CHAPTER - I

PRESENT POSITION OF ENGLISH-TEACHER EDUCATION
IN ANDHRA PRADESH

Section-I
INTRODUCTION

English in our educational system

There were many violent demonstrations in several parts of India on the question of the use of English as the language of administration. Students organised demonstrations against the use of English as a language of study in schools and colleges and as the medium of instruction even at the college level. It is however comforting to see in the midst of these emotional ebullitions that thinking men would seem to be convinced of the importance of the study of English language by our pupils at the school stage. And there is a growing feeling that the study of English will be of great help not only in our economic growth but in our playing a vital part in promoting world peace through our active participation in international affairs. For a long time to come, English has to serve as a medium for the acquisition of scientific knowledge and technical skills at all levels of work from the factory to research. People know very well that the paying and prestigious branch of
learning like science, medicine and engineering yet need
English and will continue to need it for quite a long
time. As an effective medium of modern thought in the
rapidly expanding field of knowledge, English is recognised
by all sections of the community, whatever may be the
rank order of English language, in the curriculum in India.
"The people in the modern world naturally desire to keep
themselves in touch with the main stream of world ideas.
This creates further needs of literacy in a language that
is mainly the tool for further development and progress."
(104:145)

For internal communication English may not serve as a
link language for majority of the people. But it has to
serve as a link language to higher education for academic
work and intellectual intercommunication; even if the
medium of instruction in colleges becomes the regional
language.

At no time in history has efficiency in communication
played so important a part in the daily lives of the people
of the world as it does today. Accuracy and economy in
both spoken and written language are becoming increasingly
necessary to modern society. The economic value attached
to the ability to speak or read more than one useful language
is increasing, most notably in the developing countries. The whole world is becoming increasingly language conscious because of increased facilities for international communication. And as a channel of international communication no Indian language can replace English. So, the importance of English either at school or in the university cannot be underrated.

English continues in India today out of sheer necessity. It is one of the many second languages, in India, that one has to learn and it looks as if English today is also one of the languages of India. Even today it is the medium of instruction in most of the universities and the medium of communication at all India conferences and seminars on any subject.

The national policy on education adopted by the government of India, in 1968, clearly specifies that "special emphasis needs to be laid on the study of English and other international languages. World knowledge is growing at a tremendous pace, especially in science and technology. India must not only keep up its growth, but also make her own significant contribution to it. For this purpose, study of English deserves to be specially strengthened." (28:xiii)
The debate on the choice of language for medium of instruction and official correspondence is successfully over. It has been recognized that learning is to be imparted through our own languages. It is further recognized that if the people are to be involved in the process of government, the official language will have to be the language of the people. Having realized the importance of Indian languages and given them their due, it is necessary that we look at the international scene. In the words of Mahatma Gandhi, "to keep the windows of our mind open so that fresh breeze blows in from all directions without blowing us off our feet, it is essential that knowledge which is growing in the rest of the world at a very fast rate reaches our people whatever be the medium."

In India, undoubtedly, the foreign language that is learnt most is English. Again, in spite of the adoption of Hindi as the official language of the Union of India, it is actually English that continues to function as the language of the government of India. It is still the language used by courts of law, higher educational institutions, and even banks and commercial houses. All important administrative, technical and scientific publications are still brought out in English. "English, apart from being the associate language of the Union, is a world language, introducing a person to the terminology and contents of knowledge that is developing in the modern world." (28:337)
B. Pattanayak strongly opposes the teaching of English in schools to all children. "Teaching the English language should be accorded a preferred second language status rather than be made compulsory for all students at all levels." (74:19) But the question that definitely crops up is - "who will be studying this preferred language?" Not the children of common men with limited means but those of rich and resourceful parents, the ministers and their secretaries, the leaders and the officers, in other words, English shall still be the privilege of a few but not of all and these few will later on take up competitive examinations, get administrative jobs and will become bosses of the rest of the people and rule over them. What a concept of socialism in democracy! If English is continued to be taught in our schools and emphasis is given to it, there are chances that young men and women even from the poorer classes can go up; since intelligence and talent are not the monopoly of the rich. There is an increasing awareness that the learning of a second language must become part of the educational process, not something reserved for the gifted, but a normal educational experience for the ordinary child.

"According to the Indian Education Commission (1964-65), the national goals or objectives of education in India
should be:

1. increase of productivity,
2. acceleration of the process of modernization,
3. promotion of social and national integration,
4. inculcation of social, moral and spiritual values.

By and large, people realize that the study of English would help promote modernization and also, by providing access to the scientific literature that is increasingly being made available in English, would promote science education in schools and colleges, and thereby help the nation to increase its national wealth. The place of English in promoting social and national integration at the present juncture in our country need not be over-emphasized."

(82:82)

Place of English in school curriculum

The three-language formula has been accepted as the national policy. The curriculum framers at the NCERT (National Council of Educational Research and Training) want Hindi as a second language in a state like Andhra Pradesh where it is not the mother tongue. They argue that English should usually be the third language and is to be introduced in class VI and no language should be treated as an optional and non-examinable subject during the school stage.
But in Andhra Pradesh the position of English in school curriculum is a little different. English is introduced as the second language in class V and Hindi as the third language in class VI. And both the languages are compulsory school subjects and a 'pass' in both of them is compulsory to enter +2 stage (though there is difference in the minimum marks for pass – English requires 35% and Hindi only 25%). For nearly a decade English was taught from class III. Elaborate preparations, like writing Readers, and Handbooks, training the resource persons at the RIE (Regional Institute of English) Bangalore, and training the primary school teachers at the ELTCs (English Language Teaching Centres) were made. But because of administrative as well as professional constraints it was decided to shift the second language, English, from class III to class V.

Classes V to VII come under primary stage and classes VIII to X under secondary stage. In some primary schools class V is terminal and in some, which are called upper primary schools, class VII. All the upper primary schools are staffed with two trained graduate teachers (there is no guarantee that these are qualified to teach English). One of these two or both teach English to classes VI and VII at least. But in ordinary primary schools class V,
which is terminal, is taught invariably by a secondary
grade teacher. And in majority of the districts in the
State these secondary grade teachers are oriented in
English language teaching at the EITCs which are manned
by graduate and postgraduate teachers trained at the RIE,
Bangalore. But in all the secondary schools, which have
classes VI to X, classes VI and VII are taught by secondary
grade teachers and graduate teachers and classes VIII to
X by graduate teachers only. Most of these secondary grade
teachers are not oriented in ELT whereas at least in six
districts in the State the graduate teachers are trained
in ELT. The secondary grade teachers are trained in all
the school subjects without specializing in any particular
subject. But the graduate teachers specialize in two
school subjects (one of them may be English).

Both the primary and secondary schools work for 220
days in a year. And English is taught for seven periods,
of 40/45 minutes each, a week. That is to say English is
taught for nearly 150 hours a year. At least upto class VII
the teachers are provided with Teachers' Handbook and even
for classes VIII and IX, the Readers are written up with
guidance to the teachers also. The total school syllabus
contains 250 structures and 2500 vocabulary items. These
are spread over classes V to IX. The Reader for class X, which is terminal and when the students take public examination, contains selections which are mostly confined to the 250 structures and 2500 vocabulary items.

Objectives of teaching English upto secondary level

There is a definite shift in emphasis, from the pre-independence to post-independence period, in teaching English to our children in schools and colleges. Earlier the goal was that of mastering the language for the purposes of knowing English literature, life and thought, of developing a refined sensibility and expression, and so on. After independence the goal was spelt out as that of using it as a tool to keep in touch with up-to-date information in a particular discipline.

As mentioned earlier, English will be taught as a library language. Today, in the changing context of the 3-language formula, when Hindi becomes the language for inter-State communication, and instruction is imparted through regional language, both at the school and the college level, the function of English will be mainly to help pupils study independently the many valuable books in sciences and humanities. This means the skill of reading
books in English and understanding is the ultimate objective of teaching English. That is to say we do not want to teach Popish or Shakespearean language. The aim is to equip the future students of higher education with the four fundamental skills of language learning viz., listening, speaking, reading, and writing, with more emphasis on reading. The objective is utilitarian and functional in character.

Some people, including educational administrators, argue that if speaking and listening are not necessary why teach these skills and why not only reading. As William F. Mackey observes, "courses which teach all language skills do so on the assumption that what is learned through all the senses is better understood and longer remembered. All avenues of approach - the eye, the ear, reinforced by the motor reflexes of hand and mouth - are used in the same lessons." (59:103) Apart from this, one cannot be said to know a language unless one knows how to speak, read and write it and also understand it when it is spoken. Also it is impossible to have one-skill course at school level, though this may be possible at undergraduate level where the students branch out into commerce, sciences, humanities, medicine, and technology etc. For these special purposes the students will require special vocabulary depending on the discipline they have chosen.
And a one-skill course at undergraduate level presupposes that at the preliminary level all the four fundamental language skills, viz., listening, speaking, reading and writing have been taught and taught well.

So, by the time a student completes X class, when he has to take the public examination he should be able, within 250 structures and 2500 words, to:

1. listen to others and understand;
2. speak clearly, and be understood, express his ideas, feelings and opinions;
3. read a passage and understand; and
4. express clearly in writing.

Though all the four skills are aimed at there is prejudice for reading even at the secondary stage, that is more stress is to be laid on developing the skills of independent reading with comprehension, and we would be giving the learner something 'concrete', something for him to practise upon his own and improve at his own pace.

After learning of basic sentence patterns and the build-up of an adequate vocabulary, the student's reading must move forward ahead of the language work done in class, and must not depend on it for no one can teach a language
once and for all, in the popular sense. This means that students will be able to build-up an increasing stock of recognition vocabulary, and become familiar with different kinds of syntactical patterns, not used in their speech or writing; kept ahead of the skills of expression. This will facilitate the students to take one-skill (i.e. reading) course at undergraduate level.

What is expected of the English teacher?

Often the question has been raised whether teaching English as a foreign or second language may not be a hazardous undertaking for one whose native language is not English. As an answer, it can be said that it would be rather extreme to say that it is almost impossible for one who is not English to achieve an acceptable degree of proficiency in the English language. There are plenty of instances to prove that such a statement is untenable. The non-native teacher of English has many disadvantages, but on the other hand, the advantage he has should not be made little of.

W.E. Williams of Teacher Training Institute, Tilburg, the Netherland, has enumerated the advantages and disadvantages as follows.
Advantages: It is a great asset that he knows the language of the students. This will enable him to approach the foreign language from angles, which are totally or at least partly, unknown to his more privileged colleague who was born and bred in the country whose language he has to teach. He is better equipped to spot the difficulties which the foreign language presents to his students, and if he has the necessary talent for teaching he can use his knowledge of the differences and similarities between the two languages to get the message across.

The non-native teacher, if he is well-trained, knows what level of competence and performance his students have reached in their native language and this will guard him from introducing structures, idioms and other language material which are beyond the learner's reach. A knowledge of the spheres of interest of his students will help him to select such material as will appeal to them and prevent him from overloading them with items that do not fit their own situation.

Disadvantages: Knowledge of his native language to which he can refer, might be sometimes a hindrance. This is the more so if the teacher is afraid to let the foreign
language do its own work and if he believes that he should constantly offer help by way of the mother tongue.

He may not be fully acquainted with everyday English usage. The idioms a senior teacher has learned during his training period need not necessarily be obsolete or outmoded, but it may be questioned whether they fall under the heading 'current English'. Our students are best served if we teach them everyday English for everyday use.

He may not be fluent enough to pass on the basic language skills to his students. In this case, his teaching would be too static, and under such circumstances real language cannot be acquired, language being a dynamic affair.

Whether disadvantageous or advantageous the teacher of English as a second language should have a certain minimum abilities to be able to do justice to his job.

Let us look at the abilities from two angles - academic and professional. The abilities will be analysed under the following heads:

i. proficiency in English;

ii. knowledge about English;
iii. professional knowledge of language acquisition and methods and techniques; and

iv. knowledge of the syllabus he has to teach.

1. Proficiency

The teacher should have a thorough knowledge of the language he is supposed to teach. The four language skills - listening, speaking, reading and writing - which we expect him to teach the students are the minimum we must expect of the English teacher. This should be taken to mean being able fully to understand it when it is used in speech or in writing as real communication; to react to it spontaneously in the same medium; and to use it himself correctly, i.e. in accordance with the established and widely accepted conventions as to word usage, word order, idiom, speech sounds, stress, intonation, spelling, and such details as punctuation, and the use of capital letters. For these skills certain essentials are necessary. The first fundamental essential is mastery of vocabulary. A mastery of the vocabulary of the present day English is basic to any of the four skills mentioned above. Typical English idioms should become second nature to the teacher. As a teacher of English as a second language it is expected of him to be familiar with the words from all the disciplines which his students are in. For, as stated earlier, one of
the main objectives of teaching English in Andhra Pradesh, is to enable the students to read and understand the books on sciences and humanities. Also it is not our aim to teach English just as a subject but mainly as the medium of other subjects in the library. As Strevene says, "it is bad enough if what the English teacher knows is restricted and out of date, it is worse when he is almost totally unaware of the existence of vast areas of current English." (100:20) A steady increase in vocabulary inevitably brings similar increase in oral fluency and confidence.

Pronunciation, too, is not of less importance, for in learning English and for that matter any language, speech is the basis and foundation of any citadel of language. Hence 'correct' pronunciation is the fundamental and indispensable qualification for a good English teacher, for a language teacher, willynilly, is a phonetician. More knowledge of pronunciation and phonetics is no guarantee for habitual correct pronunciation. We must confess that the English pronunciation of most of the Telugu-speaking teachers is laboured and unnatural, even when it is correct, whereas 'perfect' pronunciation must be habitual, automatic and natural. We must also note that pronunciation is that part of teaching over which we have the least control. We
expect every English teacher to be 'pronunciation conscious'. The teacher must have vigilance not only over his own speech but that of his students as well. Besides correct pronunciation, the English teacher must have oral facility, for, for the English teacher, 'fluency' and correctness in speaking are a definite must. Oral mastery of English for the teacher is a duty. The teacher must know how to operate his language at all points along the scale from formality to informality. He shall be aware of the various dialects and accents, though in his teaching he will be concerned with only acceptable dialect. In the Indian context, it is too much for the English teacher to be 'native-like' in his speech. We will be satisfied if his speech is acceptable to the majority.

The English teacher must be able to read and understand books, important journals and periodicals on English language teaching and be able to evaluate the usefulness of the views and opinions therein. Now we do not have any famine of research work on English and ELT and no English teacher can afford to shut himself away from the findings of research. Also he should be able to write readable and purposeful passages, for every time he wants to teach composition to his students he should write it
first as a model. He should be able to experiment himself and carry on research work and be able to present his findings in an appropriate and understandable English.

In the words of R.A. Close, "we must be masters of English in the sense of having completely adopted the linguistic habits of people who speak it as to the manner born. We must know intuitively whether such and such a construction is or is not in the spirit of the language; we must have, for English, that kind of linguistic sense and be able to act according to it. Above all we should be able to speak English. The saying 'those who can, do; those who can't, teach' should not apply here." (22:88)

Though a teacher of any subject should be in complete command of his subject, there are two special reasons why knowledge of English is indispensable for the English teacher. Firstly, the learner will absorb much more from example than from his textbook. The teacher must therefore always be giving good models in the way the material is pronounced and presented in the textbook; in the commands given in English in the classroom; in whatever is written on the blackboard; in corrections to students' exercises; in the original expressions used in ringing the changes on
a pattern he is trying to teach or in a natural act of communication.

Secondly, in learning a new language, the pupil acquires a gift of tongues. In teaching a language successfully, the teacher bestows that gift on others striving to possess it. The process of bestowal is more than 'the presentation and drilling of structures and lexical items'; and to describe it as "equipping the learner with a variety of skills" is to make the mystery plainer than it is. It involves the transmission of a "feeling" for the language and of a command of it, a process which cannot be fully achieved unless the giver's own grasp of the language is confident and secure.

ii. Knowledge about English

Proficiency in English was viewed above as an unconscious performance. For a language teacher, especially the English teacher whose mother tongue is not English, knowledge about the language too is an additional necessity. He has to know how the language works in order to be able to handle it. For knowing English means also "knowing its structure, in rather the same way as a medical student would have to know human anatomy, or an engineer know the
parts of a machine." (22:88) English has its own structure and communicative procedure and the sound system too, sometimes, is unique. We can easily imagine a car-driver's trouble if he does not know the function of each part of the machine, when the car breaks down. Though, according to our expectations the teacher is proficient enough in his subject, it is not only with his own spoken and written English he is concerned, but also with the English of his students. To learn a language one may not have to know about the language, but to teach a language, knowing about the language is of great importance.

It is noteworthy that understanding of how language functions is now considered an important aim, particularly for teachers in training, since "understanding of the nature of language is basic to a methodology which develops effective communicative skills." (64:11)

A systematic knowledge of the grammar and syntax, familiarity with spoken and written idiom, knowledge of various dialects and usage will help the teacher create readily understandable situations and so help him present a teaching point with clarity and ease. Also an acquaintance with philology and descriptive and applied linguistics,
from the point of view of Telugu as well as English is helpful for greater effectiveness in presenting grammar and vocabulary. So, knowledge of contrastive structural analysis (Telugu compared with English) will be required of all English teachers in Andhra Pradesh. "The best equipped teachers are no doubt those who have a practical command of English, reinforced by a sound knowledge of English linguistic structure." (22:100) And as the teacher has to develop in his students a highly sensitive feeling for language, an instinct for a situation and the language appropriate to it, he cannot escape the necessity of first developing this sensitivity within himself.

iii. Professional knowledge

(a) Language acquisition: In the teaching-learning process it is the child more than anything else that is more important. "I teach English to John" has been replaced by "I teach John English." It is the student who is affected, so it is basic on the part of any teacher to know how to influence the child and how to make him learn English. The teacher must be capable of helping the child learn English that is a complete mystery to him, something perhaps that he has little desire to know. The capacity to enable somebody else to learn is, again, a "gift." Language, too,
is a skill, like any other, which we learn after birth. No one is born with language. Memory, habit formation, innate ability and motivation—all play a part in learning a language. And English, in India, is being learnt as a second language. Every child by the time he starts learning English, knows his mother tongue with good command over it. This is an additional handicap for the English teacher. There are many theories of learning and particularly of language acquisition put forward both by the psychologists and the teachers. Each theory has something to offer though no one theory can be recommended in full. The English teacher will be profited if he has knowledge of these theories and tries to apply them with sensibility. Also the teacher must be able to evaluate his own teaching and for this he needs frequent recourse to measurement for which again he has to study psychology of language learning and language testing techniques. "If you are teaching skills which cannot be evaluated you are in the awkward position of being unable to demonstrate that you are teaching anything at all." (61:11)

(b) Methods: Though the teacher has to shape his own personal method, in actual practice according to the circumstances, he need not restart each experiment. Many great teachers, linguists and psychologists have gone before and
their experiences, methods, approaches and techniques will be very useful guidelines. He can use all the methods and approaches and at the same time try his own technique in the situation he is teaching. So the teacher should be familiar with the progress in the field, the most effective approaches, materials and equipment.

The teacher should be aware of the fact that the language which is presented as meaningfully as possible will be learned more readily and effortlessly by the learner. He should know how to use the tools for measuring and evaluating his effectiveness and the progress of each student.

Also the present day English teacher is in undoubted need of first-hand experience with the installation and the uses of the devices like radio, projector, and television etc. as aids in language teaching. Besides knowing the equipment and being able to install it, the teacher must be sensible and sensitive in the use of audio-visual aids. He should be able to evaluate the use of each aid. For example, the teacher's decision to use slides and film-strips in his English class will be as wise as his understanding of his medium and his basic pedagogical philosophy. He should realize that a projected picture itself teaches very little, for the eye is not filled with seeing nor the ear with
hearing. In a properly organized pedagogical environment, the projected picture, singly or as a part of series, can make a unique contribution to second language learning. But the teacher cannot always and entirely depend on the machines also. He should be able to make his own aids, especially visual, for which he should know drawing, painting and cutting etc.

iv. Knowledge about the school syllabus

Reform in the English syllabus is one of the most important aspects an English teacher has to know about before he embarks on his teaching. The syllabus prescribed by the Department of Education is a graded structural syllabus. There are 250 structures and 2500 vocabulary items to be mastered by the time they leave school. The teacher should know the principles upon which the structures have been selected and arranged. The principles as listed by the syllabus framers are as follows:

"a) Lexical items should be included in addition to structural items.
b) Only items considered of genuine importance to the young learner should be included.
c) Easy items, as far as possible, be introduced before more difficult ones.
d) The structural items regarded as the major ones, from the point of view of both importance and difficulty in establishing should, as far as
possible, be more widely spread out, and lexical items and easy structural items introduced between them to allow for variety and consolidation.

e) The English taught should be the type of natural spoken English used in actual situations.

f) In deciding upon the order of introduction of tenses and other major structural items, the following considerations should be balanced against one another.

1) Teachability to young children;

ii) Frequency of occurrence in every day English; and

iii) Findings of modern linguistic research, where they apply and where they are available.
Section-II

PRE-SERVICE EDUCATION AND TRAINING

Though it is the universities that award B.Ed. degrees, it is ironical that no university in Andhra Pradesh conducts the B.Ed. programme. The university is only an examining body, besides prescribing syllabus, and the colleges of education in the area, both private and government, are affiliated to it. But each university controls B.Ed. admissions by laying down certain conditions regarding qualifications. The government comes into picture only regarding the reservation of "seats" for certain categories of applicants like scheduled castes, tribes etc. Regarding educational qualifications, it is the university that has a say.

Admission requirements

There are five universities in the state - Andhra, Sri Venkateswara, Osmania, Kakatiya and Nagarjuna - conducting B.Ed. examinations. The last two are newly carved out universities - Kakatiya from Osmania and Nagarjuna from Andhra. Hence they have not yet formulated their own rules regarding admissions into B.Ed. course nor do they have their own syllabuses for B.Ed. course. Kakatiya is following the rules laid down by Osmania with one exception, that
Kalvariya has not introduced the entrance test as yet, and
Nagarjuna is following Andhra.

There are sixteen colleges of education under the
five universities. They are:

1. Government Comprehensive College of Education, Hyderabad;
2. Government Comprehensive College of Education, Bellare;
5. Government College of Education, Mahaboobnagar;
7. Government College of Education, Warangal;
9. Andhra Lutheran College of Education, Guntur;
10. Andhra Jateeya Kalasala, Nachilipatnam;
11. Maharajah College of Education, Vizianagaram;
12. College of Education, Vakadu;
13. St. Anne's College of Education, Secunderabad;
15. St. Joseph's College of Education, Guntur;

Andhra and Sri Venkateswara universities have not
prescribed any minimum achievement in English whereas Osmania
has prescribed 40% marks in English in part-I of the degree examination. Even this condition is waived from this year. Any graduate is eligible for admission into B.Ed. English course. Also in any of these universities, even the marks scored in English/Telugu/Hindi are not considered for the purpose of ranking the applicants for admission. It is only the marks under part-II of the degree examination that decide the rank of an applicant. After securing admission on the basis of the marks under part-II into mathematics/sciences/humanities group a trainee may choose English as another methods course. Again there is no limit regarding the number of trainees that can be allowed English methods. From the academic year 1977-78, Osmania University has introduced entrance test for graduates and postgraduates seeking admission into B.Ed. course. This means that even the marks scored under part-II of the degree examination or M.A./M.Sc. examination will not be considered for ranking. It is only the marks scored in the entrance test that decide the admission. In Sri Venkateswara and Andhra universities there is specialization in English under part II. But there are very few who seek admission into B.Ed. course.

The entrance test conducted by Osmania University may be considered here as far as English is concerned. The test
seems to be a mere formality for it does not have any specific objectives and no specific achievement is measured. None of the four basic skills of language learning is tested.

All government colleges in Andhra Pradesh have to observe the following percentages of seats:

1. Mathematics with any other subject. 35%  
2. Physical sciences with any other subject other than mathematics. 15%  
3. Biological sciences. 30%  
4. Humanities. 20%

Qualifications of lecturers in English

According to the rules a teacher educator (lecturer) in English should be an M.A. in English with a minimum of 50% marks and an M.Ed. with a minimum of 50% marks. One who meets these two conditions, it is only at the B.Ed. level that he has mastered English methods. But Osmania University demands English methods at M.Ed. level. This sounds very high. It is surprising to note that Osmania University allows methodology of a school subject at M.Ed. level but there is no one qualified on the staff of the postgraduate department of education to teach English methods. No experience in teaching in a school is necessary to become a lecturer in English methods.
At present in most of the colleges of education in the State majority of the teacher educators in English fulfil the qualification requirements. Also, almost all of these teacher educators are trained in ELT either at the Central Institute of English and Foreign Languages, Hyderabad or RIE, Bangalore. The courses at either CIE or RIE offers are meant mainly for classroom teaching in schools and colleges. The lecturers gain, like any class teacher, confidence in handling English. The courses at CIE and RIE are mainly meant for teachers.

In the present circumstances it may be said the teacher educators in English, in Andhra Pradesh, have considerable training in teaching English and there is no scope in the country for better training at the moment. Whatever training he might have had the most successful teacher educator is one who can build up confidence, by equipping the prospective teachers of English at least with the necessary minimum standard of perfection rather than minimum standard of competence.

Cooperation of practising schools

All the colleges of education in the State, except Nagarjunasagar, have at least one model school attached to
them and under the administrative control of the Principal of the college. Each college makes use of other schools also in the locality as practising schools. No school can refuse "cooperation" because of the standing orders of the Director of School Education in the matter. The Principal can send the trainees to any school that he considers convenient to the trainees, of course without ignoring the convenience of the school concerned.

In almost all the model schools there are experienced teachers in the subject though all of them may not have the necessary ELT training. These teachers play a very limited role in the training of English teachers. There is no practice, as such, to orient or refresh the English teachers in the model school in the beginning of the year, before the practice teaching begins, either in the ELT techniques or in supervisory practices.

In all the practising schools the teachers supervise the lessons, without any guidance to start with, the lesson plans are guided by the English lecturer. Also the lessons supervised by these teachers do not count for final assessment of the trainee's performance. Only the lessons observed by the lecturer in the subject carry assessment value. The teachers, both in model schools and practising schools, are
not paid any remuneration for their supervision work. Perhaps this is one of the reasons for the half-hearted cooperation of the teacher though there may be other administrative and professional constraints.

Except in the model school, where the Principal of the college has authority to instruct the head of the school regarding daily schedule of work, the practising schools draw their own daily schedule and the college concerned should adjust its practice teaching programme according to the intake capacity and the daily schedule of the school.

In a few colleges which have model schools, particularly in Nellore, Kurnool and Rajahmundry, the trainees have opportunity to observe the teacher teaching English in a normal natural setting. As such the teachers in the model school are generally bound to practise the theories advocated by the lecturer in English. But in other practising schools, the trainees do not have any scope to observe the teachers teaching English and also most often in these schools, the approaches and techniques are different from those taught by the lecturer.

The syllabuses for English methods in B.Ed. course, are given in the appendices. (See appendices H, I and J).
Section-III

IN-SERVICE EDUCATION AND TRAINING

The following are the agencies, in Andhra Pradesh, for in-service education and training (INSET) of graduate English teachers working in upper primary and secondary schools:

i. High School English Language Teaching Centres;
ii. Extension Services Departments attached to Colleges of Education;
iii. State Council of Educational Research and Training, Hyderabad;
iv. Regional Institute of English, Bangalore; and
v. Central Institute of English, Bangalore and Foreign Languages, Hyderabad.

1) Perhaps it was the reported success of MELT (Madras English Language Teaching) programme that prompted Andhra Pradesh to launch INSET programmes for primary school teachers. These centres are called Andhra Pradesh English Language Teaching campaign centres. In 1973 the Department started six High School English Language Teaching Centres in six districts (Kurnool, Nellore, Guntur, Visakhapatnam, Mahabootnagar and Secunderabad), for graduate teachers. The centre is under the financial control of the D.E.O. (District Educational Officer) as far as expenditure is
concerned. There is a Special Officer for English at State level, based in the office of the Director of School Education who looks after all the ELTCs in the State.

In a year each HSSELTC (High School English Language Teaching Centre) organises six or seven courses, with a maximum of forty teachers on each course. The course is compulsory for all the graduate teachers working in upper primary and secondary schools. The teachers are deputed by the D.E.O. and the trainee is paid five rupees a day during his stay at the centre. The plan is to exhaust all the graduate teachers in the district and shift the centre to another district. Already the centres started at Mahabubnagar and Nellore have been shifted to Warangal and Cuddapah.

ii) There are a few colleges of education with Extension Services Department. Though the aim of these departments is not to organise INSET programmes for English teachers only, they organise short seminars and workshops for English teachers also. The graduate teachers working in Upper primary schools are not touched by these departments. Only a limited number of teachers are selected for the seminar/workshop by the D.E.O. or Principal of the college who is the Honorary Director of the Department. The participants
most often happen to be 'experienced' teachers and headmasters. The participants are paid daily allowance according to the "Andhra Pradesh Travelling Allowance Rules."

iii) The SCERT (State Council of Educational Research and Training) organises, very rarely, seminars and workshops in English. The participants are often from colleges of education and not from schools. The main function of the SCERT, as far as English teaching is concerned, so far, has been providing a format for lesson/unit plans and writing a few 'model' lesson plans, which are available on sale for the teachers.

iv) The RIE (Regional Institute of English) is a pioneering institution in South India meant only for the four southern States (Andhra Pradesh, Karnataka, Kerala and Tamilnadu). This is being financed by the four States. At this institute a maximum of twenty five teachers, from Andhra Pradesh, are trained on each three-month course. These teachers are selected on application and interview. The trainees are paid Rs.210/- a month, besides their salary. After the completion of training some of these trainees with A or B grade are appointed as staff members at the EITCs.
Planning and organisation and content of the courses

1) The INSET course at the HSELTTC is for twenty four work-days. The course is conducted by three staff members (Officer-in-charge and two tutors) at each centre. Each staff member is paid extra allowance of one hundred rupees a month.

The course contains both proficiency and methodology components but with more emphasis on the skills of teaching. Each work-day is of five and a half hours duration. On the first twelve days, there will be one demonstration period and one-hour practice-teaching a day and on the rest of the days two-hour practice teaching without the demonstration. On each day there will be discussion by the whole batch, on principles and methodology and English usage for one hour. The rest of the time is for discussion-cum-practice in three groups. The demonstration and practice teaching are limited to classes VIII and IX and sometimes X class will be involved. The practice lessons are supervised by the ELTC staff only. The course is rigorous, in a way, as the staff and the trainees are all-time busy at the centre.

Some centres are provided with audio-aids like radio and tape-recorder. The centre at Kurnool has a well-equipped library and other centres are also trying to equip themselves.
The syllabus for the course (see Appendix-K) is given by the RIE. Even the methodology that is to be followed at the centre is suggested by the RIE (almost all the staff members at the centres are the RIE products). The course at the ELTC is a kind of mini RIE course.

After each course there is a break for 10-15 days and during this break the three staff members go on follow-up work and they try to study the problems of the ex-trainees in practising their "recently-charged English batteries", and also guide them further. The tutor who has observed the teaching is expected to send a detailed report on the performance of each ex-trainee to the Special Officer for English. The ELTCs are visited and guided by the Special Officer and the RIE staff.

ii) The seminars/workshops organized by the ESDs (Extension Services Departments) are for a very short period of three or four days and never exceeding six days. The ESD does not have any carefully prepared course or syllabus. Each year, depending on the availability of the budgetary provision one or two seminars/workshops are organised. Sometimes there may not be any seminar in English. The topic/subject for the seminar is suggested by the English lecturer of the college who happens to be the only resource person available for the ESD.
iii) The SCERT has no regular plan for INSET in English. The seminars/workshops/very sporadic. There is one English lecturer to 'look after' English teaching.

iv) As mentioned earlier, the RIE is a pioneering institution as far as INSET of English teachers is concerned. The course is residential and for three months. The course content covers both the proficiency in English and skills of teaching. The trainees have good opportunities to get an insight into current English, for the RIE has one visiting professor from British Council and most of the staff members are trained in the United Kingdom. The trainees are given fairly good knowledge of pronunciation and usage and intensive practice in the language laboratory. The trainees have practice teaching, under the supervision of the RIE staff, in local schools. The trainee's performance is continually assessed, followed by final grading and ranking (see appendix-L).

Some times the Inspectors also are given INSET in English at the RIE. But these programmes have been sporadic.

v) The CIEFL (Central Institute of English and Foreign Languages) has stopped regular INSET programmes for secondary school teachers. Instead they have introduced
correspondence-cum-contact course for the secondary teachers. But all the teachers are not eligible for this course; only postgraduates in English. And the teacher has to pay a nominal fee. The teachers have to do assignments regularly and send them to the institute regularly for assessment. At the end of successful correspondence course the teachers are given intensive practice in usage and pronunciation at the institute. This course does not have any teaching skills component. It only aims at the improvement of teacher's proficiency. Those who complete the course successfully will be allowed to seek admission to the second semester of the diploma course.

In-Service Education for teacher educators

The teacher educators include lecturers in colleges of education and the staff at the BIECs. There is no particular institution specially meant for the INSET of teacher educators. As far as the lecturers are concerned there is no suitable agency either at the state level or at the centre level unless we consider the CIEFL as one. The CIEFL offers the same course both for the teachers and teacher educators, it does not have any special course with teacher-education element.
But regarding the staff at the ELTOs, they have "refresher" course, for six days in summer, organized by the RIE. There is no set syllabus or objectives for this course. The so-called refresher course concentrates on the discussion of problems (not necessarily professional) faced by the ELTO staff.

Neither the ESD in a college of education nor the SCERT organizes any course for the English teacher educators particularly.