**Caste and language in teacher education system - Case Study of the District Institute for Educational and Continuous Professional Development (DIECPD) Nandurbar.**

**Abstract**

In generic understanding of caste which becomes the medium of a social categories or to be more balanced understanding in academic language it is know as a social categories and language is the medium to communicate. Any sector of academia and administration these two exists parallel. In Indian academic and administration both of them provides a bridge to each others. This case study is about the Nandurbar district of Maharashtra state, highlighting the evaluation review.

There is assumption that if somebody goes to the interior area as a teacher they first read and understand the local language. Understanding of alternate language helps them to understand local nuances and it also helps them to teach students.

**Introduction**

Monday, 4th September, 2017 morning when I reached to the Nandurbar district, I seen two male students at the roadside, when I closely observed, they were discussing how can they become the teachers. Students were in school uniform and talking about how to get admission in private D.Ed. Scenario of teacher education in general giving priority to the private D.Ed. which flexible option to lot of students so they can do other work also and also it is not necessary to go to college to degree.

I reached to the DIECPD, I have told that by senior lecturer, who came to pick me ‘their building is in under construction and they are sharing the building of animal husbandry office with them’. Two rooms and one meeting room were provided to them in building. These few resources in form of infrastructure producing the content for the district education.

Before that, *Ganestostav* of the area became tension/trigger so principle of DIECPD were concern to finish work very soon with me. Nandurbar already faced the violence and riot in last few years. Nandurbar Municipal Corporation were already announced that whatever inappropriate activity will happened, people may get arrest and punish. Interestingly, DIECPD were stressing on how municipal corporation is providing them free internet during the *Genestostav.*

Nandurbar has many languages, official language of the state is Marathi. Many researchers and the people from the area argued that the these are not dialect but the language. Among the many languages *Kokani, Kothli, Mavachi, Bhilau, Ahirani* and *Musalmani* are the major spoken languages but in schools, there is only Marathi Language which called as standard language *(Pramanit Bhasha)* and all the teachers are far from the local language and stressed the official Marathi.

**General Observation of DIECPD**

Valleys of Satpuda and the known as extremely inaccessible district of the country Nandurbar, where Tribals and the Dalits are in majority. The region of Maharashtra, Khandesh which constitutes four district Nasik, Dhule, Nandurbar and Jalgaon is almost in dying situation in context of teacher education but centrally sponsored schemes and their funding trying to enhance the quality of education and trying to upgrade as per needed. The Centrally Sponsored Scheme on Teacher Education (CSSTE) is implemented in Nandurbar DIECPD too where fund is shared.

‘The quality of all level should be change and it should enhance at all level’ is the objective of the study but without observing reality; (my observation as well as unbiased and balanced research that I claim to myself) cannot be take place. Social Categories including caste-class-gender-migration and unemployment affects the education system over all in Nandurbar too.

It is really interesting to look at how social categories were working in DIECPD. “Beneficiaries of the DIECPD and speaker of all language in Nandurbar district, majorly coming from the Scheduled Tribe, Scheduled Caste and Muslim”, told by Patil Sir who is Mathematics Faculty, in DIECPD Nandurbar. He also noted that, “the vocabulary of the locals and the teachers are not communicating to each other”. Underlined this in the mind, the major observation of mine stuck on the ‘Teacher Learning Material’ that produced by the DIECPD Nandurbar. The production of the DIECPD is ‘local dictionary’ were major words of the area are translated into the Marathi which includes four dialect/languages *Kokani, Kothli, Mavachi,* and *Bhilau.*

OfficialLanguage is Marathi of the area. Few called Marathi Language as Standard Language too but teachers and teacher educators are using standard language created by DIECPD to reach the students as well as other teachers. The created ‘vocabulary dictionary’ with the purpose of the determining how the local bodies like municipality and other systems/administration are using to teach the students and do official works. Whereas the expansion in primary source had taken place but it was under the social categories that available since so many years.

In DIECPD Nandurbar I only seen one lady faculty and she was constantly quite when I force her too to talk about something, she has given me the answer “I am agree with what Principle is telling”. Most of the time I was trying to communicate them in the Marathi but was switching in Hindi too. The study of un-promisingness were took place but the central point was to generate knowledge. Primary data which was talking to her give me an idea that how gender imbalance was there.

The present observation of the social categories were mainly from primary source of visiting the place and discussions that took place there. It is relating the problems as well who all the individual are involved in it. In DIECPD committee of Nandurbar, I cannot see any person from the background of who speak’s *Kokani, Kothli, Mavachi, Bhilau, Ahirani* and *Musalmani.* Socially awared principle of the Nandurbar DIECPD Dr. R D Kambale also did not know about these languages and depended upon other sources and he also said that, “I have rely on other peoples here, because I did not get nuances and funny part is these people also does not know it”.

The DIECPD decided that kind of work should be the self study and as I observed self study is not happened too much. To observe more I travelled next day to four school at various place after the visit of the DIECPD, Nandurbar. Where I found the teachers and the students and major vocabulary does not have the linkages. Pathetically, one of the teacher (Deliberately not mentioning) in Dhamane Village (Nandurbar) has no commitment towards his job.

Because of windmills migration can be seen but the DIECPD were focusing why they have not have well made building and infrstructure. They were also said that windmills are actually giving them source but the reality is that so many people from the area migrated to near by Sakri Block and student are get affected.

**Social Categories in DIECPD Nandurbar**

When I visited to the Nandurbar, the period was Ganpati Visarjan, which was eve of Ganesh Chaturthi (TISS Bombay got half day holiday in the occassion of Ganesh Chaturthi). Most of the DIECPD faculty and teacher were planning to leave office early and also as mentioned above Nandurbar has a history of the violence and riots during this period. The major concern was by the faculty members to leave early. Any question that asked by me, had an answer but it got mix with the ‘hurry’ for the celebration. Ganostostav, prominently, celebrated by Hindu people, especially in that too, middle caste and peasant caste are the major socio-economical category who celebrates. What I have experience in the office of SCERT Deputy Director related to the festival. And yes, our visit to meet this people during these period affected and got little delay. Deputy Director of the SCERT also given us reason of Ganostostav to leave early the office. Many things were depended upon availability of the peoples and people were stuck in between of the festival. Same experience I have gained in Nandurbar.

Due to the many language spoken by the locals of the Nandurbar district, adequately put them in categories of the socio-economic and cultural. Financially poor background is another thing which mentioned everywhere in print and electronic media of the country. Migration is there because of the area is in the border of Madhya Pradesh and Gujarat and also windmill project in Sakri Taluka of Dhulia district also affected to the students, teacher and residents of the area. Who all migrate when ask got an answer that, ‘whoever does not have land and cannot satisfied with the earning now, migrate from the area, and of course that affects to the education in form of school drop and other issues’.

**Who is getting benefit from DIET/DIECPD and what will happened if pre-service stop - Account of**

Benficieries students of these institute are coming from the lower strata of Indian Caste system. Whoever, who comes from upper strata of social category their family known as poor category and for obvious reason of Indian social context they attacked the reservation of education system. But the beneficiaries of the District Institute of Educational Training (DIET)/District Institute for Educational and Continuous Professional Development (DIECPD)

**Contradictory Realities in Learning to Teach** - Travelling from policy to teacher profession.

**In-service training beneficiaries of Nandurbar DIECPD** - There are many seminars and many workshop took place in Nandurbar DIECPD. Every year there were many teacher who came to get the more information of various field. Assistant Lecturer Sandip Patil said that, “Account of the teacher is important when it comes to the benefit of the institute. As if now there were so many teacher who went in higher position than they were. I heard that few of them who got instructions from the Nandurbar institute are in SCERT, and working as language expert. Obviously they got two time benefit of how to use language. Nandurbar institute provides the lower strata of language as well as reach understanding for language because so many languages or dialect can be heard here”.

**Pre-service training beneficiaries of Nandurbar DIET** - Right now pre-service trainings are stopped because privatisation. As if now in meeting voice came that private D.Ed and D. El. Ed colleges are not in favor of training in DIECPD. Five batches are passed out who took a benefit from the institutes but unfortunately after 2010 no one actually recruited by the government as a teacher.

**General Findings**

- Primary issues are far away from the CSSTE framework. Downtrodden-ness is majorly affecting the area over all.

- DIECPD concern is they should get fund directly current process is complex and it involved authorities and administration. They also talk about how administration and academia is contradict.

- Infrastructure is not available to the Nandurbar DIECPD yet. They are sharing the animal husbandry place.

- The general level of development indicates that the education is not enhance because of variety of the languages are available and the standard teaching language is not sufficient to communicate.

- Drop out rates are high, migration and poverty is majorly seen. Education status is low. General notion of DIECPD is Scheduled Tribe cannot enhance their status because of literary rate, but contradictory words by them can be seen in form of ‘language problem’.

- Students can read but cannot understand what they are reading. DIECPD is taking the responsibility to make them understand but CSSTE fund is not proper not satisfactory.

- Interiority of the area is one of the major issues. DIECPD mentioned that the ‘Tapal Teacher’ were available to the small ghettos.

- Transfer of the teachers is also one of the important findings.

- One of the faculty mentioned that, ‘neutral attitude and balance teaching process’ will not help to educate the tribal students.

- Embarrassingly one of the teacher of DIECPD said that, “parents addiction is major issue to not implement the CSSTE”. More forced to get nuance leaded to the, ‘CSSTE fund is to the enhance the education system not to leave the parents addiction’.

**Some of the demands and suggestions from the DIECPD Nandurbar**

- to implement CSSTE 2009, education institute should evaluate once in three months.

- to faculty and lecturers there should be ‘contributory evalution scheme and implement it soon.

- every region should have one research centre and that should given to the DIECPD and fund should release as per need

- ICT and Computer should be provided through these scheme.

- To more subject matter Teacher Education and In Service Teacher Educator should provide the software, hardware and should have support of satellite education

- Scheme should have fund for the versatile library

- Science Lab should be in every DIECPD

- DIECPD should have training centre on district level. SSA and RMSAs training should be in one authority and scheme should have responsibility for this.

- Various training camp, CTE should introduce in these scheme.

- Scheme should have agenda to implement and succeed the educational year.