

AN ANALYSIS ON IN-SERVICE TRAINING PROGRAMS FOR ENGLISH LECTURERS IN ANDHRA PRADESH

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Abstract: Teacher training at college level is a comparatively new concept. In the absence of pre training to junior college lecturers, in-service training for them assumes greater significance, particularly in teaching English as a multi skill language at the +2 stage for which the new cadre of junior lecturers are totally unprepared. The training programme for lecturers in English conducted by the collegiate cell have not so far been critically or scientifically analyzed since its inception in 1973. The facilities available in A.P. for the in-service education of Junior Lecturers has been discussed in this Chapter briefly in the beginning, the main focus being on the collegiate cell, of the state council of Educational Research and Training (SCERT), Hyderabad. The structure of the collegiate cell, its method of functioning and other details have been described first. The in-service courses in English organized by the C.C. have been briefly dealt.

KeyWords: Service, Reconstruction, Ironically, Exposed, Refresher Course.

Introduction: It is generally said that teachers at all levels should be professionally trained. Except for a small percentage, almost all teachers at the school level in India are trained teachers. At the college and university levels, professional training for teachers is not yet insisted upon in our country. But at the Junior College Level the Lecturers, particularly those teaching English, need training for two reasons:

- The +2 stage is an extension of the high school, and
- English, being a language unlike a content subject, demands special proficiency in teaching it.

The lecturers who are teaching English in colleges need proper professional training to improve their efficiency in their jobs. Eight years ago some of the Lecturers were put on the faculty of training centre created by the Government of Andhra Pradesh (A.P) to impart in-service training to college lecturers. This assignment gave the Lecturers an opportunity to come into close contact with teacher-trainers, ELT experts, linguists and a number of college lecturers. As an organizer and co-ordinator of in-service training courses in English on the faculty of the Collegiate Cell which is the academic wing of the Directorate of Higher Education, A.P., Some of the in-service programs are ...

Summer Institutes – no answer to language teaching needs: Pre-service or in – service education for college lecturers was generally thought not necessary by college managements, universities and the government in Andhra Pradesh, as elsewhere in the country, for a long time after our country attained

independence. It was only after various Expert Committees, Commissions and Study Groups appointed by the Government of India stressed the need for some kind of training to be given to the college teachers also, the university departments started holding summer Institutes. Organized with the assistance of the University Grants Commission (UGCC) the objective of these short programs was to update the knowledge of college lecturers in their subjects. The programs in English were mostly literature oriented and were in the form of extension lectures by university professors. As the Summer Institutes were organized by university departments only Degree College Lectures were invited to attend them. These summer Institutes were few in number and were not held every summer. Only forty or fifty lecturers participated in each course. Sometimes seminars were also held by different universities on American literature, Indo-Anglian literature and in recent years on Commonwealth or Australian Literatures. These programs, strictly speaking, are not teacher-training programs, because they are not directed towards the improvement of teaching skills.

Junior lecturers left out of language oriented programs: In the late sixties, some attempts were made by certain departments of English of the universities in A.P. to hold short programs, usually seven days long, for college lecturers on methods, syllabus ‘re-construction’, etc including a few talks on linguistics and spoken English. At these programs, unlike at the Summer Institutes, the Resource Persons were the experts from the Central Institute of

English and Foreign Languages (CIEFL), Hyderabad, the British Council, Madras, teachers from the Regional Institute of English (RIE), Bangalore and some from Bombay University. to these programme also only Degree College lecturers were invited leaving out the Junior College lecturers. According to the information the Lecturers has been able to collect, programs of this kind called 'seminars' or 'workshops' were organized by the Osmania University in 199, 1967 and 1968 by the Andhra University from 1971 to 1974; by the Kakatiya University in 1978 and by the Sri Venkateswara University in 1979. In 1973 about 40 lecturers attended a summer institute course at the CIEFL, Hyderabad. It is difficult to assess the impact of these programs on the participants. There was also no follow-up to any of these programs.

Staff key training programme, Vijayawada – 1971:

In 1971 the Andhra University made the first noteworthy attempt to expose degree college lecturers to the fundamentals of second language teaching at a seven-day work shop at the Andhra Loyola College, Vijayawada. This workshop was specially organized to give an orientation to the teachers of English on the second language learning needs of the students of general English at the degree level and prepare them for the contemplated switch over to a language – oriented syllabus and skill-based examination system in place of the old literature/content-based memory-testing examination in vogue for several decades in the university area. Experts from the CIEFL trained teachers were the Resource persons at this workshop. In the opinion of the Lecturers, the duration of the workshop was too short to expose the teachers to the principles and practice for second language teaching methods. Besides, the participating lecturers were not fully prepared for such a programme.

A few months later the university brought out well-edited textbooks for B.A., B.Com. and B.Sc. courses separately with a model question paper which attempted to test the language abilities, particularly the reading and writing abilities, of the students. Simple modern poems and prose pieces from contemporary writing made the content of the texts. There were some 'register' – based lessons in the texts which the teachers resented. This experiment, though laudable and much desired, was not given a fair trail. After a few years the old syllabus, together with the essay dominated question paper was re-

introduced by the university, ironically to the great relief of teachers.

Expert Institutions not utilized by A.P: The establishment of the Central Institute of English and Foreign Languages (CIEFL) in 1958 in Hyderabad is a landmark in the history of teacher-training in English in the country. Though the CIEFL is situated in the state capital, the Government of A.P., the Universities in the State and the management of colleges have not been taking the fullest possible advantage of its location by deputing a large number of their teachers to the CIEFL and derive the maximum benefit from this institution.

University M.A. syllabus not geared to language teaching:

There are nine universities (two of them Central Universities), a number of University Post Graduate Centres in the districts, and many Post Graduate colleges run by private managements and the government, offering English at the M.A. level in the State. But no university or P.G. College offers a paper or course in teaching methodology. Linguistics or Spoken English (Phonetics) has been introduced as a paper in one or two universities. The Osmania University offers a diploma course in Linguistics. Beyond that nothing is done to help or prepare the post graduate student in English for teaching the language. The Lecturers learnt recently that the Sri Satya Sai Institute of Higher Learning, Prashanti Nilayam, in Anantapur district, is working out a five-year integrated course introducing methodology of teaching, linguistics, spoken English, testing and evaluation along with literature studies as part of the syllabus in English for those who opt for English studies in this Institute. When this syllabus is introduced, this Institute will be the first university in the state to do so and prepare the M.A. students of English for a teaching job.

The establishment of the Collegiate Cell, SCERT, Hyderabad – its objectives:

The credit for providing in-service teacher training facilities for Degree and Junior College lecturers for the first time in the country goes to the Government of Andhra Pradesh. In 1973 the Education Secretary of the Govt. of A.P. himself a teacher of English and a Cambridge Tripos, conceived the idea of creating the Collegiate cell to function as the academic wing of the Directorate of Higher Education to give in-service training to Junior and Degree College teachers. He visited a number of colleges and held discussions with a large number of lecturers and Principals and came to the conclusion

that “the quality and content of our collegiate instruction were not related to the intellectual or sociological objectives of Higher Education and something had to be done, even if it be on a modest scale, to make the structure and process of Higher Education more relevant to the needs and aspirations of both the individual and society.” (Rajagopal, 1975 : 2)

The main objectives of this Cell are to expose lecturers to modern methods of teaching at the college level, to update their knowledge in their subjects of specialization and to act as a clearing house of knowledge by producing hand-outs, bulletins and monographs on important and recent trends in educational technology.

Junior Lecturers exposed to teacher training for the first time: Owing to the efforts of the collegiate Cell for the first time young, newly recruited lecturers working in Junior Colleges are being given training in their subjects at three-week/two-week/ten-day Induction Courses. For the Degree College lecturer with some teaching experience, refresher courses for

two weeks are being organized. For senior lecturers with fairly long service five/seven-day Seminars/Workshops are held on all aspects of academic importance. Conferences are held for Principals of Junior and Degree Colleges on matters of administration and management, academic excellence and student welfare schemes. Besides these activities the staff of the cell visit colleges in urban and rural areas all over the state as a follow up to the programs attended by the participants from these colleges.

Conclusion: In the present context of collegiate teaching it has been felt necessary to detail the aims and objectives of education. The modern concept of teacher education the aim and use of in-service education and teacher knowledge requirements have been discussed. These type of in-service programs will help the teachers to reach their goals. In these concerns A.P. Government and collegiate education are giving high priority to this type of in-service programs.

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