and accreditation framework, 2017, which was based on reflections and feedback from a half-dozen NAAC framework workshops across the country. According to him, India is a developing country with significant regional and sub-regional differences in socioeconomic and educational development. Because of these differences, approximately 15% of higher education institutions were rated A, nearly two-thirds were rated B, and the remainder were rated C. Accreditation was recently made mandatory by the UGC and state governments, but nearly 80% of institutes had not applied for accreditation, owing to flaws in their institutional setups and functioning. This reflected the significant fact that the overall standard of higher education in the country, where colleges and universities were below average, is barely surviving due to state subsidy and protection.

Sharma (2019)³ examined and debated policy and regulatory changes or reforms in Indian teacher education. The article concentrated on the broad contours of reform in two related national frameworks, namely the National Curriculum Framework for Teacher Education, 2009, and the Teacher Education Report of the Justice Verma Commission, 2012. The author observed overlapping recommendations for curriculum of teacher education programmes between the two reforms mentioned above. The article also presented recommendations for curricula reform, increased duration of teacher education programmes, and reformulation of regulating mechanisms, among other things.

3. Research Methodology

Keeping in view the nature of the present study, Descriptive (survey) method was used by the investigator. It is widely used method in social science researches as a most popular method in descriptive research studies. This method collects information regarding what exists by studying and analyzing significant aspects of prevailing condition or situation and helpful in gathering information in terms of views. (Kothari, 2004).

3.1. Population and Sample

To study the quality of secondary teacher education programme in Telangana, the total population includes teacher education institutes for secondary level in Telangana. Out of total population, a sample of 30 secondary teacher education institutions were selected by using random sampling covering four administrative divisions of Telangana. In order to study the responses regarding various issues related to secondary teacher education 480 respondents were selected comprising 30 principals, 150 teacher educators and 300 teacher trainees. Multistage random sampling was used to select the sample.

4. Findings of the Study

² Kurup, M.R. (2018, January). The new NAAC assessment and accreditation framework, 2017: A few implements. *University News*, 56(01), 3-8.

³ Sharma, G. (2019, March). Policy and regulatory changes in teacher education in India: Concerns, debates and contestation. *Economic Political Weekly*, 54(9).



Findings from a Policy Perspectives Study in Secondary Teacher Education in India □ Prior to independence, Danish Missionaries and the British Government made efforts to train secondary teachers, and various training colleges were established in Calcutta, Madras, Karachi, Bombay, Hooghley, Poona, Ahmedabad, Jabalpur, Lahore, Dharwar, Allahabad, Mysore, Dacca, Gauhati, 189 Kurseong, and New Delhi, among other places. It was discovered that all of the training colleges were located in large cities rather than in small and rural areas of the country. The small number of teachers receiving training in these institutes indicated that there was a large proportion of untrained teachers. However, the demand for trained teachers to teach the masses was extremely high during the period of independence. Following independence, the Government of India established a number of committees and commissions to streamline and spread teacher education throughout the country. NCERT was established in 1961, and new training colleges were established. NCTE was founded in 1973 after the establishment of three Regional Colleges of Education in Ajmer, Bhubaneshwar, and Mysore in 1963. They are the foundations of Indian teacher education. Furthermore, education departments in various universities have been established in the country, indicating an expansion in secondary teacher education. The Government of India implemented various secondary teacher education commission and committee recommendations. The Government of India recognised the need for a large number of trained teachers in order to increase literacy rates and universalize school education throughout the country. Following independence, the central and state governments established a number of public institutions to provide secondary teacher education.

4.1. Findings Based on an Analysis of Respondents' Opinions on Various Secondary Teacher Education Issues.

- The majority (73.17 percent) of respondents expressed some level of satisfaction with the state of growth and development of secondary teacher education in Telangana. The majority (90 percent) of principals, almost all (96 percent) of teacher educators, and the majority (60 percent) of teacher trainees agreed that the status of secondary teacher education in Telangana is satisfactory to some extent. It was also discovered that only (26.87 percent) of respondents felt that the status of growth and development of secondary teacher education in Telangana is not at all satisfactory, whereas none of the respondents felt that the status of growth and development of secondary teacher education in Telangana is very satisfactory. Furthermore, not only a few principals and teacher educators, but also 40% of teacher trainees, are dissatisfied with the state of secondary teacher education in Telangana. It reflects dissatisfaction among all stakeholders with the satisfactory status of secondary teacher education growth and development in Telangana.
- It was discovered that the majority (74.58 percent) of respondents believed that providing teacher education is primarily the responsibility of the government. It was discovered that the majority (69 percent) of teacher trainees, the majority (84 percent) of principals, and the majority (83.33 percent) of teacher educators believe that providing teacher education is primarily the responsibility of the government. It was also discovered that only (21.67 percent) of respondents believed that providing teacher education is a government responsibility to some extent. However, some respondents believed that providing teacher education was not the government's responsibility.
- It was discovered that a small number of principals and teacher educators are dissatisfied with the role played by the NAAC-NCTE collaboration. Whereas the majority (50.67 percent) of teacher trainees believed that the NAAC-NCTE collaboration played no role in ensuring the quality of secondary teacher education in the country. It indicates that teacher trainees are more



dissatisfied with the role of NAAC-NCTE collaboration in ensuring the quality of secondary teacher education than principals and teacher educators.

5. The Study's Educational Implications

The following are some educational implications of the study:

- The current study's findings will be useful to policymakers, educational administrators, teacher education institutions, teacher educators, teacher trainees, parents, and the community. It will be useful for educational administrators, policymakers, teacher education institutions, teacher educators, teacher trainees, parents, and the community to understand the current state of secondary teacher education in the state and country. In addition, the current study will assist concerned regulating and administrative authorities in developing policies and secondary teacher education curricula based on the practical/real needs of society.
- The study's findings will be useful for regulatory bodies in monitoring and regulating secondary teacher educators across the country.
- Implementing the current study's recommendations will benefit all relevant stakeholders. This would result in secondary teacher education reconstruction and aid in the overhaul of the system in India in general and Telangana in particular. Furthermore, the findings of this study will be useful in properly planning and organising the secondary level teacher education programme in Telangana, ensuring that the real needs of the society and nation are met. This will result in less resource waste in secondary teacher education.

6. Conclusion

In the current study, the researcher made some recommendations. These will be communicated to various regulatory bodies such as the MHRD, UGC, NCTE and its regional bodies, SCERTs, and so on. Furthermore, the recommendation will be communicated to the education departments of various universities in Telangana. The following are the recommendations. Secondary teacher education has seen tremendous growth and development across the country. Aside from that, there was a lack of proper planning and systematic coordination. The current study depicts the uneven expansion of teacher education in the country as well as in the state of Telangana. Furthermore, different teacher education courses have not been logically distributed across the country's regions or states. As a result, rethinking and reorganising the secondary teacher education system across the country is essential. In order for a balanced and even distribution to emerge across all regions and states. For the coordinated development of secondary teacher education throughout the country, an effective plan with strict implementation was required. As a result, providing quality education in secondary teacher education institutes throughout the state and country ensures progress. In the current study, an unplanned proliferation of private/self-financing Secondary teacher education institutes was observed in both the state and the country. As a result, the unplanned proliferation of secondary teacher education institutes should be checked by regulatory and administrative authorities throughout the country. There is an urgent need to improve the regulatory framework and mechanisms in order to put a stop to the negative effects of secondary teacher education commercialization in the country. To counteract the negative effects of commercialization, both the state and federal governments should shoulder the responsibility of training teachers for government schools. The current study found a stagnation in the growth of government/aided secondary teacher education institutes. It implies that, as a result of this stagnation, privatisation leads to commercialization in the field of secondary teacher education. As a result, more



government/aided secondary teacher education institutes should be established to counter both privatisation and commercialization.

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