ASSESSING THE NEEDS FOR ENGLISH LANGUAGE EDUCATION: IMPLICATIONS FOR TEACHER TRAINING AT SECONDARY SCHOOL LEVEL IN ALIGARH

ABSTRACT

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SUBMITTED FOR THE AWARD OF THE DEGREE OF

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IN
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BY
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UNDER THE SUPERVISION OF
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Abstract

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Introduction

English Language Teacher Education programmes have not kept pace with the recent developments of curriculum issues in English. In realistic terms, the practicalities of teacher training, particularly on-the-job training, monitoring and evaluation have received scant attention. As a result, teaching without quality teacher training directly lessens the desirable learning outcomes. This is largely true because some of the teacher education programmes have in principle imported the western model of language teaching programmes which normally do not adjust well with the local context or given cultural situations (Holliday, 1994; Pennycook, 1989). Thus, precisely for this reason, the importation of methodologies and concepts in second language teacher education programmes need to be redefined in the light of local conditions. The concerns of the proposed study are based on researcher’s attempt to understand the issues arising out of the local problems of receiving and imparting teacher training. In order to understand the local dynamics and operational realities of English language teacher training, the study envisages conducting a TNA of Secondary School Teachers of English in Aligarh.

The process of evaluation in Indian education system is normally linked with the grades given in examination. Rather evaluation can be seen in terms of making ‘learning and teaching meaningful and joyous for children’ (NCF, Op. Cit.: 71). National Focus Group (2006) on Teaching of English mentioned that ‘recommendations for ongoing evaluation can become meaningful only when teachers and learners both take responsibility for their own progress, rather than sticking to benchmarks (real or imaginary, immediate or ultimate) (National Focus Group on Teaching of English, Op. Cit.: 15). It further includes that learners participate actively in the process of evaluation and feel comfortable, given that the process of evaluation
leads towards progressive learning rather than a failure. There is the need to explore various procedures of evaluation in teacher education to make evaluation client-friendly, realistic and transparent (CFTE, Op. Cit.). The CABE committee report discussed the idea of ‘work-training-work-training cycle’ which is a prerequisite to bring effectiveness in teacher professional development programmes (CABE, Op. Cit.: 50). The vision of NCF (2005) for teacher education is based on the idea of reflective practice in terms of catering the emerging demands of the school education.

Teacher evaluation processes are tools which ‘enhance the professional development of the individual and to see it as a way of ensuring that the support mechanisms available are appropriately matches to the individual needs of a teacher’ (Ndlovu, 1991: 09). Evaluation will be effective if it matches with the individual teachers’ needs. The process of evaluation implies analyzing the needs of the teachers. The purpose behind analyzing the teachers’ training needs is ‘to develop an effective programme to enhance the professional development of the teacher by utilizing available support mechanisms’ (Ibid: 10). Randell (1972: 1, as cited in Ndlovu, Op. Cit: 08) opines that evaluation is a kind of support to ‘collect, check, shares, give and use’ the information for the benefit of the teachers. Here, collecting implies using a variety of instruments to collect the data. Checking refers to verify the data before using it. When the information is collected and verified then it is shared for the benefit of the teachers by providing them a feedback on how to change their certain behaviors (Ndlovu, Op. Cit.).

Professional development is a ‘process for professional improvement that includes identifying performance expectations, documenting performance, conferencing about performance, and making personnel decisions based on performance’ (Valentine 1992: 04 as cited in Ndlovu, Op. Cit.: 11). Analysis of training needs of the teachers is the first step of professional development of teachers. It includes obtaining information based on what is expected from the teachers in terms of teacher performance, observing teachers and collecting information based on the performance, discussing and analyzing the information collected, and making decisions on what is required to improve the teachers’ performance (Ibid). Duke and Stiggins (1990: 117, as cited in Ndlovu, Op. Cit. 11) view professional development as ‘the process by which minimally competent teachers achieve higher levels of
performance and expand their understanding of self, role, context, and career' (Ibid: 11). The definition makes it clear that professional development of teachers allows collecting data help teachers to grow professionally. It also provides them a chance to reflect on what they are doing in their teaching-leaning contexts. Teacher evaluation and professional development are seen as connected processes where professional and academic needs of the teachers are based on job related context. They provide teachers what they actually need to grow and develop professionally.

The rationale of the study is to explore how well and how far TNA provides in-built teacher training support and development for upgrading the language training skills, abilities and inculcating a positive attitude to English teaching. The central argument is that challenges confronting teacher training in context of secondary school English teachers are too big to be left to curriculum and material designers alone. There is an urgent need to cater to the language training needs of an English Teaching professional. Analysis of training needs of the teachers is the first important step of teacher training programme. In-service training helps teachers revise and refresh their knowledge about teaching and learning. It has implications for the growth-oriented career for the teachers. The process of training teachers for their professional development is a series of continuous training given to the teachers throughout their profession.

**Hypothesis of the study**

1. Teachers' needs assessment will actually define the parameters for the need for training of teachers in secondary schools of Aligarh.
2. There is significant correlation between secondary school teacher training programmes and Needs Analysis.
3. Assessment of teachers cannot be done without training needs analysis (TNA).

**Objectives of the study**

The major objectives of the study are:

1.) To study and analyze the issues related to secondary school English language education in India
2.) To find out the areas of Training Needs Analysis (TNA) of English teachers at secondary school level in Aligarh

3.) To find out the implications of data collected on Training Needs Analysis (TNA).

**Context of the Study**

Uttar Pradesh is one of the states consisted of majority of government schools. In Uttar Pradesh, the private un-aided schools perform better than the government schools at secondary level. The state suffers problems of lack of qualified teachers at elementary and secondary school level. The reason is the recruitment of teachers, which has not or least consideration on the class size, number of teachers required in schools, eligibility criteria of teachers, etc. Less qualified teachers are hired on the contract basis and are paid low salary. That is why the quality of teaching English has suffered a lot (World Bank, 2005).

The issue of assessment of teachers’ training needs is untouched at secondary school level. This necessitates the scope of assessment of training needs of the teachers in Aligarh district of Uttar Pradesh. The problems related to secondary school English language education at IX and X level are ongoing issues since decades. There is a need to take some initiatives to analyze the training needs of English teachers in secondary schools of Aligarh. Concern for improving the status of English language teaching with special reference to teacher training was found reasonable to identify the needs and requirements of teachers. The study makes an attempt to explore the areas of training needs of the teachers by generating primary data on English teachers of class IX and X and the principals of the schools. The aim of the study is to analyze the training needs of the present English teachers and to generate the implications of the data collected on training needs analysis. The study attempts to answer the following questions:

1. What are the issues related to the secondary school English language education in India?
2. What are the issues related to the assessment of needs of English teachers at secondary school level?
3. What are the issues in Training Needs Analysis (TNA) of secondary school teachers in Aligarh?

4. What are the implications of the data on Training Needs Analysis (TNA) of secondary school teachers?

The present study has been conducted in secondary schools of Aligarh to analyze the problems and issues related to English Education and English teachers' training needs in the secondary Schools. The schools selected for the study are affiliated to different board – UP, CBSE and AMU. They belong to twelve blocks of Aligarh.

In UP board schools, English-Hindi is largely used as the medium of instruction. CBSC schools follow only English as medium of instruction. In AMU schools, English-Urdu is used as medium of instruction.

The main focus of the study is to analyze the training needs of secondary school teachers from schools affiliated to concerned boards. The analysis is done keeping in view the workplace situation and context and concerns of their professional conditions. Keeping in mind these considerations, an attempt has been made to categorize the schools. The categories chosen are shown in Table-2 in chapter-4.

Subjects

The respondents are 100 secondary school teachers and 100 principals. The survey was conducted in twelve blocks – Lodha, Akrabad, Dhanipur, Jawan, Chandaus, Khair, Iglas, Gonda, Atrauli, Bijauli, Tappal, and Gangiri, of Aligarh district. The researcher followed a mixed criterion of sampling. During the survey, the selection of population was done by following the criteria of convenience sampling. In focus group discussion the criteria to choose respondents was also based on convenience sampling. During interviews, the researcher followed purposive sampling criteria.

Tools

Different tools and techniques are used at different stages of data collection. Following tools are used to collect information:

1. Schedules:
   a) teacher questionnaires
b) principal questionnaires

2. Classroom Observation tool

3. Interview questionnaire

Data Interpretation and Analysis

After data collection, the information was arranged, organized, and interpreted. To analyze closed-ended items data was entered into excel sheets. Through excel sheets bar-diagrams and pie-charts were designed. Frequency of responses had been calculated for each item. Content analysis was used as technique while analyzing the data obtained through focus group discussion and telephonic interview. The concepts were quantified obtained in the form of responses of the respondent. The information was transcribed and arranged in various categories, like, what role a teacher has to play in a given teaching situation and context, what are the different teaching complexities, curriculum adaptation, curriculum development and implementation, unstructured materials development, and others.

Significant information was also obtained from classroom observation. Different sections of the observation tool were analyzed separately and the frequency was calculated. The Microsoft excel sheets were used for data entry and the calculation of frequency of responses. The results were analyzed to generalize the statements which served as the significant bases to suggest the implications.

During the telephonic interview the responses were noted down. The responses were transcribed before analysis. While analyzing the telephonic interview, only new information was selected to enrich the findings of the study. The content analysis of the results has been done to cross validate the information obtained through survey questionnaires, focus group discussion, classroom observation, and telephonic interview.

Findings of the Study

The problem areas identified are more prominent in rural area UP board schools as the teachers in schools face problems related to curriculum, textbook contents, teaching support and resources, language learning, teacher communication skills,
infrastructure, etc. The respondents report that their students are poor in English language as they lack proficiency and knowledge about the language. Teachers use traditional methods of teaching-learning. Students lack motivation to attend their classes. 67% of the teachers reported that UP board textbook materials are not so effective and they need revision. Classroom teaching-learning situations are not in favor for effective teaching.

Teachers also report that schools in rural areas lack facilities for infrastructure, academic and administrative support. The teachers face the problem of shortage of time for teaching as they were assigned to extra duties and non-academic works. Temporary teachers get low salary. They also face problems in getting official/detention leaves to attend training programmes and workshops.

Teachers also face problems in assessment of language skills/areas. 3-19% of the respondents reported very serious difficulty in the evaluation of language skills and areas. Teachers’ talk time is more than required as the students maintain silence all the time and do not respond to classroom activities. While delivering the contents of the texts, teachers have to use translation. Teachers mention that they lack effective teaching-learning skills.

The major areas of training needs identified are methodology, materials, evaluation, communication skills, professional skills, and academic skills. Teachers report the need to replace rote-learning, dictation, and translation exercises followed in secondary school English classrooms. New methods of teaching of English are the prime areas of training for the teachers. Some methodology based areas of training needs are effective content delivery, generating motivation among students and interest among students to read, write, speak and understand English texts, encouraging learners to respond and ask questions in the classroom, clarity in instruction while delivering the content, etc. Teaching multiple intelligence and low proficiency level students by making content accessible for them is another area of methodology concern. Teachers also demand training on making teaching materials effective and easy for the learners by including more activities to practice grammar, vocabulary, and language skills. Ability to adapt materials to make the content interesting, easier to understand and effective is also a part of training needs.
Teachers also face difficulties in evaluation of listening skills of the students. They conveyed their desire for training on how to evaluate the listening skills of the learners. They require training on communication skills so that they can teach effectively and interestingly. The teachers perceive that they require training on team building and networking skills. Using computers and internet is also one of the areas of training. Teachers are also found not much aware about the difference between teaching of language skills and teaching of content. They also required training on how to achieve goals and objectives of the lesson while transferring the knowledge about the content of the texts. Making grammar and pronunciation drills interesting to develop these areas of language is also mentioned by the teachers as an area of their training needs. Some of the teachers demanded effective training to teach a multi-level group of learners.

Relevance of the Study

The study has its major significance in generating implications for teacher training in context of secondary school English teachers in Aligarh. The study analyzes the government documents and reports, which have been discussed in detail in chapter 2. The discussion based on these documents will help in understanding the issues and problems as barrier to the development of secondary school education and teacher education. The discussion on training needs analysis (TNA) has its significance in generating insights on the issues related to the training needs of secondary school English teachers. It also helps in understanding the importance of assessment of training needs analysis for teacher professional development and English language education development. The data collected from the teachers and principals can help school administrators to reformulate their school policies as it reports the present problems in teaching of English in secondary schools. It can also help school administrators and principals to extend the support for the pedagogical requirement of the teachers. This information generated through training needs analysis can be reused for multiple purpose such as designing teaching materials, designing teacher training materials, and revising curriculum for teacher education. The recommendations of the study have wider significance for the revision of curriculum and reformulation of government policies on English teacher education.
Organization of the study

Chapter 1 Statement of Intent: The purpose of this chapter is to brief the background information of the topic; review the literature on training needs analysis; state the rationale, hypothesis, objectives, and context. The last sections of the chapter are devoted to the research methodology, significance, limitations and organization of the study.

Chapter 2 Secondary School Education and Teacher Education in India: Issues and Problems related to English Language Education: This chapter focuses on the review of literature on secondary school education and teacher education. It also discusses the development, structure, features, importance, issues and problems of secondary school education and teacher education. The chapter ends with a discussion on current status of English language teaching and educating English teachers is followed by the conclusion.

Chapter 3 English Language Education: Training Needs Analysis (TNA): This chapter discusses the background of TNA focusing on the significance of teaching profession and teacher training. A brief discussion of previous studies on training of teachers is also followed by aspects of teacher training and conclusion.

Chapter 4 Methodology: This chapter discusses methodology. It describes the research design, which includes discussion of methods, tools and techniques, population and sample, procedures, interpretation of data and the limitations.

Chapter 5 Interpretation of Data: This chapter provides a detailed discussion on the background of the respondents, situation and context specific problems and areas of training needs, and other requirements. The chapter includes graphical representation of the results through bar-graphs and pie-charts. The chapter ends with a summary of the findings.

Chapter 6 Conclusion, Implications and Recommendations: This chapter discusses the findings highlighting the perceptions of teachers for bringing
change in the status of English education at secondary school level in Aligarh. It also includes some significant implications and recommendations for the training needs of English teachers.

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ALIGARH - 202 002, (INDIA)

2014
Dedicated
To
My Parents
CERTIFICATE

This is to certify that Miss. Soada Idris Khan (En No. EE 3518) has completed the following formalities successfully which are required for the submission of a Ph.D thesis as per the university ordinances.

1. Completion of the course work
2. Presentation of pre-submission seminar
3. Publication of at least one paper from the thesis

(Prof. Asif Shuja)
CERTIFICATE

This is to certify that the thesis entitled "ASSESSING THE NEEDS FOR ENGLISH LANGUAGE EDUCATION: IMPLICATIONS FOR TEACHER TRAINING AT SECONDARY SCHOOL LEVEL IN ALIGARH" submitted by Soada Idris Khan for the award of the degree of Doctor of Philosophy in English Language Teaching (ELT) has been completed under my supervision.

It is further certified that Soada Idris Khan has fulfilled all the terms and conditions laid down in the academics with regard to the Ph.D Degree and to the best of my knowledge, the thesis contains her own research.

Dr. Raashid Nehal  
(Associate Professor Department of English)  
Supervisor

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September 22, 2014

(Soada Idris Khan)
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LIST OF ABBREVIATIONS

ALM - Audio Linguial Method
AMU - Aligarh Muslim University
ASER - Annual Status of Education Report
B.Ed. - Bachelor of Education
B.T - Bachelor of Teaching
B.A. - Bachelor of Arts
CABE - Central Advisory Board of Education
CASE - Centre of Advance Studies of Education
CBSE - Central Board of Secondary Education
CCE - Centers for Continuing Education
CCET - Centers of Continuing Education for Teacher
CFTE - Curriculum Framework for Teacher Education
CIEFL - Central Institute of English and Foreign Language Teaching
CLT - Communicative Language Teaching
CSS - Common School System
CTAs - Central Tibetan School Administration
CTE - College of Teacher Education
DIETS - Districts institutes of Education and Training
ELT - English Language Teaching
EOSE - Environmental Orientation to School Education
ESP - English for Specific Purpose
GER - General Education Rate
GIAC - Grants-in-Aid Committee
GT - Grammar and Translation
IALT - Internet Assisted Language Teaching
ICSSR - Indian Council of Social Science Research
ICT - Information and Communication Technology
IEDSS - Inclusive Education for Disabled at Secondary Stage
JNV - Jawahar Navodaya Vidyalaya
KVS - Kendriya Vidyalaya Sangthan
LPG - Liberalization, privatization and globalization
M.A. - Master of Arts
MMP - Mission Mode Project
NCERT - National Council of Educational Research and Training
NCF - National Curriculum Framework
NCFTE - National Curriculum Framework for Teacher Education
NCTE - The National Council for Teacher Education
NeGP - National eGovernance Plan
NIE - National Institute of Education
NIEPA - National Institute of Educational Planning and Administration
NIOS - National Institute of Open Schooling
NPE - National Policy on Education
NVS - Navodaya Vidyalaya Sangthan
OBCs - Other Backward Castes
ODL - Open Distance Learning programme
OSS - Open School System
RMSA - Rabriyami Madhyamik Shiksha Abhiyan
RTE - The Right to Education
SBTE - State Board of Teacher Education
SC - Schedule Caste
SCE - Secondary School Education
SCERT - State Council of Educational Research and Training
SEC - Secondary Education Commission
SIE - Summer Institute for Teacher-Education
SQAA - School Quality Assessment and Accreditation
SSA - Sarva Shiksha Abhiyan
SSS - Secondary school statistic
ST - Schedule Tribe
TASS - Teacher Affective Sensitivity Scale

TEFL - Teaching Of English as Foreign Language

TKTE - Teacher Knowledge Test Exam

TNA - Training Needs Analysis

UDTE - University Department of Teacher Education

UEE - Universal Elementary Education

UGC - University Grant Commission

UNESCO – United Nations Educational, Scientific and Cultural Organization

UP - Uttar Pradesh

USE - Universalization of Secondary Education
CHAPTER-1
CHAPTER 1

STATEMENT OF INTENT

1.1 Background of the Study

The problem of secondary education in India relates to the issues of access and inclusiveness right from the days of independent India. For more than sixty years there has been a wide gap between the policy formulation and practice. The problem of access has multiplied in different dimensions. This is because a large number of students are denied quality education. The factors leading to crisis of quality education are: socio-economic conditions and in-equality, cultural conditions of the families, poverty, caste, gender disparity, migration, mal-nourishment, teacher shortage, lack of community participation, high drop-out rates and low enrolment (Govinda, 2011). The issue of secondary education in Uttar Pradesh relates to access, teacher shortage, reforms regulatory mechanism, lack of funding, lack of infrastructure based on paradigm of education and non-participatory (The Hindu, 2010: 07).

The Right to Education (RTE) addresses certain significant issues such as removing the vast gap of resources, facilities and efficiency exists between the private schools which cater for the better-off state of society and the ones run by the government (Kumar, 2010). Kumar mentions that, ‘within government schools, there is a vast difference between the center schools, government schools and schools run by municipalities and village panchayats’ (Ibid: 08). The single greatest problem both private and government schools face is shortage of qualified teacher. As Kumar (2010) says in the context of Elementary Education that, ‘behind this shortage lies a long history of neglect of teacher training and the poor social status of the elementary school teacher. Teacher training has remained on the margins of the Indian academia, and the training of primary school teachers outside it. The National Council for Teacher Education (NCTE) has reinforced this message of the RTE by demanding a higher entry-level qualification for elementary teachers’ training. The NCTE has also sent a strong policy signal that all courses for this level should come under the
purview of universities. These signals will require sustained follow-up action, for which the NCTE will have to improve its own functioning and image as a regulatory body. Going by RTE norms, at least a million teachers will need to be freshly recruited and trained' (Ibid). The challenge of teacher recruitment and training is more acute in the Hindi belt such as Uttar Pradesh, Bihar, Madhya Pradesh, Chhattisgarh, etc. and the northeast, West Bengal and Jammu and Kashmir.

Kumar (2010) further says that, ‘for southern States where the system is in better health, the RTE will pose challenge of radical improvement in quality. How things turn out will depend on the willingness of the directorates to adjust their outworn perspective and policies to the new expectations the RTE arouses in syllabus design, teacher preparation and deployment. Kerala and Tamil Nadu are better placed than any other State to implement the RTE with confidence, but even they require radical measures to improve teacher training. The courses available are uninspiring and based on obsolete ideas. The pedagogic perspective of the National Curriculum Framework (2005) is yet to percolate into teacher education programmes’ (Ibid). The issues and context of Elementary Education may be different but an acute shortage of teachers pertaining to the quality of training are as just relevant to Secondary Education in India as things are to the secondary school education of Uttar Pradesh.

The demand for education for overall development of the children shifts the focus of the education stakeholders. Administrators focus on ‘enrolment, availability of schools within walking distance, provisioning for infrastructure, and deployment of teachers’ (Sibal, 2010: 08). The focus of the educationists is on the ways of learning among children and burden of the syllabus on parents and coaching centers. Parents have lots of expectations from education system to prepare their students for better recruitment and economic welfare.

The enforcement of the RTE Act has not proved successful in fulfilling the expectations of all the stakeholders for providing universal elementary education for all. Children belonging to deprived and marginalized sections are formally enrolled in schools and then they drop out (Ibid). Even the implementation of 25 percent reservation for children belonging to economically weak section did not work. In Uttar Pradesh, government issued an order which declared that children belonging to economically weak section can get admission in private schools only after the
vacancy in government and government-aided schools are filled (Rangan, 2014). While discussing the records of admission of children belonging to economically weak section in Uttar Pradesh, it must be mentioned that, ‘the situation is equally dire in Uttar Pradesh which, according to the figures with the department of education, admitted just 60 children despite the 6,00,000 seats freed for economically weak section children in 2013-2014’ (Ibid: 25) A large group of poorest and most vulnerable families become the chief targets of educational denial (Sibal, Op. Cit.).

Sharma talks about the status of school education in rural areas and focuses on the factors making the situation more critical. Accessing quality education in rural areas is more difficult especially for the girl child (Sharma, 2010). It is because of the lack of proper transportation, separate usable toilets and drinking water facilities, and concerned teachers. Talking about the issue, Sharma also discussed the data from Annual Status of Education Report (ASER, 2009). The survey in 575 districts in India among government and private schools reveals that only 50% government schools have toilets, 4 in 10 schools do not have separate toilets for girls while in 12-15% schools toilets for the girls are locked and only in 30-40% schools toilets are usable. The result of a simple reading and mathematics tests shows that ‘a little over half of all students in Standard V cannot read the text of Standard II text book (Ibid: 03). Observation of the negative impact of emerging trend of sending children for private tuition reveals that children from poor family remain deprived of good education. Having all basic facilities in schools has not been proved effective if the class teachers do not show their concern for how and what to teach their children (Ibid).

Sibal (2010) shared his views on how to impart quality education with respect to RTE. The RTE Act ensures the right not only of free and compulsory education but also the right to receive quality education. The absence of the provision according to the RTE is directly linked to the problems of secondary education in India. He said that ‘the teaching-learning process must become stress-free and a massive programme for curricular reform be initiated to provide for a child friendly learning system, that is at once relevant and empowering. Teacher accountability system and process must ensure that children are learning, and that their right to learn in a child friendly environment is not violated. Testing and assessment systems must be re-examined and redesigned to ensure that these do not force children to struggle between school and
tuition centers, and bypass childhood’ (Sibal, 2010: 10). But there are schools which are not enforcing RTE provisions and this has a direct impact on secondary education.

In present situation, providing access to receive free and compulsory elementary education requires a lot of work to be done for the educationally deprived sections. It is the ‘duty’ of ‘the state, parents and guardians, and the community to ensure that all children of school-going age are in school’ (The Hindu, 2010: 08). Talking about catering to the simple and basic educational needs of the students and teachers cannot work until the children engaged in ‘morally and socially abhorrent practice of child labor’ will be freed and send to schools. Otherwise, the right of children to free and compulsory education will remain ‘a half-empty and formal right’ (The Hindu, 2010: 08).

RTE highlights that quality is an essential feature of child development which needs to be ensured. Ensuring quality requires comfortable teacher-student ratio, curriculum reform and improvement in evaluation methods which are lacking in both elementary and secondary levels of education. To ensure quality ensuring factors our educational system is facing challenges in terms of qualified teachers who can bring success in bringing quality in education (Kumar, 2011). The reason behind facing these challenges is recruiting teachers without considering basic qualifications or training of the teachers. Instead of training teachers to improve their status, the system of education in many states adopted ‘cosmetic solutions’ (Ibid: 08). Teacher training has become a biggest problem for the education system as it is not orderly arranged. State Council of Educational Research and Training (SCERT) were recognized by the States as a mandated academic authority. They did not receive much attention in all the States as assigning task to SCERT requires guidance and money. Inability of state officials to recognize the knowledge and creative energy which is needed to address the concerns related to teaching-learning is another reason of the failure. Teachers are not familiar with the terms like child centered teaching and continuous evaluation. To implement quality ensuring norms in all schools all over the country, there is the need of over a million teachers to be well trained. The current problem is to look for the group of qualified professionals who can train less qualified teachers and then guide them to bring quality ensuring norms at both elementary and secondary school level. Unfortunately, our universities are also unable to consider teacher education an important issue (Ibid).
A great deal of literature and material development focus on newer and innovative teaching methodologies, updated materials for teaching English linked with the issue of training needs analysis, education and development. In fact, English language teacher education programs have not kept pace with the recent developments of curriculum reforms in English. In realistic terms, the practicalities of teacher training, particularly on-the-job training, monitoring and evaluation have received scant attention. As a result, teaching without quality teacher training directly impacts the desirable learning outcomes. This is largely true because some of the teacher education programs have in principle imported the western model of language teaching programs which normally do not adjust well with local context or given cultural situations (Hollday, 1994; Pennycook, 1989).

Thus, precisely for this reason, import of methodologies and concepts in second language teacher education programs need to be redefined in the light of local conditions and the concerns of the study are based on researcher's attempt to understand issues arising out of the local problems of understanding and analyzing the needs for teacher training. In order to understand the local dynamics and operational realities of English Language teacher training, the study envisages conducting TNA of secondary school teachers of English in Aligarh.

Enhancement of access, equity and excellence has been considered as the three broad objectives at the national level. Eleventh Five Year Plan reflects national educational plan with an enhanced awareness about the educational goals (Baby, 2010). The conceptual design of secondary education has been visualized by CABE committee (2005) in form of four guiding principles, which are:

1) Universal access
2) Equality and social justice
3) Relevance and development and
4) Structural and curricular aspects (CABE, 2005: 15-16).

These principles involve reframing the concepts of access, classroom environment, knowledge, values, skills and relation between the inside and outside school learning. The change is needed at the level of these concepts covering the four guiding principles which are the base of Universalization of secondary education (CABE, 2005: 18).
The significance of teacher training has historical roots since 1824 (Sharma, 2012). The Indian Education Commission recommended the establishment of teacher training schools, up-gradation of teacher quality, evaluation of teachers’ training through formal examination and separate training institutions for the graduates and under graduates. The policy of Government of India’s resolution of 1904 made a declaration that ‘no untrained teachers should be allowed to teach’ (Ibid: 06). The Sadler Commission (1919) highlighted the responsibilities of the universities in the preparation of secondary school teachers (Ibid).

The Hartong Committee (1929) made recommendations for the reappraisal of teachers who were in jobs. There were many seminars, workshops and refresher courses organized for them. The Sargent Commission (1944) made many recommendations regarding improvement in quality of schools, refresher courses for the teachers and establishment of more training colleges. The Radhakrishnan Committee (1948), which is also known as University Education Commission, made some recommendations for remodeling of training colleges, proper schools for practice teaching, recruitment of teachers who have teaching experience, flexible and adaptable theory courses based on the local needs and circumstances, and research work done by the professors and teachers in education (Ibid). Secondary Education Commission (1952) highly emphasized teacher training. Kothari Commission made valuable suggestions to bring quality into the Indian Education system, and to organize well-planned short-term courses, integrated courses, and internship programmes.

The educational goals followed during the first three Five Year Plans (1951-1969) were to improve the chances of training opportunity for the untrained teachers. The NCERT (1961) and State Institute of Education (1964) were established which run correspondence courses for the requirement of training teachers (Ibid). Acharya Ram Murty Commission (1990) recommended the establishment of more teacher education institutions in the pattern of Regional Colleges of Education, and adequate staff in these institutions (Tiwari, 2007). National Curriculum Framework for Teacher Education (NCFTE- 2009) re-emphasized changing context, flexibility of training programme, integrated approach to teacher education, and continuous evaluation of teacher education programmes (NCFTE, 2009).
1.2 Theoretical Framework

Needs Analysis (NA) is an important means of carrying out research before designing and analyzing lessons, materials, and syllabus. It helps to draw a profile of the students and course in order to determine and prioritize the needs for which students need to learn English (Richards et. al., 1992, cited in Jordan, 1997: 20). In the same way, Training Needs Analysis (TNA) is used to collect information to define the training needs of the teachers. Despite the fact that NA has been largely used as a tool for designing a course to train students in language skills, it is least used in terms of teacher training (Kusumoto, 2008). Analyzing the training needs of the teachers is ‘important to identify teachers’ needs in order for the teacher training program to help teachers to get ready for their teaching tasks’ (*Ibid*: 06).

Conducting TNA is a long and continuous process which is an essential instrument for the success of any teacher training programme. It helps in achieving the major goals such as: to identify specific problem areas in the organization, to obtain management support, to develop data for evaluation, and to determine the costs and benefit of the training (Brown, 1995: 03-04). Analyzing the training needs of the teachers is critical to training and developing teachers (Miller and Osinski, 2002). That is why teachers need to be provided with a continuous series of training programmes to develop and refresh their knowledge, skills and competence in language teaching and learning (Narang, 2006). Once the training needs have been analyzed, it makes clear about ‘who needs training and what training is needed’ (Miller and Osinski, *Op. Cit.*: n. page). The outcome of TNA is a list of goals and objectives for teacher training which is used as the basis to develop tests, materials, teaching activities, and evaluation strategies (Kusumoto, *Op. Cit.*). That is why a TNA can be implemented in curriculum development for teacher training. It can also be used in a research study as it covers the broad aspects of teacher training programmes such as, ‘training needs analysis, syllabus design, materials development, methodology and pedagogy, testing, and evaluation’ (*Ibid*: 04).

English courses taught in secondary schools aim to develop linguistic and communication skills in students. It also helps in developing ‘independent thinking, free and effective expression of opinions and logical interpretations of the past and present event’ (CFTE, 2004: 37-38). Keeping in mind to achieve the aims of English
courses run in secondary schools, the training of teachers has to be based on an integrated approach of teaching which includes developing holistic, realistic, logical, and scientific perspective in student teachers. The general objectives of secondary school teacher education are discussed in Curriculum Framework for Teacher Education (2004) which clarifies the concept of integrated approach. The objectives stated in Curriculum Framework for Teacher Education (2004) are the following:

1. Making student teacher understand not only the subject but also the unity of knowledge among different subjects
2. Empowering student teachers to know how learners construct knowledge and to facilitate the process
3. Developing among student teachers the skills of communication and language proficiency
4. Helping student teachers to acquire a repertoire of strategies, competencies and skills for transaction and evaluation
5. Developing among student teachers the competencies in the use of locally available educational resources
6. Developing among student teachers the skills of ICT and making use of internet for enrichment of knowledge content
7. Appreciating the impact of various changes taking place in the society i.e. liberalization, privatization and globalization (LPG), etc. on different aspects of life and their imperatives
8. Enabling student teachers to promote self-learning/ mutual learning in and outside the classroom in order to eventually become independent learners
9. Developing among student teachers skills of life-long learning for their professional development
10. Inculcating among student teachers social, cultural, aesthetic, moral, and spiritual values and scientific approach and their skill of integrating and transacting these
11. Developing among student teachers competencies to deal learners with special educational needs leading to inclusive education
12. Making student teachers appreciate India’s unity in diversity
13. Making student teachers appreciate the contribution of India to world’s civilization and vice-versa in various walks of life
14. Enabling student teachers to establish rapport with parents and the community to ensure reciprocity for the development of both
15. Enabling student teachers to acquire skills for guidance and counseling
16. Developing among student teachers the competencies of conducting action research for total quality improvement
17. Enabling student teachers to integrate values in all subjects/activities
18. Developing among student teachers awareness and sensitivity towards environment concern and promoting skills for meeting environmental challenges

The rationale for training needs analysis (TNA) works on this premises that these objectives are seen as part of teacher training. Evaluating or assessing the needs would obviously bring out the training needs analysis of the teachers. The aim of providing quality training to the teachers can be achieved if these objectives will be followed and realized properly in teacher training programmes (Ibid). As mentioned in Curriculum Framework for Teacher Education (2004) the ‘teacher educators need to develop such skills and competencies among student teachers as are necessary for raising the quality of evaluation. A variety of modalities for assessing various components of teacher education would need to be explored so as to make evaluation client-friendly, realistic, and transparent’ (Ibid: 42).

Some decades before, teacher training programmes were considered as ‘inadequate preparation for the realities of the classroom’ (Fleming and Stevens, 2010: 246). The training programmes were knowledge based. Practice of teaching was an ignored part of the training programmes. The present requirement of teacher training programmes is to make training school-based. This idea is based on the goal to train and enable teachers to understand what is required to become a teacher and how a teacher is considered a professional (Ibid). It is reasonable to say that student teachers and newly qualified teachers are more concerned with practical teaching in the classroom rather than with theory and research. The earlier career of the teaching profession is devoted and mainly concerned for the ‘behavior management, planning, assessment and implementation of school policies’ (Ibid: 247). After a number of years, the level of devotion of teachers towards their profession is reduced due to the lack of revision
of theories and practice (*Ibid*). They start facing problems as their motivation and pedagogical knowledge received in pre-service service training starts eroding slowly. They have to face the change in their attitude towards teaching. It happens in those situations where a newly appointed teacher tries to adjust with the already existing practices of teaching in schools. In such situations, the teachers are unable to follow ‘recent scientific insights into learning and teaching’ (*Ibid*: 409). Teachers require revision of theories with practical work to maintain their level of motivation and devotion to teaching, learning, and evaluation. Fleming and Stevens (2010) discussed the practical dimensions for teaching and learning of English. They viewed that ‘the teaching and learning of English needs adventurousness, but also must be accompanied by a positive effort to create the right conditions and provide the boundaries to ensure a sense of security for those involved’ (*Ibid*: 19).

In training teachers at secondary school level, the content and transactional strategies have been determined by the ‘students’ characteristics, social expectations, the nature of subjects and educational objectives’ (CFTE, *Op. Cit.*: 40). The teachers of English in secondary schools are required to be trained in strategies which are culture-specific, subject-oriented and based on child-centered teaching and learning. The purpose is to make the student teachers aware of the role of the learners and teachers in teaching-learning process (*Ibid*: 40). Empowering student teachers about how to develop suitable strategies for new developing areas is an integrated part of teacher education. The concepts and methods of Indian philosophy and psychology are used to enable them learning how to learn and develop critical thinking (*Ibid*).

During pre-service training, evaluation is taught to the teachers with a purpose to develop the understanding about the philosophy and comprehensiveness of evaluation and purpose of providing the feedback to the students to improve their performance (CFTE, *Op. Cit.*: 41). Teachers on job also require time to time training on how to provide feedback to their students by using new and interesting techniques of giving feedback and evaluating students’ performance, teacher’s performance, teaching and learning, and evaluation process (*Ibid*).

The student teachers and the beginning teachers are greatly influenced by three factors such as ‘pre-training experiences, teaching context, and the teacher education programme’ (Cheng, *et. al.*, 2010: 92). Pre-training experience includes ‘life
experiences, background and cumulative experiences of school lives’ (*Ibid*: 92). Teaching context refers to ‘the impact of what they have learnt from their own teaching experiences in particular school settings in teaching practice’ (*Ibid*: 93). The experiences of teaching practice are regarded as ‘one of the strongest factors in changing student teachers’ conceptions of teaching’ (*Ibid*: 94). The influence of earlier experiences will have ripple effect on the teacher training programmes. Therefore, generating views about the effectiveness of teacher training programme is a challenging task which requires a detailed discussion of all the methodological processes involved (Sosu, *et. al.*, 2010). Therefore, it is essential that all the training programmes must share a clear and common vision regarding the framework for teacher training.

Another important aspect is to formulate a clear vision of quality learning which are aimed to develop student teachers. These qualities are the ‘values and beliefs’ and ‘social and pedagogical practices’ (*Ibid*: 390). The training programmes need redesigning of the current framework by including the requirements and needs of the present teachers. The changes which are needed depend on the considerations of ‘the importance of beginning teachers’ beliefs about knowledge and learning, a commitment to an ethic of care and the notion of teaching as a learning community where inclusion and diversity are valued’ (*Ibid*: 391). These considerations highlight some of the areas of teacher effectiveness such as, ‘critical thinking, emotional intelligence, epistemological beliefs, general teacher efficacy, pedagogic and content efficacy, conceptions of teaching, and attitudes towards inclusion’ (*Ibid*: 391).

Another important issue is that our system of teacher education lacks effectiveness due to the present form of evaluation system. The system of evaluation followed in the training colleges lacks effectiveness (Singh, 2011). Singh (2011) mentions that, ‘the first and foremost shortcoming of the evaluation system is that it focuses only on cognitive learning outcomes and completely ignores the non-cognitive aspects, which are a vital component of human personality. Even in cognitive areas it lays too much emphasis on memorization and little on abilities and skills that require higher mental operations like problem-solving, creative thinking, summarizing, inferring, arguing, etc. These are mentioned in curriculum of teacher education but they are out of practice due to lack of interest and proper knowledge’ (*Ibid*: 95).
Singh (2011) mentioned that ‘Teaching for successful learning cannot occur without high quality evaluation’ (Ibid: 93). The same is the case with teacher training. Evaluation of teachers’ training has not been done effectively. It has become a difficult task for teachers, principals, and inspectors in education (Black and Stobbe, 1993 in Ndlovu, 1997). All of them elicit different views about teacher evaluation and professional development. They perceive different attitude about the purpose of teacher evaluation. Some of the teachers feel that evaluation may restrict their growth. Although, they also believe that receiving training in evaluation will lead to their professional growth (Ndlovu, 1997).

Teaching is an ‘autonomous’ and ‘reflective practice’ (Murthy, 2005: 33). The term autonomous refers to the ‘freedom to choose his time, mode, tools and techniques in his practice’ (Ibid). For being reflective, it means to improve constantly for the sake of growing through learning from mistakes. Teaching provides ‘learning opportunities based on the needs of the learners (Ibid: 34). The teachers play a key role for the construction of knowledge about the structure and use of language by facilitating discussions, group-works, and language-activities among learners and teacher-learners in language classroom. Being the guide, facilitator, instructor and quiet observer, it is the teacher who supports learners in understanding and conceptualizing various structures of language which results in quality learning achievement. To prepare and plan different classroom activities and delivering the curriculum effectively, teachers require support, facilities, and resources to make learning processes effective (CABE, 2005; World Bank, 2009). Apart from support, facilities, and resources, teachers are required to be given training on various methods and techniques of teaching English language in context. Curtis (2014) mentioned that ‘there are different kinds of English, all of which entail different methods for learning’ (Hindustan Times, 2014: 04). It is clear from the statement that teachers have to learn different methods of teaching in order to teach different kinds of English related to the context (Ibid).

Therefore, the analysis of training needs of the teachers emerged to identify various requirements of teachers in terms of methods, materials, curriculum, resources, support, facilities, and training. Hence, training needs analysis is an important part of any teacher training programme. It has its own importance and role as methods,
curriculum and evaluation have to make training effective. Assessment of teachers training needs cannot be done without TNA.

1.3 Rationale of the Study

English Language Teacher Education programmes have not kept pace with the recent developments of curricular reforms in English. In realistic terms, the practicalities of teacher training, particularly on-the-job training, monitoring and evaluation have received scant attention. As a result, teaching without quality teacher training directly lessens the desirable learning outcomes. This is largely true because some of the teacher education programmes have in principle imported the western model of language teaching programmes which normally do not adjust well with the local context or given cultural situations (Holliiday, 1994; Pennycook, 1989). Thus, precisely for this reason, the importation of methodologies and concepts in second language teacher education programmes need to be redefined in the light of local conditions. The concerns of the proposed study are based on researcher’s attempt to understand the issues arising out of the local problems of receiving and imparting teacher training. In order to understand the local dynamics and operational realities of English language teacher training, the study envisages conducting a TNA of Secondary School Teachers of English in Aligarh.

Bradley (1991: 32 as cited in Ndlovu, Op. Cit.) said that teacher evaluation processes are tools which ‘enhance the professional development of the individual and see it as a way of ensuring that the support mechanisms available are appropriately to the individual needs of a teacher’ (Ibid: 09). Evaluation will be effective if it matches with the individual teachers’ needs. The process of evaluation implies analyzing the needs of the teachers. The purpose behind analyzing the teachers’ training needs is ‘to develop an effective programme to enhance the professional development of the teacher by utilizing available support mechanisms’ (Ibid: 10). Randell (1972: 1, as cited in Ndlovu, Op. Cit: 08) opines that evaluation is a kind of support to ‘collect, check, shares, give and use’ the information for the benefit of the teachers. Here, collecting implies using a variety of instruments to collect the data. Checking refers to verify the data before using it. When the information is collected and verified with it is shared for the benefit of the teachers by providing them a feedback on how to change their certain behaviors (Ndlovu, Op. Cit.).
Professional development is a 'process for professional improvement that includes identifying performance expectations, documenting performance, conferencing about performance, and making personnel decisions based on performance' (Valentine 1992: 04 as cited in Ndlovu, Op. Cit.: 11). Analysis of training needs of the teachers is the first step of professional development of teachers. It includes obtaining information based on what is expected from the teachers in terms of teacher performance, observing teachers and collecting information based on the performance, discussing and analyzing the information collected, and making decisions on what is required to improve the teachers’ performance (Ibid). Duke and Stiggins (1990: 117, as cited in Ndlovu, Op. Cit. 11) view professional development as 'the process by which minimally competent teachers achieve higher levels of performance and expand their understanding of self, role, context, and career' (Ibid: 11). The definition makes it clear that professional development of teachers allows collecting data help teachers to grow professionally. It also provides them a chance to reflect on what they are doing in their teaching-learing contexts. Teacher evaluation and professional development are seen as connected processes where professional and academic needs of the teachers are based on job related context. They provide teachers what they actually need to grow and develop professionally (Ibid).

The rationale of the study is to explore how well and how far TNA provides in-built teacher training support and development for upgrading the language training skills, abilities and inculcating a positive attitude to English teaching. The central argument is that challenges confronting teacher training in context of secondary school English teachers are too big to be left to curriculum and material designers alone. There is an urgent need to cater to the language training needs of an English Teaching professional. Analysis of training needs of the teachers is the first important step of teacher training programme. In-service training helps teachers revise and refresh their knowledge about teaching and learning. It has implications for the growth-oriented career for the teachers. The process of training teachers for their professional development is a series of continuous training given to the teachers throughout their profession.

1.4 Statement of the problem
Needs analysis has its importance in redesigning the syllabus, materials, methods and evaluation where improving the competencies and performance of the trainees is not
exceptional (Brown, 1995; Miller and Osinski, 2002). In context of English language education, the significance of analysis of teachers’ training needs implies professional development of teachers and educational development of schools.

The Indian teacher education system is facing challenges to bring effectiveness and quality in secondary school teachers by providing them training based on their local and workplace needs (NCFTE, 2009). Lack of training knowledge in terms of teaching, effective curriculum design, materials, content delivery, effective methods of evaluation are the main shortcomings in teacher education programmes (National Focus Group on Teaching of English, 2006; National Focus Group on Teacher Education for Curriculum Renewal, 2006; NCF, 2005). Henceforth, the trainings given basically to these teachers are out of context because no analysis of their needs is taken into account. And by the same token training without needs analysis directly impacts the teacher training outcomes. In the true sense of the term, TNA augurs well with the local context or cultural conditions of the teachers.

Teachers in schools lack knowledge about the child-centered teaching and continuous evaluation. They are also not much familiar with the process of bringing quality assuring norms matching the requirements of their schools. They need to be trained to improve their skills on bringing required resources to their schools. This area is untouched even in universities running courses for higher education.

In context of English language teachers of secondary schools in Aligarh, only a small number of teachers received training sessions. The training received by the teachers is not based on analysis of their professional and workplace needs and requirements. An effective identification of the areas of TNA will guide in curriculum design and train in required areas. Therefore, a need for training needs analysis is felt to conduct in secondary schools of Aligarh.

1.5 Hypothesis of the study

1. Teachers’ needs assessment will actually define the parameters for the need for training of teachers in secondary schools of Aligarh.

2. There is significant correlation between secondary school teacher training programmes and Needs Analysis.
3. Assessment of teacher training cannot be done without needs analysis.

1.6 Objectives of the Study

The study aims to conduct training needs analysis (TNA) of secondary school English teachers in Aligarh district. The major objectives of the study are:

1. To study and analyze the issues related to secondary school English language education in India
2. To find out the areas of Training Needs Analysis (TNA) of English teachers at secondary school level in Aligarh
3. To find out the implications of data collected on Training Needs Analysis (TNA)

1.7 Context of the Study

In India, secondary school education has been in a very miserable condition. The reason is lack of trained and motivated teachers. The training of the teachers has not been taken seriously (NCF, 2005; CABE, Op. Cit; Cheney, 2006; NCFTE, Op. Cit). The traditional pattern of teaching and teacher training cannot serve the modern requirements. NCF (2005) discussed that ‘no system of education can rise above the quality of teachers, and the quality of teachers greatly depends on the means deployed for selection, procedures used for training, and the strategies adopted for ensuring accountability’ (NCF, Op. Cit: 08). That is why there is an urgent need to identify the quality ensuring dimensions in teacher training.

Uttar Pradesh is one of the states consisted of majority of government schools. In Uttar Pradesh the private un-aided schools perform better than the government schools at secondary level. The state suffers problems of lack of qualified teachers at elementary and secondary school level. The reason is the recruitment of teachers which has not or least consideration on the class size, number of teachers required in schools, eligibility criteria of teachers, etc. Less qualified teachers are hired on the contract basis and are paid low salary. That is why the quality of teaching English has suffered a lot (World Bank, 2005).

The issue of assessment of teachers’ training needs is untouched at secondary school level. This necessitates the scope of assessment of training needs of the teachers in
Aligarh district of Uttar Pradesh. The problems related to secondary school English language education at IX and X level are ongoing issues since decades. There is a need to take some initiatives to analyze the training needs of English teachers in secondary schools of Aligarh. Concern for improving the status of English language teaching with special reference to teacher training was found reasonable to identify the needs and requirements teachers. The study makes an attempt to explore the areas of training needs of the teachers by generating primary data on the English teachers of class IX and X and the principals of the schools. The aim of the study is to analyze the training needs of the present English teachers and to generate the implications of the data collected on training needs analysis. The study attempts to answer the following questions:

1. What are the issues related to the secondary school English language education in India?
2. What are the issues related to the assessment of needs of English teachers at secondary school level?
3. What are the issues in Training Needs Analysis (TNA) of secondary school teachers in Aligarh?
4. What are the implications of the data on Training Needs Analysis (TNA) of secondary school teachers?

The present study was conducted in secondary schools of Aligarh to analyze the problems and issues related to English Education and English teachers’ training needs in the secondary Schools. The schools selected for the study are affiliated to different board – UP, CBSE and AMU. They belong to twelve blocks of Aligarh.

In UP board schools, English-Hindi is largely used as the medium of instruction. CBSE schools follow only English as medium of instruction. In AMU schools, English-Urdu is used as medium of instruction.

The main focus of the study is to analyze the training needs of secondary school teachers from schools affiliated to concerned boards. The analysis is done keeping in view the workplace situation and context and concerns of their professional conditions. Keeping in mind these considerations, an attempt has been made to categorize the schools. The categories chosen are shown in Table-2 in chapter-4.
1.8 Research Methodology

1.8.1 Research methods

The research design followed in this study is based on qualitative and quantitative methods tailored to collect authentic and primary data from teachers of English working in secondary schools in Aligarh. The research methods used are:

1. Quantitative methods:
   i) Survey

2. Qualitative methods:
   i) Classroom Observation
   ii) Focus Group Discussion
   iii) Telephonic Interview

1.8.2 Sample

The respondents are 100 secondary school teachers and 100 principals. The survey has been conducted in twelve blocks – Lodha, Akrabad, Dhanipur, Jawan, Chandaus, Khair, Iglas, Gonda, Atrauli, Bijauli, Tappal, and Gangiri, of Aligarh district.

The researcher followed a mixed criterion of sampling. During the survey, the selection of population was done by following the criteria of convenience sampling. In focus group discussion the criteria to choose respondents was also based on convenience sampling. During interviews, the researcher followed purposive sampling criteria.

1.8.3 Tools

Different tools and techniques are used at different stages of data collection. Following tools are used to collect information:

1. Schedules:
   a) teacher questionnaires
   b) principal questionnaires

2. Classroom Observation tool

3. Interview questionnaire
1.8.4 Procedures

Teacher and Principal Questionnaires were administered at workplace. The questionnaires were based on different problems related to the job, school environment, infrastructure, support, language skills, training, workload, accountability, syllabus, administration and management of the school. In the next phase, a Focus Group Discussion had been conducted by using workshop approach\(^1\). The respondents were invited to attend the workshop where they discussed their problems related to their job, school, resources, support and training needs. During the discussion, the conversation was audio-recorded and transcribed. In the third phase, classroom observation has been done in schools which had been selected randomly from each block. During the last phase of data collection, some teachers were selected from each block and interviewed. Telephonic interview was conducted to collect information regarding teachers' need for training on new methods of teaching which they required most. The teachers were also asked about what they want to replace in their school, in terms of teaching model, in order to make teaching effective.

1.9 Significance of the study

The study has its major significance in generating implications for teacher training in context of secondary school English teachers in Aligarh. The study analyzes the government documents and reports which have been discussed in detail in chapter 2. The discussion based on these documents will help in understanding the issues and problems as barrier to the development of secondary school education and teacher education. The discussion on training needs analysis (TNA) has its significance in generating insights on the issues related to the training needs of secondary school English teachers. It also helps in understanding the importance of assessment of training needs analysis for teacher professional development and English language education development. The data collected from the teachers and principals can help school administrators to reformulate their school policies as it reports the present problems in teaching of English in secondary schools. It can also help school administrators and principals to extend the support for the pedagogical requirement of the teachers. This information generated through training needs analysis can be reused for multiple purpose such as designing teaching materials, designing teacher training materials, and revising curriculum for teacher education. The
recommendations of the study have wider significance for the revision of curriculum and reformulation of government policies on English teacher education.

1.10 Limitations of the study

The study is restricted to certain limitations apart from the constraints related to time, conditions, and availability of resources. Some of the limitations are:

1. The first limitation is that the students’ and education officers’ perspectives have not been considered during interviews. The data had not been taken from education officers to justify the issues raised by the teachers during Focus Group Discussion.

2. The second limitation is that the classes of all hundred teachers could not be observed because of time and other constraints. Only representative schools from each block have been selected randomly to observe and understand the actual classroom settings.

1.11 Organization of the study

Chapter 1 Statement of Intent: The purpose of this chapter is to brief the background information of the topic; review the literature on training needs analysis; state the rationale, hypothesis, objectives, and context. The last sections of the chapter are devoted to the research methodology, significance, limitations and organization of the study.

Chapter 2 Secondary School Education and Teacher Education in India: Issues and Problems related to English Language Education: This chapter focuses on the review of literature on secondary school education and teacher education. It also discusses the development, structure, features, importance, issues and problems of secondary school education and teacher education. The chapter ends with a discussion on current status of English language teaching and educating English teachers is followed by the conclusion.

Chapter 3 English Language Education: Training Needs Analysis (TNA): This chapter discussed the background of TNA focusing on the significance of teaching profession and teacher training. A brief discussion of previous
studies on training of teachers is also followed by aspects of teacher training and conclusion.

Chapter 4 Methodology: This chapter discusses methodology. It describes the research design which includes discussion of methods, tools and techniques, population and sample, procedures, interpretation of data and the limitations.

Chapter 5 Interpretation of Data: This chapter provides a detailed discussion on the background of the respondents, situation and context specific problems and areas of training needs, and other requirements. The chapter includes graphical representation of the results through bar-graphs and pie-charts. The chapter ends with a summary of the findings.

Chapter 6 Conclusion, Implications and Recommendations: This chapter discusses the findings highlighting the perceptions of teachers for bringing change in the status of English education at secondary school level in Aligarh. It also tries to generate some significant implications and recommendations for the training needs of English teachers.

Notes

Appendices

References
CHAPTER-2
CHAPTER 2

SECONDARY SCHOOL EDUCATION AND TEACHER EDUCATION IN INDIA: ISSUES AND PROBLEMS RELATED TO ENGLISH LANGUAGE EDUCATION

2.1 Secondary School Education in India

2.1.1 Introduction

People of a democratic country have the right to choose policies for their own advantages. To make any decision, one needs to have knowledge about the basic realities and its application. To understand these realities, one must have the knowledge of his/her country and the world. This knowledge can be acquired through school education. School education is the source which provides the basic knowledge of the world. Secondary School Education builds knowledge about the country and the world. Higher education expands this knowledge received through Secondary education. At different levels of education, secondary education plays a very important role (Kabir, 1995).

Since 1947, Indian government made a huge investment to provide equal opportunity to receive education at all levels (World Bank, 2009). In 1952, the Secondary Education Commission was the first to realize the importance of secondary education. To bring reform and improvement in secondary school education was the major recommendation made by the committee. It was assumed that upgrading secondary education is the first step to bring reform and improvement in society (Kabir, Op. Cit.). It plays significant role in developing skilled, intellectual, and technical manpower (CABE, 2005). World Bank (2009: 01) discusses the aim of the secondary education as:

Secondary education aims to develop the intellectual, social, and moral qualities essential for democratic citizenship, and to prepare young people for entry into the world of work or for continuation of academic pursuits.
During the last few decades, the rising demands for skilled and well-equipped manpower focused attention towards secondary school education. Between 1993 and 001, the general education rate (GER) for secondary education increased from 31 percent to more than 49 percent (World Bank, 2005). The National Policy on Education (1986) realized the importance of providing quality secondary education to all the girls and boys to achieve this national goal. The NPE stated that secondary education needed to be extended so that the un-served issues can be covered easily Mukhopadhyay and Kumar, 2001).

The focus was shifted from simply imparting secondary education to imparting quality secondary education. The Mudaliar Commission (1954-55), Kothari Commission (1964-66) and the National Policy on Education (1986) made recommendations to impart Quality Secondary Education. The considerations for secondary Education were quite different from primary and higher education and less defined. Carnevale (1988 as cited in Mukhopadhyay and Kumar, Op. Cit.) observed some significant considerations among school students:

1.) Students are not able to make connection between the school success and success in the world of work
2.) They are also not able to comprehend a text imaginatively and think critically
3.) They lack required knowledge and proficiency while entering their higher education or joining a job
4.) They lack knowledge of good cognition and interpersonal skills which is responsible for not being successful in their social and professional life

These are some significant issues responsible for the failure of different educational policies and programmes planned for raising the performance level of secondary school students. The Central Advisory Board of Education (CABE, Op. Cit.: 22) discussed some of the causes of massive scale failure in tenth board examination such s,

a) The framework in which subject knowledge is conceived
b) The manner in which knowledge is transacted and
c) The evaluation parameters and the assessment procedures adopted for examining students
National Curriculum Framework (NCF, 2005) also recommended fundamental change in the examination system. The guiding principles of NCF direct ‘making examinations more flexible and integrated into classroom life (NCF, Op. Cit.: 05)

The report on ‘The System of Education in India’ it has been mentioned:

Crucial problems in India are teacher absenteeism, noted by UNESCO in 2005; high teacher-pupil ratios; and inadequate teaching materials and facilities, particularly in rural areas (NORRIC, 2006: 06).

The CABE report on Universalization of Secondary Education considered some major factors to improve the status of secondary education. The report says:

Curricular structure and course offerings are the necessary condition for quality secondary education. Instructional processes provide the sufficient condition for quality secondary education. Contemporary instructional processes and practices are characterized largely by lectures where students are passive listeners. Such instructional processes contribute at best to lower order cognition, memorization and fragile learning; together, they make a grand nexus for large-scale failing in examinations. Students lack problem-solving ability, higher order thinking and cognition and creativity. Most importantly, they miss out on ‘learning to know’ or learning to learn. If the new generation secondary education sets its targets for students to be able to think critically, solve problems individually and collectively, be creative, instructional processes must undergo a paradigm shift (CABE, Op. Cit.: 24).

In the light of the above discussion it can be claimed that there is a need for a paradigm shift to improve the status of secondary education. The major current concern is to study and explore the areas and issues playing a crucial role in the growth of secondary school education. Despite its developmental successes in opening of more secondary schools, hiring more teachers to fulfill the requirement of teachers in schools, achieving a high GER rates, secondary education faces a number of problems. These problems have been discussed in detail in section 2.1.7 of this chapter. The curriculum for secondary school education is also required to be well planned, integrated and articulated with an impact on lifelong learning (World Bank,

2.1.2 Developments in Secondary Education

Before and during nineteenth century, secondary education was the interest of the higher and upwardly mobile castes. During pre-independence period, there was no evidence available which traced the development in secondary education. In 1948, the total numbers of schools were 12,500. It includes schools of all grades. The number of secondary schools was fewer than 4000 in the same year, rising to 10,000 in 1954. Since then efforts have been made for the qualitative improvement in secondary education. In 1952, the Secondary Education Commission (1952) initiated the new goals of secondary education. It made recommendations for raising the standard of attainment, reconstruction of syllabus and teaching methods, inclusion of craft works, co-curricular activities in the schools, improvement of libraries, use of audio-visual aids, and reform in examinations. The idea was to establish multi-purpose schools. These schools were supposed to produce trained and efficient human resources for the Nation (Kabir, Op. Cit.; Working Group Report, 2011; Tiwari, 2006).

During the early twentieth century, people realized that education is the gateway to power. During 2001, the Census reported that ‘one out of every three Indian citizens (and 42 percent adults) is illiterate’ (Cheney, et. al., 2006: 01-02). To fulfill the educational requirements of a vast group of aspirants has become a big challenge for the nation. Changes in socio-economic conditions have occurred in society because of modernization. This modernization inspires students, teachers and parents to pursue education. To confront the requirements of the modernization and changing economic conditions, elementary education has proved insufficient. Aspirations of parents, learners and other groups of society have gone high to receive quality secondary education. High participation of marginalized group (such as girls, dalits, tribals, OBCs, religious and linguistic minorities) in secondary education has put pressure on teachers to impart quality secondary education equally. Rising aspirations for quality secondary education has raised the challenges for the policy makers, educationists and teachers to achieve their goals. A deep concern can be seen among the policy makers and educationists to improve school education. It is believed that simply improving
the quality of knowledge and skills will not be sufficient. There are several other challenging factors which need a lot of attention particularly greater access and participation in quality secondary education (CABE, *Op. Cit.*).

Improving access and reducing disparities at the secondary school level are issues incorporated in the Tenth Five Year Plan. The aim is to set up Common School System (CSS). Under this plan, the schools are ordered to give admission to children from low-income families. During the year of 2006-07, the number of Secondary schools was 1.12 lakh and the enrolment in classes IX and X was 25.9 million. There is a noticeable intra-state variation in enrolment, dropouts and access to secondary schools. During 2004-05 in Uttar Pradesh the average number of secondary schools per one lakh population was 7. During the 11th Plan, efforts have been made to ensure good quality secondary education and to minimize disparities in terms of enrolment, dropouts, and school retention without any gender, regional and social discrimination (Working Group Report, 2011).

At present, the government has made several initiatives to raise the literacy rate at elementary and secondary levels. Many schemes were initiated for SC/ST/OBC, minority group, marginalized group and deprived sectors of the society. More primary and secondary schools had been set up in rural areas to promote elementary and secondary education especially in rural areas (Cheney, *et. al.*, *Op. Cit.*). The problem of low enrolment is prevailed in rural areas because of poverty, hunger and underdevelopment (Sauvageot and Graca, 2007). When these developments took place, the education sector was too weak to accomplish the level of learning achievement of students. There were many factors behind this critical condition of school education. These factors are – teacher recruitment, educational service delivery mechanism, teacher-pupil ratio, rate of enrollment, retention, educational awareness among different target groups, and availability of resources and opportunity of education (Cheney, *et. al.*, *Op. Cit.*). A transparency in allocation of required necessary resources facilities are needed to bring educational development. There is a need to identify the indicators which can be used effectively in monitoring and evaluating developments in rural areas (Sauvageot, and Graca, *Op. Cit.*).

It has been found that maintaining the quality level of education with equal access and equity is very important. Having noticed that a large number of young populations of
India are striving to continue on to higher education and to hold a good job, efforts have been made to improve the chances to receive quality secondary education. Improving the quality and effectiveness of knowledge and skills received by the students is one of the criteria (CABE, _Op. Cit._).

### 2.1.3 Structure of Secondary Schools

The Indian formal education system has been divided into four stages:

1. Nursery Education
2. Primary Education
3. Secondary Education
4. Higher Education

The Secondary education system includes different types of schools. The categories of secondary schools found in India are:

1. Intermediate Colleges
2. High School and Junior High School
3. Higher Secondary Schools
4. Multi-purpose Schools
5. Special Schools

Secondary Education is the transition stage of student’s educational life. In this stage a student is trained to have knowledge of special subject of her/his choice. The secondary education comprises classes IX, X, XI and XII (Sharma and Sharma, 2004).

The Secondary Education system is the weakest link in the Indian Education system. _It is the link between elementary and higher education._ The education system supports to design the personality of students by training them (CABE, _Op. Cit._ and Sharma and Sharma, _Op. Cit._). It consists of Class IX to Class XII. It is one of the stages of school education where students need much attention to make their future better. It has been considered as organization which includes teaching-learning process, authority to control internal administration functions of the organization, and institutional links (Mukhopadhyaya and Kumar, _Op. Cit._).
2.1.4 Features of Secondary Education

Sharma and Sharma (2004) discussed features of secondary education. These features have been discussed by Ministry of Education, Government of India, in 1975. The features are:

1. National integration training for democratic living, cooperativeness, cultural and religious tolerance, community service (found in courses of languages and social science)
2. Intellectual development of student
3. Emphasis on recent, scientific, technological, social and economic developments
4. Providing the opportunity to become productive and independent
5. Involvement of community services for upliftment and improvement of marginalized and deprived section of the society (CABE, Op. Cit.: 125-126)

2.1.5 Importance of Secondary Education

The secondary education prepares self-dependent and dutiful citizens. It provides healthy educational development of the child under the proper conditions discussed in the report of the CABE committee. It is very effective in nurturing social and economic development of the country by training the nation’s students. It is the most crucial stage of any student’s life. It is the stage of transition from educational to the professional life, in which children developed from a student to an employee (Ibid).

Secondary education aims to nurture character in the youth of the country. It helps students to improve and contribute to national prosperity. The goal of secondary education is to provide education in a way that the students feel strong in every dimension of life i.e. ‘physically, mentally, economically, morally and spiritually strong’ (Sharma and Sharma, Op. Cit.: 129). This goal can be achieved at the national level by targeting improvement of secondary education.

Linking elementary education with higher education, secondary education plays a key role. It grounds the roots of education of the students. It plays an instrumental role in shaping and directing a child for a better future. The present aim is to provide quality secondary education to all with greater access, participation and quality (Working Group Report, Op. Cit.; CABE, Op. Cit.).
2.1.6 Government Reports and Schemes on Secondary Education

The secondary education development programme needs to be based on wider perspectives to bring change and development. The government needs to focus on the basic characters of the school education. The focus also needs to be given on the requirements of the new changing economy, knowledge, and the globalized market (Working Group Report, Op. Cit.).

2.1.6.1 Government Reports

Secondary Education Commission (1952-53)

The Secondary Education Commission (1952-53) pointed out some of the major defects in secondary education. The kind of secondary education students are receiving in government and government aided secondary schools is not very effective. It lacks the quality of developing creativity and self-confidence among students. It also proved defective in developing the personality of the students as a whole. It does not prepare students to become socially, and morally perfect persons with the feelings of helping others and togetherness for national development. It fails to produce good citizens for a developing nation. Despite all these shortcomings, another recent problem is the standard of education students receive. This lack in standard of education does not allow these individuals to get admission to higher education or to secure better jobs (Tiwari, Op. Cit.; Dash, 2012; Sharma, 2012).

The Secondary Education Commission recommended some methods of work to improve the status of education system. It recommends the following:

1. There should be multipurpose schools at higher secondary level.
2. Public schools should continue and State Government should open residential schools in rural areas.
3. Mother tongue should be the medium of instructions.
4. A textbook committee should set up in every State.
5. Activity methods should be adopted to discourage cramming.
6. Trained Guidance Officers and Career Masters should be appointed in all secondary schools.
7. In schools medical services should be provided.
8. Teachers of physical education and first aid training should be appointed.
9. The number of external examinations should be reduced.
10. Due credit should be given to internal school tests and cumulative records should be maintained in schools for every student.
11. Essay type tests should be improved and objective type tests should be included.
12. Service conditions of teaching personnel should be improved.
13. A Board of Secondary Education should be constituted in every State.
14. Playgrounds, buildings, science-equipments and appliances should be provided.

**Kothari Commission**

The Kothari Commission (1964-66) was established to propose a coherent education policy for India (Lall, 2005). It said that, ‘destination of nation is being shaded in her classrooms’ (Sharma, *Op. Cit.*: 08). It emphasized the replacement of traditional methods of education system. The commission signaled some defects in the then existing education system. Some of the major problem areas are:

1. It gives inadequate importance to agriculture.
2. It is too academic.
3. It is not related to national reconstruction.
4. It encourages disruptive tendencies and caste loyalties.
5. It does not lay any emphasis on character formation and cultivation of moral and spiritual values (Tiwari, *Op. Cit.*).

The Commission gave a comprehensive view about teacher education. It also proposed that school education should be related to the need and aspiration of the people. It should transform students’ life at the level of society, economy, and culture. The commission made the following recommendations:

1. Increasing productivity
2. Achieving social and national integration
3. Accelerating the process of modernization

The National Curriculum Framework (2005) focused on to bring plurality and flexibility in secondary education. It emphasized on improving standards so that children will imbibe the traits of a good quality education. It made recommendations about curriculum reduction and textbooks update. It focused on encouraging reflective thinking and group work. It also mentioned the reformulation of the examination system. It should assess the reasoning and creative abilities of the students rather than the memorization of the texts. It aimed to nurture different varieties of skills in students so that they would become successful in achieving their goals. Another plan made by the CABE was to appoint a body that will work for textbooks and syllabus preparation. The textbooks must include items based on inequalities, rural, tribal and female realities (NORRIC, Op. Cit.; NCF, Op. Cit.).

Central Advisory Board of Education (CABE, 2005)

The CABE is the national level advisory body. All the Education Ministers from different states of the country are the members of the board. Being the highest advisory body of education system in India, it is an organized body of educationist from Center and States/Union territories. Structurally, it is set up to share common concerns, to review experiences, and to envision policies and programmes for further implementation aiming future development. The report emphasizes improvement of secondary education. It is based on a common vision to bring quality in secondary education making it accessible & affordable to all girls and boys between the age group of 15-16 years (Working Group Report, Op. Cit.: 20; CABE, Op. Cit.).

The CABE committee report on Universalization of Secondary Education (2005) recommends universal secondary education by the year 2020. It visualizes achieving the goal of quality secondary education to all girls and boys up to the age of 16 years by 2015 and up to the age of 18 years by 2020. By the term universal, it refers to create universal (equal to all) access and opportunity for all children to receive secondary education. Our country fails in achieving the goal of universal education because of the poverty pertaining in rural areas (Sauvageot and Graca, 2007). To achieve universal secondary education, the first step is to achieve the goals of universal elementary education. Then a paradigm shift will be noticed in curriculum, process and assessment of secondary education. The committee suggests that
government and educationists must work on the readiness of secondary education to fulfill the objective of social transformation of the target group. The transition rate of passing students before entering secondary education is ‘85 percent,’ that is also improving (CABE, Op. Cit.: 21).

2.1.6.2 Government Schemes on Secondary Education

Many centrally sponsored schemes were launched during 11th Five Year Plan Period. Among them, Rashtriya Madhyamik Shiksha Abhiyan (2009) is the most important. Other operational schemes during 11th Five Year Plan Period are: Kendriya Vidyalaya Sangthan (KVS), Navodaya Vidyalaya Sangthtan (NVS), Central Tibetan School Administration (CTAs), National Institute of Open Schooling (NIOS), Rahstriya Madhyamik Shiksha Abhiyann (RMSA), Model Schools, Scheme for Construction and Running of Girls' Hostels for Students of Secondary and Higher Secondary schools, ICT @Schools, IEDSS, National means -cum-merit Scholarship, National Scheme of Incentives to Girls for Secondary Education, Centrally Sponsored Scheme of Financial Assistance for Appointment of Language Teachers, and Environment Orientation to School Education (EOSE) (Working Group Report, Op. Cit.).

Rashtriya Madhyamik Shiksha Abhiyan (RMSA, 2009)

The Rashtriya Madhyamik Shiksha Abhiyan (2009) scheme was launched during Eleventh Five Year Plan. The RMSA was implemented in the partnership with state and central governments. It was initiated to raise the level of participation of children to ensure quality secondary education. The goal was to achieve 75% GER (Genera Education Rate) of classes IX and X within five years. For the same purpose, a provision was made to open schools in each colony within the distance of 5-6 kilometers (http://mhrd.gov.in/rashtriya_madhyamik_shiksha_abhiyan, 2011; Working Group Report, Op. Cit.). The scheme made great contribution by bringing improvement in the following areas:

i. up gradation of secondary schools
ii. strengthening of existing secondary schools
iii. increasing number of classrooms
iv. providing science laboratory with equipment
v. including library in schools
vi. computer room
vii. art craft and culture room
viii. toilet blocks and water facility
ix. major repairs of schools

The RMSA scheme had been addressed equity through starting these schemes: ‘Activity for Maa-Beti Mela’, ‘Transport facilities for girls’, ‘SC/ST Oriented activities (Shiksha Mahasabha, traditional game meet, traditional art/craft/dance competition),’ ‘Interaction with stakeholders and chain agents in SC/ST/Minority/Tea-Tribe dominated areas’, and ‘retention derive for tea-tribes and minority girls students’ (Ibid). Although many achievements have been noticed, there are still many gaps and limitations observed during the implementation of these schemes. No residential facility has been given to boys and girls who are residing in less populated area. The provision made for the strengthening of infrastructure has been proven low as compared to the State schedule of rates. The amount allocated under RMSA was not sufficient. As a result, many schools have been left unable to implement this facility. The planning related to the allocation of funds did not prove successful. RMSA made provision of different facilities for aided schools only; government schools did not receive benefits from this scheme. The guidelines made for out of school students were inadequate not yielding desired results. The goals set under National Merit Scholarship and National Scheme of Incentive to Girls for Secondary Education were not achieved due to the absence of proper publicity and mobilization about the schemes (Working Group Report, Op. Cit; http://mhrd.gov.in/rashtriya_madhyamik_shiksha_abhiyan, Op. Cit.).

**ICT@Schools**

The scheme Information and Communication Technology in Schools (ICT@Schools) is launched to provide the facility and usage of Information and Communication technology to all students of Secondary Government Schools in rural areas. The scheme is implemented by using central and state funds (sharing the ratio of 75:25). The scheme aims to provide availability of quality content on-line, internet connectivity, and the devices to access quality content on-line. To set up this technical
environment in schools, one computer laboratory is a prerequisite. These efforts are to improve the quality of curriculum and pedagogy through the availability and access of ICT tools. In this environment, students can improve their technical knowledge and be prepared to enter the digital world. This scheme is launched specially for the girl students so that they can receive secondary education without any regional disparity (Working Group Report, Op. Cit).

The Scheme has been continued in 12th Five Year Plan. It also aimed that all the students of government and government aided schools will get ICT enabled Secondary Education. The focus is on enabling students and teachers to promote their knowledge and intellectual level by using ICT. The use of ICT in classrooms creates an 'environment for learning how to operate in a knowledge-based society' (Narotra, 2011: 02; Working Group Report, Op. Cit). It has seen as one of the major factors which removes the economic and geographical barriers among students. The objective is to set up ICT enabling environment in government and government aided schools. The goal behind implementing ICT is to improve the quality of secondary education. The scheme aims to provide an environment in secondary and higher secondary schools where students can use technology for education purposes. The factors which need focus are availability and access of devices, internet connectivity, and availability of quality content by using ICT tools. To establish internet technologies at secondary school level, one proposition is made to set up 'State portals, management information system, automation of administration, and continuous professional development' (Working Group Report, Op. Cit.: 54).

**EDUSAT**

In order to improve the quality of secondary education, provision were also made for increased school grants, minor repair of buildings, teacher training, increased salary of teaching and non-teaching staff, setting up of EDUSAT in schools, excursion trip for students, educational tour outside the state, performing arts, Mathematics laboratory kit, book fair, science fair, language laboratory, orientation program for teaching and non-teaching staff, sports materials for school, provision for self-defense training for girls, special teaching for weaker students, and guidance and counseling (*Ibid*).
Inclusive Education for Disabled at Secondary Stage (IEDSS)

The scheme Inclusive Education for Disabled at Secondary Stage (IEDSS) was launched to create the educational opportunities for mild to moderate disability students in common schools. The aim was to provide them enrolment, barrier free and good educational environment. Some other facilities provided were Rs. 3000/- per child per annum for the activities like exams, assistive devices, allowance for transport, escorts, reader books, uniforms, books and stationary, stipend for girls, etc. The scholarship had been awarded to meritorious students who belonged to economically weaker sections. The scheme was successful in attracting students and helping them. The success of scheme was that the rate of enrollment had been increased and dropout rate controlled from the weaker sections. This scheme was initiated especially for the girls aiming to promote girls' education who belonged to the weaker sections of the society, to ensure their retention till secondary education to reduce drop-out rate of girl students, and to empower them (Ibid; http://mhrd.gov.in/inclusive_education, 2011).

Kendriya Vidyalaya Sangathan (KVS)

This is a centrally sponsored scheme. It is launched to fulfill the needs of education of those children whose parents are Central Government employees. These were taken over as Central Schools during the year of 2011. From the academic session 2011-2012, they have been functional. The aim is to provide facility of uninterrupted education to children in case of transfer of their parents. There are 1067 functional schools including 3 abroad. The government played a key role in opening of a large number of secondary schools to meet the demands of secondary education (Ibid; Tenth Five Year Plan, 2002-2007).

Jawahar Navodaya Vidyalaya’s (JNVs)

The JNVs (Jawahar Navodaya Vidyalaya’s) scheme launched residential co-educational schools for talented students from rural areas. 569 JNVs are functional and the enrolment rate is [SC (24.5%) and ST (17.7%)] in 2010-2011(Working Group Report, Op. Cit). The objectives of the scheme were:

1. Excellence with equality and social justice
2. National integration by providing opportunities to talented children, largely rural, from different part of the country, to live and learn together and develop their full potential

3. Good quality modern education, including a strong component of culture

4. Ensure achievement of reasonable level of competence in three languages as envisaged in the Three Language Formula (http://www.navodaya.nic.in/overview.htm, n. year).

**Environmental Orientation to School Education (EOSE)**

Environmental Orientation to School Education (EOSE) is another scheme. This scheme is also planned under 11th Five Year Plan. This scheme was started to bring attitudinal change and awareness of attitudinal change in children. The scheme Environmental Orientation to School Education (EOSE) has been reviewed and redesigned in the meeting of GIAC (Grants-in-Aid Committee) during 2008. In the meeting, a detailed framework had been planned with an objective to achieve the positive attitudinal change in children. The programme has the following features: involvement of stakeholders, Annual District Environmental Conference, Annual State Environmental Conference, summer and winter camps for teachers and local authorities and approval for support by the state to improve environmental activities in schools (Working Group Report, *Op. Cit.*).

**Vocationalization of Secondary Education at +2 Level**

The scheme of Vocationalization of Secondary Education at +2 Level was started in 1988. It aims to remove differences in educational opportunities, minimize the mismatch between demand and supply of the teachers, and provide a substitute for the students (http://mhrd.gov.in/scheme_vocationalisation, 2011). Under the scheme, financial assistance is provided to set up ‘administrative structure, area vocational surveys, preparation of curriculum, text book, work book curriculum guides, training manual, teacher training programme, strengthening technical support system for research and development, training and evaluation, etc’ (Working Group Report, *Op. Cit.:* 54).
**Mission Mode Project (MMP)**

Mission Mode Project (MMP) on School Education runs under the National e-Governance Plan (NeGP). The view behind this project is to ensure the use of technology among students, teachers, and other educationists in rural and urban areas across the country. By supplying technological education at secondary school level, efforts have been made to remodel the education system. The priority is given to develop capacity building at institutional and individual levels (*Ibid*).

**Model School System**

The scheme was started in 2008 aiming to provide quality education to intelligent students who belonged to rural areas. It also aimed to address the contextual curriculum and pedagogic needs of the secondary school education in rural areas specifically. A model school is supposed to have the standard features like excellent infrastructure, holistic environment, appropriate curriculum and focused outcomes (*Ibid*; [http://mhrd.gov.in/model_school](http://mhrd.gov.in/model_school): 2011). Residential Jawahar Navodaya Vidyalayas were the schools established as model school under the Seventh Plan. The main objective to place model schools is to set up good quality secondary schools in each state. These schools provide support for other schools addressing the contextual and pedagogical needs of the learners. The school is considered as a model in terms of infrastructure, curriculum, evaluation, and management (*Tenth Five Year Plan, 2002-2007*).

**Open School System**

The Open schooling system complements formal education system. It aims to provide education for all the disadvantaged girls and boys who could not receive formal education for some reasons. The objective behind setting up open schooling system is to make education beneficial for all (*Working Group Report, Op. Cit.*). The government educationists aimed to set up Open Schooling System. The intention was to make secondary education universal in terms of access, equity and social justice (Packer, 2008). Universalization of secondary education enables the students to get trained and ready for higher education or a future job. Educational facilities have been provided in large amounts to these schools. Although a number of secondary schools have been started in rural areas through open schooling system, still there are large
numbers of students who are unable to receive education. There is no other good reason other than to earn and contribute the family which does not allow them to attend school. State Open Schools focus on standardized curriculum, contextualization of study materials, capacity building of the functionaries involved, and undertaken systemic research in the context of quality assurance and other service network. Provision of 210 crores of rupees were sanctioned to carry out all the above mentioned tasks. This scheme was not very much successful. There are many flaws in this system. No guidelines are available on how to provide help to the students of disadvantaged group through the open school system (Working Group Report, Op. Cit.).

National Institute of Open Schooling (NIOS)

National Institute of Open Schooling (NIOS) scheme is launched for non-privileged students. It provides opportunity for those students who cannot access formal education by providing vocational, life enrichment and community oriented courses (http://www.col.org/sitecollectiondocuments/open_sCHOOLING_SECONDARY_HIGHER_EDUCATION_071707.pdf, 2012). Through open learning and distance learning, students can make their dreams come true. During the year 2009-10, 419702 lakh students were enrolled at the secondary and senior secondary schools through open learning and distance learning. The NIOS offered many courses based on the needs of the learners. Under the scheme of NIOS, many regional institutes were opened to serve the students from un-served areas of the country. The reformulation of NIOS needs improvement in the resources and reformulation of the structure (Working Group Report, Op. Cit.).

Open Distance Learning

Education can be made more accessible to meet the higher education needs of a wider class of learners. Distance education is an alternative to provide opportunities of education to other non-privileged sections of society (Matheswaran, 2005; Satyanarayana and Sesharatnam, 2000). In the ODL system, capacity building has been given importance and considered an integral part of education. It is also assumed that training alone is not sufficient for the growth. There is the need of a mechanism which works for the whole system. The Twelfth Five Year Plan made a proposal for research and development activities. The aim is to modify the curriculum, to
determine the different courses required for the academic development of students and teachers, develop course materials with ICT application, and develop the assessment system of ODL education system. It also focuses on to make a try-out of alternative models with a focus on learner’s changed needs and problems (Working Group Report, Op. Cit.).

2.1.7 Problems and Issues in Secondary School Education

A variation has been observed in the types of secondary school education in India. There is no common objective followed state-wise. Each school has its own policy based on the local conditions. Unlike elementary education, it has no standardized and parallel structure all over the country. It is purely academic. It does not develop skills and abilities in young students to cater to their different future needs. Although it produced many good teachers and students, it does not deal with the diverse needs of the students especially in rural areas. Rural area students are far behind educationally and economically (Sauvageot and Graca, Op. Cit.; Kabir, Op. Cit.).

The major problem is the lack of trained and qualified teachers. This problem leads to inadequate supervision of school activities. The learning environment in schools of India is not good except for private schools situated in urban locales. Public schools are in worst condition. The rural area schools face problems related to building, drinking water, toilets and blackboard facilities. There are also problems of lack of efficient teaching and non-teaching staff (CABE, Op. Cit.; Cheney, Op. Cit.).

There are many areas of secondary education which need critical attention. The problems prevalent in the secondary education system are:

1. Organization and form of secondary schools
2. Determination of aims of secondary education
3. Construction of the curriculum
4. Examination and evaluation
5. Management and administration
6. Finance
7. Shortage of teachers
8. Inadequate supervision
9. Lack of trained and qualified teachers
10. No effort had been done to improve the status of teachers
11. Less skilled and skilled teachers do not get recognition in society
12. Lack of good students
13. Ineffective teaching methods

2.1.7.1 Issues related to Quality, Equality, Access, and Inclusiveness

Quality

Quality has been defined as 'the system's capacity to reform itself for enhancing its ability to remedy its own weaknesses and to develop new capabilities' (Working Group Report, Op. Cit.: 53). Quality cannot be improved alone unless it is supported by sense of equality and social justice. The term quality is based on two principles:

1) Learners’ cognitive development

2) Role of education in promoting skills, values and attitudes to become responsible citizen, both creative and emotional

Both these principles need to be developed keeping in view the concern of equality and social justice. The level of quality of school education depends on the level of inclusion of equity and social justice (Ibid; Packer, Op. Cit.).

The Secondary Education suffers quality related issues because of the lack of sufficient number of quality teachers. There is no doubt in saying that all the success in education lie in efficient teachers (Kabir, Op. Cit.). Quality of student performance is directly related to the quality of instruction, classroom environment and the curriculum. Giving instruction effectively is one of the most important teaching skills. It is the teacher who gives instruction efficiently if he is trained well (Hussain, 2004). There are some indicators of quality which help improve the level of quality of schools. These measures of quality are defined in Working Group Report and Vocational Education regarding the quality of students, teachers, (leadership qualities of the) Principal, physical infrastructure, instructional resources, and financial resources. The Working Group Report (Op. Cit.: 60) mentioned:
An Educational quality has a system as inputs such as students, infrastructure, resources and teachers. The processes are admissions, instructions, evaluation etc. while the outputs are the students and their behavioural academic physical, social and emotional qualities. These components of inputs, processes and outputs are not independent on one another but they are interlinked and interdependent in a systemic manner. Key inputs into schooling curriculum, students, teachers, support staff, administrators, facilities, classrooms and policies. Key processes are Curriculum Development, Accreditation, Teaching, Financial Administration, Management, Student Support Services, Human Resource Management and Community Services. Similarly key outputs are students with a holistic development, research findings and community services.

The report also discussed three main key issues to improve the quality. They are:

(i) Curriculum Reform,

(ii) Reform in Assessment and Examination, and

(iii) Reform in Pre-service and In-service teacher training (Ibid: 68).

Equality

The term equality is concerned with problems based on gender biases, social biases and other school facilities at elementary and secondary levels. These problems are inherent especially in rural and remote areas. The Twelfth Five Year Plan aims to improve the quality of secondary education with gender equity. This provision has been made especially for the girl students (Ibid; Packer, 2008). The Indian school education system lacks equality and justice in terms of gender, social, economic and regional perspectives. The issues of equality and justice need to be included in schools. These issues also need to be highlighted in the curriculum at secondary level so that the students must be aware of the deprived group of children. They need to know about social classes and diverse cultural background. The purpose is to make the students of privileged section aware of the actual implications of equality and social justice. The secondary school education must be contextualized so that the students will receive education based on the citizenship qualities (Working Group Report, Op. Cit.).
Access

Due to the educational reforms, there has been an increase in number of students enrolled in secondary schools all over the country. Nevertheless, it poses many severe difficulties to the government. Providing access to quality education proposes a huge problem at the school level. The Indian school system faces problems of large classrooms. In such classrooms, delivery of content is the most difficult task for a teacher. It is impossible for a teacher to ensure access of knowledge which is supposed to deliver through lectures or discussions in big classroom. This issue needs serious considerations (Sharma and Sharma, Op. Cit.; Working Group Report, Op. Cit.).

Inclusiveness

During the Twelfth Five Year Plan, interventions have been made to maintain equity with inclusiveness of the excluded sections of the society for example in case of Muslim minority students many study centers have been set up in Madrasas and Maktabs under the SPQEM (Promoting Equity with Inclusive Education) programme. An intervention is also being made to place study centers in educationally backward areas and hard to reach regions. There have been many paradigm shifts made in secondary education system. The ‘Hunar Project’ was launched for socio-economically backward Muslim girls in Delhi and Bihar (Working Group Report, Op. Cit.: 44). A provision is being made to develop special programmes for differently-abled students. The CABE committee report discusses universal access to secondary school education. This idea is based on providing equal access to secondary school education to diverse group of children in all schools. This implementation demands change in the ideology of equal access to school education among all stakeholders (Ibid, World Bank, 2005).

2.1.7.2 Problems in Curriculum

The goals and objectives proposed by secondary education do not match the aspirations of the youths. The students themselves are not sure that after completion of the Secondary education course whether their academic preparation will meet their future needs or not. Some of them join secondary schools just to continue their elementary education. Others join to prepare themselves for the higher education.
Although Secondary education contributes to the academic career of youths, it is unable to develop them as a skilled person (Kabir, Op. Cit.).

A curriculum consists of important elements of knowledge which are transferred in the students. These elements are selected according to the students' need. The curriculum of the secondary education is totally academic. The study on problems in school curriculum reveals that Secondary school curriculum needs reformatory changes. One of the major defects is that the curriculum is narrowly conceived. It is hardly related to the practicalities rather it fulfills only the academic requirements. The curriculum emphasizes the theoretical and academic side, not the practicalities of day-to-day life. It does not develop the student's character. Another major defect of the curriculum was that it does not contain varieties of content based on multiple talents and diversity of tastes. Vocational education and technical education are required to be included in the course. Instructions based on crafts, practical arts or fine arts also need recognition. As the world is making technical and scientific advancements, the secondary school curriculum is weak in this area. Teaching based on science, commerce, technology and agricultural studies are not included (Safaya, 2002; Nelson, Op. Cit.).

Students focus and take interests on the topics and questions asked in the examination. Because of this problem, school education is unable to deliver competent and skilled persons. This leads to a huge problem of unemployment. The young students who complete their secondary schooling are not capable of securing a good job. They are not able to fulfill the requirements of the job. That is why, the syllabus used for secondary schools needs diversification of topics in language subjects (Working Group Report, Op. Cit.).

2.1.7.3 Issues related to Teaching Methodology

Safaya (Op. Cit.: 167) mentioned that the methods of teaching used by the teachers are ‘stereotyped.’ The teaching processes are very boring and mechanical. Students never feel any enthusiasm and activeness in the classroom. They never try to understand and explore themselves. They do not take any interest in classroom work. The teachers follow traditional lecture method which seems dull for the students. With this negative attitude, students suffer before final examinations. They have to study the whole syllabus in short period of time which is impossible. Students use
guides and answer keys to pass their exams. They learn the content by heart; they lack creativity. No out-side classroom activities are conducted for their curricular development. These are the various reasons which are responsible for the low standard of secondary school education. A well formulated curriculum and well trained teachers are not sufficient to raise the standard of secondary school education. The curriculum is improperly handled by the teachers and administers. It lacks efficiency to produce quality students. The above mentioned aspects are important parts of the education plan. These ingredients need a place in the methodology of teaching and learning. The teachers are required to be reflective on their understanding about the learners and use it for effective classroom teaching (Bullock and Freedman, 2006; Safaya, Op. Cit.).

2.1.7.4 Problems related to Materials

Textbooks are the source of receiving information and knowledge. A good textbook with appropriate content always stimulates a reader’s thoughts. The quality of textbooks prescribed for government and government aided secondary schools is hardly satisfactory. The grey ink of textbooks does not attract readers’ attention. The topics are not selected according to the interest level of the students. The quality of paper and printing is very rough. The content of the books need to be organized systematically and presented in interesting way. The content topics should be selected keeping in mind that they stimulate students’ thoughts. Apart from the content organization, quality of paper and printing, the most important aspect is the teacher. A skilled and experienced teacher can exploit the content of the textbook very well. The best book has no relevance if it is not taught well (Working Group Report, Op. Cit.; NCF, Op. Cit.).

2.1.7.5 Infrastructural Problems

The students who are in their secondary school level have to study more as it is the most crucial stage of their educational career. To study, they require proper furniture so that they can do writing work and conduct different classroom activities. The available resources in secondary schools are not sufficient to cater the needs of number of students enrolled. To improve classroom conditions and provide the appropriate learning environment is difficult to achieve successfully. The reason of
infrastructural problem is lack of funds and lack of specific norms of distribution of resources (Working Group Report, *Op. Cit.*). The Working Group Report mentions:

All types of schools lack adequate infrastructure like drinking water, urinals, libraries and laboratories. In India, around 7% of institutions with secondary section do not have drinking water; around 13% do not have urinals, 29% do not have library; as high as 58% of them do not have integrated science laboratory facility within their premises. However, infrastructure in the State government funded institutions is relatively poor where 11% do not have drinking water facility; 16% do not have urinals; 40% do not have library; and 72% do not have integrated science laboratory (2011: 34).

The schools which have the adequate classroom facilities and other facilities such as electricity, toilets and water, hardly have the facility of science laboratory, internet and computers (Ward, 2007).

### 2.1.7.6 Issues Based on School Administration and Management

#### Problems of Administration

The role of administrative authority is to spread education and bring improvements. The school administration system followed in India has no uniformity in States, blocks and schools. The Secondary School Commission analyzed the situation regarding the recognition of different types of schools in the country being run by the religious organizations, registered trust bodies, private bodies and individuals. There are some special problems in administration in the schools. For example, local boards unnecessarily interfere with the headmaster’s work that hampers the academic environment of the schools. So it is suggested that the board should not interfere into the internal management and complaints must be directed to head master and not the board. The religious organizations must be motivated to maintain the secular credential of the school. There should be any discrimination on the basis of caste, creed, religion or color (Safaya, *Op. Cit.*).

#### Issues Based on Monitoring and Supervision

In secondary schools, the supervisory role is played by the school authority. Presently, the supervisory system lacks efficiency. The school supervisors focus on routine work
only. They lack interest in the work of supervision and guidance. They do not discuss the ways to improve student performance, teacher performance and teaching problems. They do not advise and suggest new ideas to the teachers. The other aspect of this inefficient supervisory role is that the inspector is not subject expert. Because of the lack of this knowledge to guide and support the inspectors are unable to supervise. The inspectors and supervisors are recruited without considering their specialty in the subject area. The appointment for inspector or supervisory role should be done on the basis of expertise in the subject area. The person who is going to join the post of a supervisor must have high academic qualifications, considerable teaching experience, and experience as Headmaster of High School for a required period. The inspector has to play the role of the supervisor as well as the administrator of the academic activities. The inspector needs some senior personnel who can assist in terms of providing the various records and information regarding the progress of the schools. This group of experts visit school with the supervisor and discuss all the issues regarding school activities (Ibid).

There is dire need of a monitoring system to observe the quality of government and unaided schools to maintain the quality of school education (Narula, 2012). Many government schemes and programmes have been launched and implemented to bring quality in secondary education. There are many parameters of quality which need to be supported and improved by implementing programmes and schemes. The activities of these programmes and schemes need to be monitored and controlled. A system of monitoring and observation identifies the strengths and weaknesses of the programmes highlighting the objectives and achievements. This constructive feedback needs to go parallel with monitoring and observation at secondary school level. Therefore, the requirement of a monitoring and observation system must exist. Monitoring of quality parameters needs to be done by using monitoring formats developed by NCERT (Working Group Report, Op. Cit.).

2.1.7.7 Problems of Attendance and Drop-outs

Problem of General Education Ratio (GER)

The General Education Ratio is the statistical measure of the students who are enrolled in schools or colleges. To achieve the target of higher GER at secondary school level, a provision has been made by the government. The provision is Right to
Education (RTE) Act (2009) which aims to provide equal opportunities for access to quality elementary and secondary education. The recognition of RTE also needed to be introduced among the marginalized and deprived section of students. The awareness about RTE needs to be spread by contacting parents, starting scholarship schemes for non-privileged group of students, especially girls. The aim is to provide secondary education with minimum standard irrespective of location and management. Most importantly, these efforts are to raise the rate of GER at secondary level (Ibid).

Problem of Dropout and Attendance

For many decades school participation rate has been increased through the rise in demand for education among SC and ST students. Still the attendance rate is ‘worse at secondary stage’ (Ibid: 50). Low attendance rate leads to low scholastic achievement. The students in schools are dependent on teachers to learn, to read, and to write. The impact of low scholastic achievement can be seen through dropout rate and failure rate of the students. Dropout rate is higher in rural areas.

2.1.7.8 Issues based on System of Examination

The examination system is based on traditional pattern i.e. content memorization. The students do not understand the text; they just memorize the answers of the questions for the examination. The teachers and students both can perform in a better way if the exams were based on understanding rather than memorization (Nelson, Op. Cit.). The examination system also needs to be reformulated. The weakest link in Secondary education system is the system of examination. The system of examination itself has proved defective. It does not encourage learning. The students and teachers focus only on those contents and questions which are supposed to be answered in the examinations. Students memorize the course without understanding the text to pass their exams (Ibid; Safaya, Op. Cit.).

Teaching is dominated by the examination process as the teachers focus only on the content important for the examination. The examination is highly subjective in nature. That is why there is another problem of reliability. The students are not able to do independent study. They take help from guides, question bank, guess papers, etc. which are sometimes suggested by the teachers. The students never try to do self-
learning; therefore, they lack creative thinking. The examination has a great influence on students’ behavior. They use different unfair means to qualify the exams. Sometimes students misbehave and direct misconduct against the teachers, examiners and administration. Many of the students are badly affected by the examination as they are caught by severe fever, mental stress, frustration, disappointment, jealousy and other personality disorders. Parents also feel disappointed when their wards do not score a high position or good marks in their final exams. They just want their children to pass the exams with a good percentage to secure better placements or go for higher education. People, generally, know that the reputation of the teachers and the schools depends on the examination result of the students. Thus poor results also have a great effect on educational authorities. The teachers are the main target of poor performance in the exams (Safaya, Op. Cit.).

2.1.7.9 Problems of Secondary Education in Rural Areas

The problems of equally and social justice are prominent in urban as well as rural areas. Distinction of lack of equality and social justice can be easily traced among rural and urban education. To provide equal opportunity of secondary education in rural areas is one of the critical issues. It is very important now to plan some strategic intervention to provide good quality education to all young students residing in rural areas and marginalized groups (SC, ST, OBC and educationally backward minorities) (CABE, Op. Cit.). In recent documents, the emphasis has been given to achieve 100% GER. For this result, potential capacity of schools situated in rural areas need to be evaluated (Working Group Report, Op. Cit.). Schools in rural areas lack basic infrastructural facilities.

Teachers must identify their students’ needs and adapt lessons targeting those needs. Teaching of a course will not be very successful until the lesson is planned and activities are adapted. This is a biggest challenge for the teachers lie in rural area schools. They teach contents of the course book without having awareness about the course. There is a dire need to train rural area school teachers on above mentioned aspects of language teaching (Williams, 2010).
2.1.7.10 Issues Based on Instructional Process

In government and government aided secondary schools, teachers follow old models of instructional process. It is inefficient in terms of developing in students' creative thinking, independent thought and interest for work. Students feel demotivated and bored with this traditional method. Another problem is the large sized classrooms. This characteristic restricts students in their personal contact with the teacher. It has great effect on classroom environment which affects teaching and learning. There is a need to change this pattern of language teaching and learning. New methods and different strategies must be incorporated to make teaching interesting and effective. The problem of the large classroom also needs to be re-examined. The practice that is being followed in secondary schools shows lack of planning and monitoring of classroom activities. No attention is given to improve these activities and make them effective (Safaya, Op. Cit.).

2.1.7.11 Issues Based to Accountability

Accountability is a critical aspect of secondary school education. It involves teachers, teacher educators, educational institutions, students and other stakeholders. The teachers are responsible to impart the knowledge in learners. They are responsible for properly designing the lesson plan and delivering it with effective classroom communication. Self-assessment of the teaching and learning must occur while classroom activities are going on. The teacher also should conduct a feedback session in which students are exposed to the problems and complexities faced while learning the subject. A teacher is at the center of all activities (Narula, Op. Cit.; Working Group Report, Op. Cit.; Safaya, Op. Cit.).

2.1.7.12 Lack of Trained Teachers

The quality in education is a directly related to the quality of the teachers. The educational achievement in schools is determined 'by teacher competence, sensitivity and teacher motivation' (Narula, Op. Cit.: 25). Teachers require to be provided with the training on these areas where creating an effective classroom environment is not exceptional. The Indian school system has teachers as its most important component. Since the enrollment rate of students has shown a big growth, the problem of student-teacher ratio has emerged. During 1990s, many un-qualified and under-qualified
teachers have been recruited as para teachers. That group of teachers lack quality and efficiency. This problem continued for long period. At present, teacher training is the prime concern as this area is ‘poorly managed’ and ‘extremely inadequate’ (NCFTE, 2009: 7).

The teaching profession is quite demanding in that teachers face so many challenges. The teachers are expected to develop determined professional behavior. They must have the ability to show their influential behavior in professional and social life (Miyan, 2004). The urgent need is to maintain the status of teachers by increasing their salary, minimizing any non-teaching official duties, and providing them opportunities to gather and share their ideas and knowledge on the subject area (NCFTE, Op. Cit.).

On other side of the scene, the educational authorities do not respond to the expected outcome in order to follow the recommendations made by government. School administration requires recruiting well qualified and skilled teachers (Kabir, Op. Cit.). On 23rd August 2010, the NCTE notified that whoever have academic and professional qualifications and pursuing a teacher training course recognized by the NCTE are eligible to appear in TET- teacher ability test and CTET- central teacher eligibility test. These tests are conducted to test a candidate’s eligibility to teach at primary and upper-primary level. The purpose is to ensure whether the appointed teachers have the required aptitude and ability to face the challenges at this level (http://www.teachers-eligibility-test.com/central-tet/ctet/, 2011; and http://www.teachers-eligibility-test.com/eligibility/tet-eligibility-and-qualification/, 2013).

2.1.7.13 Government Interventions for Secondary Education

Sarva Shiksha Abhiyan and RMSA made a great contribution to raise the level of secondary school education. With the increase in demand to raise the status of education, the attention has been shifted towards the issues of school efficiency and quality education. Renovation of school authority and management system is also one of the targets which seek attention of the educationists and researchers who are working in the field of secondary education. Working Group Report (2011) on Secondary and Vocational Education mentioned the Right to Education Act (2009)
while discussing the scheme Programme of School Leadership in School Education. The scheme says:

The RTE Act 2009 looks at improving schools through school-based development plans with active participation of School management Committees as the ultimate goal. This calls for greater responsibility on our School leaders, which also means that they are equipped agents of change to bring transformation in school system. It is this realization that has recognized school as the basic unit of change and the role of school leadership beyond administration. It is often seen today that preparedness of our School Leaders to take up the challenge of managing change is lacking and short-term programmes organized by several training institutes are limited in scope and relevance and fail to leave an impact that changes school system (Working Group Report, Op. Cit.: 56).

The intention is to process professional development, leadership quality development, establishment of network among institutions, and support researches and studies on school leadership. The idea is based on the assumption that India must generate quality and develop efficiency in the system and the persons who run the system. The programme structure is comprehensive and flexible so as to cover school principals, administrators, senior teachers and others who are interested in taking leadership roles with other challenges. The programme facilitates interaction between government, government aided and private schools. It helps to facilitate training to become leaders and to improve leadership qualities in prospective leaders at different levels — institution, village, block, district, state and national. The process transforms school managers into ‘creative and innovative leaders’ who bring developments in school education (Ibid).

The Government of India also launched a scheme called Construction and Running of Girls' Hostels in 2008 for the girls who are studying at secondary and higher secondary level. This scheme provides the facility of residence. A provision of scholarship is also made for the students who have high merit in their secondary education. Under this a National Scheme of Incentive to Girls for Secondary Education has been continued in 12th Five Year Plan. The scheme offers an amount of Rs 3000 which is deposited in the name of each unmarried girl who passes class
10th. The girl can withdraw it on reaching the age of 16 years. The scheme covered Government, Government aided, and local body schools belonging to SC/ST (Ibid).

The World Bank (2009) report discusses some key points which act as constraints to access secondary education:

1. Insufficient and uneven distribution of school infrastructure
2. Lack of trained teachers and inefficient teacher development
3. Sub-optimal use of the private sector to expand enrollment capacity and to achieve social objectives
4. Insufficient open schooling opportunities for those who have left the formal system (The World Bank, Op. Cit. : xvii)

2.2 Secondary School English Teacher Education

2.2.1 Teacher Education at Secondary School Level

The changing scenario of education and the rising demands for quality teachers pose a big challenge for the teachers. Teachers face the difficulties in implementing their knowledge effectively. It requires them to receive a continuous training to play the role of professional teachers in the changing contexts of work and learning environment in schools. The government has taken many initiatives as well as considered many recommended policies and schemes to increase the number of quality teachers by providing them training (Yigit, 2008). It requires a well-designed teacher training programme catering different needs and requirements of the teachers.

The term teacher education covers three aspects ‘when and where teacher education takes place and what it covers’ (www.unesco.org/education/pdf/412_35b.pdf, 1990: 192). Being functional, the process of teacher education can take any form such as ‘pre-service education, induction, staff- development, in-service education and continuing education’ (Sharma, Op. Cit.; and Hussain, Op. Cit.). These elements constitute the role and effectiveness of the teachers in all educational situations.

The present system of education lacks efficiency. There are many internal and external flaws which keep holding back the progress of education system. Our school education system has failed to generate love for study among the young generation. Students who complete their secondary education try to join some short term
professional course and later join some jobs and earn a salary. Their only aim of education is to secure a good job. It is the duty of the teachers to inculcate the love for learning, eagerness for work, and curiosity to take initiatives (Hussain, Op. Cit.).

A view regarding teacher education holds that teacher does not require any formal training. They just need to have the mastery over the subject knowledge and to impart that knowledge by communicating to the students. It is a very negative view regarding teacher education. The teacher’s role is very significant. A teacher requires having the subject knowledge, teaching skills, communication skills and professional attitude. These things can be received through a proper training programme. For this, need for training teacher emerges (Sharma, Op. Cit.).

2.2.2 Secondary School Teacher Qualification

2.2.2.1 Academic Qualification

The teacher is required to have good qualification, knowledge of the subject and understanding of the academics. With this knowledge and understanding, he is expected to utilize these skills while educating young students. S/he is expected to accept that the student is constantly changing as does the education process. S/he must try to bring innovative and scientific ideas according to the changes occurred in the society. To do this, s/he must have the ability to understand the psychology of education and knowledge of the means which can help in raising the quality level of education (Hussain, Op. Cit.).

The requirement of being a teacher of secondary school is to have a Bachelor’s degree in Education (B. ED) or Bachelor of Teaching (B.T). The B. ED. or B. T. is a one year full-time course followed by Bachelor’s degree (Report on The System of Education in India: 39). The teachers who receive good qualification in their B.A. and M.A. courses and attend professional development programmes can easily assist their students to achieve high academic standards. This view is collectively accepted by the education stakeholders – teachers, education professional, community representatives, parents and administrators (NORRIC, Op. Cit.; Nateson, et. al., Op. Cit.).
2.2.2.2 Professional Qualification

To enter into teaching profession, a teacher requires academic qualifications plus subject specialization, professional socialization, critical thinking, interpersonal skills and problem solving skills.

Teachers must be given training on adaptation for the improvement of their daily practices as an academic professional. This training must focus on the expansion of the professional knowledge base, content knowledge and process knowledge so that they can make decisions about how to deal with the classroom problems. Teacher training should be planned, created, delivered and evaluated with the collective efforts of the school staff. The teacher professional development programmes must include new techniques and methods to assess and improve and make language teaching effective. They must be taught how to become a good mentor rather than a teacher of subject matter. Professional development programmes are directly related to effective and quality teaching. In professional development programmes, teachers are given training on language teaching and learning processes, assessment, evaluation, identifying learner’s needs, improved knowledge in the subject area, and other pedagogical concerns (Nateson, et. al., Ibid).

The teacher must have the understanding about the approaches, methods and techniques of teaching and learning. S/he must be skilled in adopting methods and techniques to make classroom communication effective, to motivate his students, to control the challenging classroom situations and to conduct classroom activities by using different means utilizing all resources available. S/he must have the attitude and behavior of a professional. S/he must have the ability to understand the individual needs of the students. S/he must have enough confidence to fulfill his students’ needs. S/he should be smarter by having knowledge of recent educational developments. S/he must have the knowledge of recent changes in education policies, government educational interventions, and different government educational schemes (Hussain, Ibid).

The teachers who received good qualification in their B.A. and M.A. courses and attended quality professional development programs can easily assist their students to achieve higher academic standards. This view is collectively accepted by all. English
teachers of secondary schools must have required qualification in both academic and professional field. They must be professionally well-trained.

2.2.3 Types of Teacher Training

There are two types of teacher training: (i) Pre-service teacher training and (ii) In-service teacher training. In the pre-service teacher education programme, training is given to untrained teachers who have not entered the teaching profession. They are qualified in general education. They enter into a teacher education programme to attain professional pedagogical knowledge especially about the practicalities. In-service teacher education has been seen as a continuation of pre-service teacher education. It refers to any program provided to teachers already working in schools with the explicit purpose of updating and reviewing their knowledge, technical skills etc. In-service education is a reconstruction of teachers' attributes and upgrading of their technical pedagogical knowledge (Narang, 2006). In addition, in-service training is given to the teachers who are working in schools and colleges. The aim of in-service education is to refresh previous knowledge and improve professionally (Safaya, Op. Cit.). There are many types of Pre-service training programmes according to the levels of training. The main seven types of pre-service trainings are:

1. Training for Pre-primary classes
2. Training for Primary classes
3. Training for Elementary Education
4. Training for Secondary Schools
5. Training for Special Subjects
6. Post-graduate training
7. Training for Inspectors and Supervisors
8. Integrated Training Courses
9. Summer School-cum-Correspondence
10. Teacher Education for +2 Stage

There might be some other courses (Ibid: 220-224).

2.2.4 Teacher Training Institutions in India

There are many teacher training institutions in India running teacher training programmes. Major teacher training institutions are:
i. University Grant Commission (UGC)
ii. National Council of Educational Research and Training (NCERT)
iii. National Institute of Educational Planning and Administration (NIEPA)
iv. Indian Council of Social Science Research (ICSSR)
v. Centre of Advance Studies of Education (CASE)
vi. National Council of Teacher Education (NCTE)

vii. State Board of Teacher Education (SBTE)
viii. University Department of Teacher Education (UDTE)
ix. Centers of Continuing Education for Teacher (CCET)
x. Summer Institute for Teacher-Education (SIE)
x. College of Teacher Education (CTE) and

xii. Correspondence Courses of Distance Education for Teacher-Education

(Sharma, Op. Cit.: 642-643)

Some other training institutions are:

i. Pre-primary Training Centers

ii. Training Schools for Primary Teachers

iii. State Institutes of Education

iv. Colleges of Education for Secondary Teachers

v. Regional Colleges of Education

vi. Training Centers for Specialists

vii. Post-graduate Training Courses

viii. State Institute of English

ix. State Institute of Science Education


2.2.5 Need for Effective Teacher Training

Training programmes help in developing a ‘reflective capacity’ in teachers to enable them to confront classroom challenges alone (Harkin, Op. Cit.: 64). The progress of students' learning is judged by the teacher from time to time to assess whether learning has been achieved or not. Teachers have to use multiple measures of student assessment on a continuous basis. On the basis of student performance, the teachers also evaluate the academic programmes run in their schools. The head and education professional should provide them all the essential resources and any other
assistance related to academic performance of the students. Teachers always play the key role in any educational system as they are close to the students and directly meet their needs and problems. We need to train teachers for conducting continuous assessment of the students so that decisions to improve learning materials, teaching resources, and language pedagogy and school programs can be taken necessarily (Nateson, et. al., Op. Cit.).

2.2.6 Government Reports and Schemes on Teacher Education

The Eleventh Five Year Plan makes a provision to set up a mechanism for regular in-service teacher training at the secondary stage. The intervention is made for the capacity building of teachers.

_The Government of Indian Resolution, 1904_

The recommendation of the Government of Indian Resolution of 1904 had a great influence on teacher training in India. The major recommendations were:

i. Practice school should be attached to each training college.

ii. Training courses for undergraduates should be of two years and for graduates should be one year leading to a university degree.

iii. Every possible care should be taken to maintain a connection between training college and the school (Tiwari, Op. Cit.: 126).

_The Government Resolution, 1913_

The Government Resolution, 1913 has been considered as the most significant development of teacher education. It states that the modern system of teacher education does not allow teaching without a certificate as a proof of professionally qualified teacher. The Calcutta University Commission, 1917-19, is based on a concept of demonstration school, a school attached to a training college for experimental work and systematic research. It also suggested that ‘education should be included as a subject of study in intermediate, B.A. and M.A. degree examinations’ (Ibid: 127).

_Hartong Committee, 1929_

This committee made recommendations about the re-evaluation of teachers through in-service teacher training programmes. Some of the major recommendations were:
1. Refresher courses for the teachers
2. Establishment of education departments
3. Provision of research degree in education
4. Training institutions equipped with laboratory and library
5. Well-equipped practicing schools (Sharma, Op. Cit.)

**Committee on Training and Conditions of Services of Teachers, 1943**

In January 1943, the Central Advisory Board of Education (CABE) adopted the report of the Committee on Training and Conditions of Services of Teachers. The report suggested certain changes in the existing system and the recommendations were:

i. The periods of training for pre-primary teachers should be two years.
ii. For junior basic teachers (Primary) two years.
iii. For senior basic teachers (middle) three years
iv. For non-graduate in high schools two years and for graduates in high-school one year (Tiwari, Op. Cit.)

**Sargent Report, 1944**

The upshot of the recommendations of Sargent Report 1944 is a major big cause of developments of teacher education and rise in standard of Indian education. Three of the major recommendations made by the commission are:

1. Quality of teacher training should be improved
2. Full provision for the proper training of teachers
3. The creation of department of Education in the center and in the states
4. Graduate teachers should be trained in training colleges
5. Refresher courses for the teachers


**Indian University Education Commission (1948-49)**

Indian University Education Commission (1948-49) did not directly deal with teacher education. It recommended:
i. The courses should be remodeled and more time given to school practice and more importance given to practice.

ii. The students should be encouraged to involve in the current practice of school.

iii. The best teachers should be selected for training programme to make the best result.

iv. The courses on the educational theory should be flexible and adaptable to local circumstances.

v. The students should be encouraged to proceed to the Master’s degree.


**Secondary Education Commission (1952-53)**

Secondary Education Commission (1952-53) made some recommendations for the professional growth of the teachers:

i. Two types of training courses

ii. Co-curricular activities

iii. Research in education

iv. Master’s degree in education

v. Free exchange of professors

vi. Provision of part-time training courses

vii. Co-ordination between colleges of education and other agencies

viii. Admission to colleges of education


**National Council of Educational and Research and Training (NCERT), 1961**

National Council of Educational and Research and Training (NCERT) was established in 1961 and marking a significant action taken for the development of school education and teacher education. The objectives for school education are:

i. Revamping of Elementary and Secondary Teacher Education Curriculum

ii. Reorganizing of student teaching and evaluation

iii. Institution of All India Surveys on Teacher Education

iv. Focus on continuing education of teachers through establishments of continuing education (Tiwari, Op. Cit.: 129)
Indian Education Commission or Kothari Commission (1964-66)

The Indian Education Commission (1964-66) popularly known as Kothari Commission recommended that:

i. The isolation of training institutions should be removed

ii. The quality of training programmes and expansion of training facilities should be improved

iii. Continuing professional education of all teachers be provided for

iv. Suitable agencies for the maintenance of teacher education should be established

v. The schools and their staff should be guided by the teacher education institutions in their neighborhood in planning their activities and using improved methods of teaching

vi. There should be an extension of the department in each teacher education institution

vii. Internship programme should be initiated by the teacher education institutions

viii. Comprehensive teacher training colleges should be introduced and emphasized as a regular feature

ix. Special courses should be designed for promoted headmasters and teacher educators


National Policy on Education (NPE, 1968)

National Policy on Education (1968) on teacher organization declared the need of strong, united and responsible teachers association which is required to ensure the rights of the teachers and their professional development. The committee made the following recommendations with regard to teacher education:

i. The emoluments and other service conditions of the teachers should be adequate and satisfactory with regard to their qualifications and responsibilities

ii. Academic freedom of teachers to pursue and publish independent studies and researches and to speak and write about significant national and international issues should be protected
iii. Teacher education particularly in-service education should receive due emphasis (Tiwari, Op. Cit.: 131; Dash, Op. Cit.)

Non-Statutory National Council for Teacher Education (1973)

Non-Statutory National Council for Teacher Education (NCTE, 1973) was set up under the resolution of the Government of India to maintain standards and norms in teacher education. 'The role of NCTE is to unify and regularize teacher training' (NORRIG, 2006: 40). It developed a document called ‘Teacher Education Curriculum - A framework’ with the involvement of UGC panel on Teacher Education which is the first attempt to revamp teacher education pertaining to all stages of education. The unique features of this framework were:

i. Teachers’ education was made task-oriented and less theoretical

ii. The instructional weightage was foundation course—20%. Content-cum-methodology and Practice Teaching including related practical work—60% and working with community-20% (Tiwari, Op. Cit.; Sharma, Op. Cit.).

Acharya Ram Murty Committee (1990)

The Acharya Ram Murty Committee (1990), appointed by the Government of India in 1990, reviewed the NPE (1986). Having examined various aspects of the teacher education, the Committee advocated the following recommendations:

i. The first degree course on teacher education should not be given through correspondence mode

ii. More institutions should be encouraged to introduce four years integrated courses in the pattern of Regional Colleges of Education

iii. The practice of using teacher training institutions as dumping ground for unwanted or troublesome staff should be stopped herewith (Working Group Report, Op. Cit.; Tiwari : 132)

CABE Committee (2005)

The committee of CABE (2005) has shown its concern and agreed with the recommendations, about the contextual innovation in teacher education, made by NPE (1985) and NCF (2005). The CABE mentioned additional financial requirements for
the pre-service training of graduate teachers at secondary school level. It stated that these financial requirements are the most significant component of secondary education. It also focuses on the localization of requirement of additional teachers. The committee viewed that achieving universal secondary education requires specialist teaching faculty in addition to the change in course and contents. It emphasized the need to recruit teachers on the basis of specialty in the subject area, teacher-student ratio and teacher-classroom ratio. The need of teachers should be analyzed district-wise and block-wise (Tiwari, *Op. Cit.*; CABE, *Op. Cit.*; Working Group Report, *Op. Cit.*).

**National Curriculum Framework for Teacher Education (NCFTE, 2009)**

National Curriculum Framework for Teacher Education (NCFTE-2009) is the updated draft of the document of NCTE that was revised in 1995 under the act of National Council for Teacher Education Act, 1993. This new draft was designed keeping in mind the context and new vision of teacher education. The focus of new NCFTE is on the curricular areas of pre-service and in-service teacher training. It also puts emphasis on the evaluation of teacher development in terms of in-service teacher education and continuous professional development of teachers. These aims have been designed to enhance and enrich the quality in teachers and teacher education programmes which is the ultimate goal. The framework also discusses about the preparation of teachers who will be the teacher educators (NCFTE, *Op. Cit.*).

**2.2.7 Teacher Training Programmes in India**

Teacher training programmes help teachers to become innovative in their approach by learning new ideas for preparing the future citizens of a developed society (Kannan, *et. al.*, 2010). The programmes for teacher training and trainer training at secondary school level are based on a framework designed by the system as a whole. These programmes should be made available for the trainees throughout their professional career. Sustainable development of teachers is the only way to train teachers to bring change in English education (Hay Group, 2012). The demands related to the training on subject area and pedagogical issues must be considered while delivering any training programme. The need is to include innovative pedagogical techniques in teacher education curriculum. The training programs need to be designed considering the context and demand of the present teachers and teacher students.
Establishment of Statutory NCTE (1993-95)

The Government of India has established National Council for Teacher Education (NCTE), a statutory body by an Act of Parliament (NCTE Act 73, 1993), in 1995 with the objective of achieving planned and coordinated development of the teacher education system in the country. This is considered to be one of the landmarks in the history of teacher education in India. Soon after its inception the NCTE was entrusted with the following responsibilities:

i. Undertake surveys and studies relating to various aspects of teacher education and publish the results thereof

ii. Make recommendations to the Central and State Governments, Universities, University Grants Commission and recognized institutions in the matter of preparation suitable plans and programmes in the field of teacher education (Tiwari, *Op. Cit.*:133-134).

National Council of Educational and Research and Training (NCERT, 1961)

National Council of Educational and Research and Training (NCERT) was established in 1961 marking a significant action taken for the development of school education and teacher education. The objectives for teacher education are:

i. Revamping of Elementary and Secondary Teacher Education Curriculum

ii. Institution of All India Surveys on Teacher Education

iii. Focus on continuing education of teachers through establishments of continuing education (*Ibid:*129)

Establishments of Regional Colleges of Education, 1963-65 is an innovative step taken for reorienting the teacher education in our country. Four regional colleges of Education are established during 1963-65, one each in Ajmer, Bhopal, Bhubaneswar and Mysore with a view to enhancing a greater sense of professionalism among teachers. The Regional Institutes of Education (RIEs) are five in numbers and operating under the aegis of NCERT (*Ibid*).


The NCTE was legalized in 1995 as a result of the National Council for Teacher Education Act, 1993. The NCTE has the authority to research and train youths to
become teachers in schools. It accredited both individual youths and institutions by fulfilling their needs to work and study properly. If an institution gets accreditation from NCTE, it also gets automatic affiliation to a university. NCTE also has the authority to withdraw accreditation from an institution. Later the government established a committee to evaluate the activities of the NCTE. The appointed committee prepared a report in which it mentioned about the academic failure of the NCTE. The report said that NCTE lacks planning, coordination and monitoring of academic activities. It did not include important features such as planned development, academic research and innovation, and interventions in the form of surveys, workshops and interactions. The curriculum, syllabi, and teaching-learning processes were not so effective. Teacher training programmes did not cater to the needs of the teachers. The programmes of NCTE were not designed on any record of the availability of teachers. It had been working as a regulatory authority without any vision and innovative ideas (NORRIC, Op. Cit.; World Bank, 2009).

2.2.8 Problems in Teacher Education

Teacher Education in Indian context has a long way to go despite several initiatives taken by the Government of India. Though the advantage of wider access to technology and mass-media has made the task easier, enormous challenges exist in the context of India’s rural backwardness. The rising aspirations of parents for quality education for their children made the task of a teacher more difficult and demanding. The demand has to be met on two-fold basis to transform the nature and structure of both pre-service and in-service education of teachers. The issues of TNA obviously call for paying attention to problems inherent in teacher education (NCFTE, Op. Cit.).

The present system of education lacks efficiency. There are many internal and external flaws which hold back the progress of education system. Our school education system has failed to generate love for education among the younger generation. Students who complete their secondary education try to join some short term professional course and later join some job and earn a salary. Their only aim of education is to secure a good job. It is the duty of the teachers to develop the love for study, eagerness for work, and curiosity to take initiatives (Hussain, Op. Cit.).

There are many pre-service and in-service teacher training programmes directed by the Education departments. A major problem has been noticed in connection to these
training courses. Training programmes imparted to the prospective teachers who have no direct or indirect connection with each other. For example, the entrants have no proper idea about teaching profession as a job and/or as a skill. They are not informed in their schools about various features of teaching as a profession. By the time they complete some training courses, they just manage to gain partial knowledge about pedagogical skills. The curriculum which they follow while attending training programmes is based on an out-dated model. When they enter the classroom, they feel unable to relate their knowledge with real classroom situation. They just follow the traditional method and try to escape challenges. They do not try to do self-study and bring innovative reflective ideas to deal with classroom realities and challenges. In fact, these training institutions do not have any coordination in terms of ‘curriculum, continuation of standards, administration, staff, etc.’ (Safaya, *Op. Cit.*: 228).

Teacher Education programmes are paid little attention in terms of pre-service teacher training, in-service teacher training. Implementation, observation and evaluation of these programmes are also less focused. These areas need serious rethinking. The rethinking has to be seen in terms of the recent guidelines for Teacher Education (NCFTE, *Op. Cit.*). These problems lower the quality of training. There is an urgent need to analyze these problems and to search the solutions to improve and maintain the quality of training.

2.2.8.1 Ineffective Training Programmes

The training of teachers is not so effective because of certain factors that are not organized and arranged properly. The objectives of the programme do not match the requirements of the teachers. The resources are also not utilized properly (National Focus Group on Teacher Education for Curriculum Renewal, 2006). The teachers require training but they do not receive context based and situation specific training. Usually, training programmes offer same contents to the group of teachers who belong to different culture and physical settings (Pandey, 2007).

2.2.8.2 Issues related to Teacher Education Curriculum

Effective training programmes produce a group of well qualified and intellectual teachers. This group of teachers is able to use and implement innovative techniques and methods of teaching. Teacher education programmes need to be reformulated.
The teacher education curriculum followed in teacher education institutions also need review. The new syllabus requires items based on latest technology and innovations regarding language pedagogy. The topics included in the teacher training syllabus must deal with the problems specific to the situation of the school teachers and the concerns based on school education (National Focus Group on Teacher Education for Curriculum Renewal, *Op. Cit.*; NCF, *Op. Cit.*).

### 2.2.8.3 Lack of Efficient Training Institutions

In many of the states of India, there is a provision for in-service teacher training for the teachers, mainly through the State Council of Educational Research and Training (SCERT) at the state level, and through the Districts institutes of Education and Training (DIETS) at the district level. Additionally, there are many teacher training colleges, school education boards, ELT centers of English, and management of private institutions which are involved in in-service education training programmes (Narang, *Op. Cit.*). Apart from the training institutions, there are some institutions which provide orientation and training to teachers of English. One of them is the Central Institute of English and Foreign Language Teaching (CIEFL) at Hyderabad. The CIEFL through its 9 English Language Teaching Institutes and 2 Regional Institutes of English set up in different parts of the country have paid special attention to helping school teachers teach English as a foreign language and as a second language. This institute also provides full-fledged certificate, diploma and degree courses in the context of English as a second language. The SCERTs are institutions which provide in-service training through the District Institutes of Education and Training (DIETs) in their jurisdiction. At present there are 493 DIETs (*Ibid*).

Teacher education institutes run projects which allow learner teachers to become innovative and develop leadership quality, critical thinking, therein generating and transferring knowledge to their students to secure their future goals. The importance of the role of educational institutions to prepare quality teachers shift the focus on identifying the effective operational strategies and actions required for educational development (Sauvageot and Graca, *Op. Cit.*). Bringing quality in teacher education programmes is necessary to pursue excellence, uniformity, flexibility, equality, appropriateness, and development. These programmes are mostly goal-oriented to develop adaptive thinking in teachers and provide training on skill-based areas,
understanding the different situations of schools, developing understanding of educational values and flexibility in attitude. The overall aim of such programmes is to meet the present needs of the learners, teachers and demand of the school curriculum (Nateson, et. al., Op. Cit.).

2.2.8.4 Problems of Quality Training Institutions

The Indian Education Commission analyzed and found following weaknesses in the Teacher Training System in India. There are following defects which have been noticed:

1. There is no relation in between training given and the practicalities of classroom
2. The quality of training and training Institution remains poor
3. Incompetent Staff
4. The curriculum does not cater to the actual needs of the trainees and demands of the field
5. There is no improvement in instructional processes. It follows traditional patterns
6. The level of the students who join the course is low in respect to the required qualification

Maintaining and raising the quality of teacher training institutions is another major issue. The staffs are not skilled. The teacher trainers must have a PhD degree as the minimum requirement. The well qualified trainers do not join Training Institutes as they are already getting more salary in other colleges and schools. The groups of student teachers are also not very qualified to attend training. The criteria of admission in training institution also varied from state to state. They abandon their training course if they are recruited for a job. Many times the girls leave the course in the middle because of marriage. Mostly they join the training courses only to improve their matrimonial status. Students who qualify their secondary education give first preference to the engineering and the medical profession. The teaching profession is the last and only option for them. These types of the group of teachers do not feel motivated. They are not satisfied with their job. They do not have sufficient
background knowledge about the subject and the pedagogy. Sometimes the students who have good qualifications leave the course when they get a better job (Ibid).

Another major problem is lack of facilities provided for the teachers, students and the other staff members. Quality training demands efficient pedagogical means and positive attitudes of both the trainer and the trainee. Teacher Education Institutions have the responsibility to nurture good qualities and professional attitude in prospective teachers. The preparation of secondary school teachers is the most responsible job of education institutions. Secondary Education is the termination stage of the career of younger students (Hussain, Op. Cit.).

2.2.8.5 Duration of Training Courses

The big challenge that we face is how to speed up the slow process of teacher development. There should be a one year training programme to make it possible for them to improve their knowledge and weak areas (Harkin, Op. Cit.). The time allocated to train teachers is insufficient to impart all the basic features, strategies, methods, and other different processes related to teaching. The duration which is allocated in a training course is not utilized properly. Many of the days are passed without attending the classes due to the holidays and other factors. Teaching practice time is less than the time devoted for theory. More time is needed to devote to the teaching practice in order to understand the real classroom situations, practicalities, generate the ability to critically analyze the problems, and develop and improve as a good teacher (National Focus Group on Teacher Education for Curriculum Renewal, Op. Cit.; World Bank, 2009).

2.2.8.6 Availability and Access of Resources for Trainee Teachers

The facilities provided to the trainee teachers in training institutions are insufficient. Student teachers are not provided with recent and innovative materials and other means to enhance their learning. Sometimes the training programmes are not organized well because the materials and resources are not used properly (Ibid; Ibid).

2.2.8.7 Infrastructural Problems

Emphasis has been given to standardize that all government, aided and unaided secondary schools may reach to the minimum standard of education. The focus has
been given to basic infrastructural facilities and teaching-learning resources. These facilities include school sanitation, classrooms, teachers and non-teacher staff, library, laboratory, ICT facilities and infrastructure for extracurricular activities. RMSA (2009) also made a provision of access to necessary infrastructure and resources at secondary schools (Working Group Report, Op. Cit.).

2.2.8.8 Lack of Exposure in Field-work

Students just go more through the theory part and less through teaching practice part. The trainees always lack demonstration and participatory skills. There is no involvement in any activity in which they have to act as the teacher to understand the role of the teacher. The student teachers do not get much exposure to the classroom realities such as ‘activity-based teaching, joyful learning, classroom management for large size classes and multigrade situations, team teaching, cooperative and collaborative learning’ (National Focus Group on Teacher Education for Curriculum Renewal, Op. Cit.: 05).

2.2.8.9 Inadequacy of Teacher Training Programmes

RMSA, ICT @ School, IEDSS have made provisions for teacher training but they did not include emerging innovative issues regarding to pedagogy. This has not proved effective for classroom teaching and learning. There was also no provision made by DIETs or SCERTs to improve the quality of secondary schools as a whole. ICT @ School Scheme failed due to the lack of computer room, computers, and electricity in schools (Working Group Report, Op. Cit.).

There is a provision made by the government to provide a facility of internet and computers in schools. The purpose is to provide access to e-resources and content online. This effort by government authorities has proved not very successful as teachers have not been trained in using e-resources and online materials to make teaching effective. Teachers are not very familiar about the e-resources and how to use them for classroom teaching. The training teachers received through pre-service and in-service training programmes is like ‘the drop in the teaching ocean’ (Mordue, 2010: 26). Through training programmes, they receive information on how to use different means and e-resources to make teaching effective. When they enter classroom and face the real situation, they feel it difficult to adapt and manage the
situation. The training received therein proves irrelevant in this case (Meek, 2010; Mordue, Op. Cit.).

2.2.8.10 Problem of Monitoring and Evaluation of Programmes

Several government initiatives have been taken to raise the quality of secondary education. Devising a training programme for school teachers is one of the interventions supported by the government. Many teacher education institutions have been set up all over the country. Funds have been allocated to supply the required resources and facilities. Follow-up of the suggestions, remedies and recommendations made by government reports has not proven successful. The goals are still not achieved. This outcome is the result of an inadequate monitoring and evaluation system. Government support is required in terms of activities devised for financial support, assessments, and systematic evaluation of programmes and projects (Safaya, Op. Cit.; Working Group Report, Op. Cit.; World Bank, 2005).

2.2.8.11 Lack of Efficient Trainers

The role of teacher educator is as important as the role of a teacher to train students and enable them to achieve their future goals. Teacher educators play a role of a knowledge worker, a consultant and a counselor. They try to create a learning society which learns to learn, to do and to face future challenges. Their role is so challenging that they have to design a teacher education curriculum. They set goals to provide teachers information about ‘public relations, parent counseling, behavioral therapy, developing e-learning materials, etc.’ (Nateson, et. al., Op. Cit.: 16).

The teacher educators require having knowledge of a holistic approach of teaching and designing of holistic curriculum for the student teachers. ‘A programme of holistic education aims to encompasses all aspects of personal learning and growth and emphasizes the development of active relationships at all levels, whether these are between the subject domains, between individuals and peer groups and communities or between the individual and the world around them’ (Hare, 2010: 03). The purpose is to bring the students at the new level of thinking and develop personal and critical thinking ability to appreciate and realize the things around them. Here, the educators are required to prepare their students teachers into well-educated, well-informed and participating member (Ibid). In order to become effective in developing such a group
of teachers, the trainers themselves require training on theses aspects of teacher training.

2.2.8.12 Issues Based on Leadership Quality in Teachers

A teacher feels motivated and satisfied when he has the liberty to decide and plan his work. They feel stressed when they work in unfamiliar and uneasy environment. They feel discouraged when their work and participation do not get recognition. They feel demotivated when they receive low salary. The issue of classroom condition, work recognition, salary and leadership in decision making needs to be changed. Good classroom environment as well as availability of required resources has great influence on teacher behavior. Recognition in the form of rewarding statements makes teachers' attitude stronger. These are important areas related to teacher attitude. These factors may strongly affect teacher attitude depending on the favorable and non-favorable conditions (Hussain, *Op. Cit.*). The school authority needs to support leadership programmes. Involvement of teachers in decision making and consideration of their ideas and thoughts should be promoted.

Teacher education helps in producing mentors with competence and professionalism. They are better able to prepare younger generations to become intellectual professionals. To achieve this goal, they need support of the educationists, administrators and policy makers and strengthening of the education system (Palanethra, 2010).

2.2.8.13 Other Issues of Training Programmes

In terms of teacher training, the norms for quality related interventions are: in-service course(s) for all teachers each year, a few-days' refresher course for untrained teachers already employed as teachers and an orientation for freshly trained recruits, as regarded under SSA - Sarva Shiksha Abhiyan (Chand, and Choudhury, 2006). A continuous up-gradation of the quality of teachers from beginning to end is required in terms of on-the-job training. In-service and pre-service education programmes and a variety of other mechanisms—goals, curricula, materials, methods and expectations from the teachers are also included (Govinda, 2002; NCFTE, *Op. Cit.*).
Quality teacher education is the direct outcome of informed teacher educators who make an effort to provide proper consultation and counseling to the teachers and creating a community of learned and academic professionals (Nateson, et. al., Op. Cit.). The problem lies in ‘our teacher training programmes which are neither realistic nor imaginative, nor even accommodating, by nature’; these are irrelevant more ‘conformists’ than ‘future’-oriented’ or ‘change-prone’ (Singh, Op. Cit.:17). Working Group Report (2011) also mentioned that training teachers, principals, and school-staff is an essential part of teaching learning in a school.

2.2.9 Government Remedies to Improve Teacher Quality

A system will prove defective if the teachers are un-trained and demotivated. On the other hand, a defective system can be improved with the hard work and dedication of teachers. Training of teachers, raising their motivation level, and improving their status are the most significant steps of any educational development. To raise the quality of teacher training programmes, training needs to be given in such a way that the sharing of knowledge, exchange of ideas and comparison of thoughts take place. Teachers need to be given such training in workshops and seminars conducted for their own benefits. The programmes must be encouraging so that the teachers may produce innovative ideas (Kabir, Op. Cit.).

Many efforts have been made by the government to raise the level of the teaching as a profession. There have been salary increment and improvement in teacher training programmes (Nelson, Op. Cit.). Kothari Commission (1964-66) made a proposal to set aside schools as a place of meeting for the teachers. These schools are equipped with various resources for the teachers. Teachers are provided with a chance to improve their professional skills by participating in workshops and conferences organized for them (National Focus Group on Teacher Education for Curriculum Renewal, Op. Cit.).

NCTE played big role in supporting universities for the academic development, evaluations, awarding degrees and certificates and ensuring quality of secondary school teachers. The objective was to focus on in-service training of teachers. Provision had been made to provide adequate facilities and staff to these institutions to progress the teacher education. It was SCERT which played effective role to plan, monitor and evaluate the professional development programmes. It made big
contribution in designing materials for teacher education courses. SCERT had been provided with many facilities and equipment to audio and video record teacher education programmes. The DIET extended its teachers training programmes for secondary school teachers. Centers for Continuing Education (CCE) had been established through DIET to impart training to secondary school teachers (Sharma, Op. Cit.).

UGC was established in the year 1953. It provides financial support for the development of universities and colleges and departments in universities. NCERT aims to plan and organize pre-service and in-service training programmes at the level of higher education. It works with the cooperation of government to organize extended centers in institutions where it provides extended facilities of new methods and technologies. It publishes important textbooks, teaching materials, teacher manuals, journals and reports to extend the help in achieving the goal to facilitate teacher education programmes. It also established National Institute of Education (NIE) to provide opportunities to teachers and educational administrators (Ibid).

2.3 English Language Teaching in Secondary Schools in India

India is one of the largest English-speaking countries of the world. Proficiency in English opens the gateway to the world of knowledge and technology. Henceforth, human resources and technical knowledge are big investment which has to be made on special training programmes. The purpose of the teacher training programmes is to develop critical thinking skills, good communication skills, problem-solving skills, ability to work in team, knowledge of computer technology and leadership qualities' (Narotra, Op. Cit.: 02). English teachers demand heavy investment for effective and specialized training programmes on methods, materials, and testing procedures.

2.3.1 Methods

The earlier methods of teaching of English were based on traditional techniques related to teaching and learning. A shift in contemporary methods of teaching can be seen with the emergence of the demand of teaching language use in meaningful context (National Focus Group on Teaching of English, Op. Cit.; NCF, Op. Cit.). The goal of attaining communicative competence is based on the assumption of having grammatical competence. It gives rise to communicative approach which aims to give
the 'exposure to the language in meaning-focused situations so as to trigger the formation of a language system by the mind' (Ibid: 03). An effective atmosphere provides learners an opportunity to improve their efficiency of learning by developing their knowledge in 'defining, questioning, observing, classifying, generalizing, etc.' (Parashar, 2012: 03).

In the context of teaching and learning of English, the emphasis has been given on skill-specific instructions and the meaningful context of learning. The learning of language becomes a burden if it is not done in meaningful context. Meaningful language inputs and knowledge of language are the first requirements of language learning environment provided to the students. National Focus Group (2006) for Teaching of English discussed some of the ways to add on effective learning inputs to improve the effectiveness of teaching. Some of the inputs are: Interactive radio instruction, story reading such as, reading aloud, repeated reading, choral reading, story retelling, and rewriting activities (National Focus Group for Teaching of English, Op. Cit.: 07).

The teaching and learning of English can be done by following various methods. But the fact is that, it is learnt easily and quickly through exposure in meaningful context (NCF, Op. Cit.). The methodology of teaching of English at school level becomes effective 'when language instruction moves away from the traditional approach of learning definitions of words to an enriched approach, which encourages associations with other words and contents' (National Focus Group for Teaching of English, Op. Cit.: 10).

Teaching of English demands high proficiency and good knowledge of English. Teachers require training on analyzing classroom interaction, feedback, problems in teaching, keeping records of earlier training experiences, etc. (Ediger and Rao, 2007). To address the needs of the learners, teachers have to make some additional and required efforts in setting classroom environment. These efforts are 'physical structure, atmosphere, functions, facilities, roles and responsibilities' (Parashar, Op. Cit.: 02). Ediger and Rao (2007) also mention that teachers need to be effective in writing lesson plans and teaching units. The crux of the discussion is that English teachers at secondary school level are expected to be able to use the psychology of
learning. Quality English teachers are expected to assist and develop pupils to become good readers in all academic areas (Ediger and Rao, *Op. Cit.*).

2.3.2 *Materials*

The aim of providing knowledge of English is based on the idea of developing basic proficiency and knowledge of using the language as a medium to communicate different ideas (NCF, 2005). This opinion claims to adopt such methodology which fulfills the goals of language learning. Talking about the materials used in English classroom, the National Focus Group on Teaching of English (2006) claims that 'curricular freedom cannot exist in the presence of a single prescribed text' (National Focus Group on Teaching of English, *Op. Cit.:* 13). National Curriculum Framework (2005) mentioned some of the varieties of materials in form of 'input-rich communicational environments' which include 'textbooks, learner-chosen texts, and class libraries, allowing for a variety of genres: print (for example, Big Books for young learners); parallel books and materials in more than one language; media support (learner magazines/newspaper columns, radio/audio cassettes); and "authentic: materials" (NCF, *Op. Cit.:* 39). It also includes learner-chosen texts which have been considered as authentic materials such as 'articles, books, short items such as paragraphs, jokes, or cartoons' (National Focus Group on Teaching of English, *Op. Cit.:* 14). Even, inclusion of stories, poems, songs and drama in language classroom helps teachers in developing the values of 'cultural heritage' and the ability to 'understand their own experiences' and develop 'sensitivity to others' in learners (NCF, *Op. Cit.:* 38). It is expected from the learners that they have to be engaged in a quantum of independent reading. There is also inclusion of 'contemporary and authentic texts, accessible and culturally appropriate pieces of literature continue to play a pivotal role' (National Focus Group on Teaching of English, *Op. Cit.:* 11). The rationale of using literature in form of reading stories lies in developing the imagination. To develop critical thinking in students, it is required that students must practice various skills such as, 'letter writing skills, note-making, note-taking, reference skills, spoken and written communication skills, public speaking, interviewing and debating' (*Ibid*). Therefore, the curriculum designed for the learners is required to be flexible and accessible to all the students (NCF, *Op. Cit.*).
Effective methods and materials alone cannot make teaching-learning of English effective. The quality in teacher education plays a significant role. Qualified and motivated teachers, who join teaching profession as the first choice of their career, are required to be hired in schools to bring quality (NCF, Op. Cit.). Proficiency in English and willingness to teach is assumed for the effectiveness of the teachers (National Focus Group on Teaching of English, Op. Cit.). The teachers in schools require training based on ‘good instruction to serve as a model for teaching pupils in public schools’ (Edigar and Rao, Op. Cit.: 268). Therefore, they require to be given quality course work in different areas of language such as ‘listening and responding to a variety of media, listening carefully to acquire facts, concepts, generalizations, and main ideas, public speaking including the ability to present diverse types and kinds of speeches, being able to participate in class discussion, reading proficiently and fluently to include reading for a plethora of reasons, writing to include grammar, computer programmes, proofing, editing and finalizing a written product, writing for professional purposes, high knowledge of children’s literature, and the ability to motivate pupil reading achievement dealing with diverse genres’ (Ibid; 267-268).

2.3.3 Evaluation

The process of evaluation in Indian education system is normally linked with the grades given in examination. Evaluation has been used as a part of education in analyzing the performance of the students. Rather evaluation can be seen in terms of making ‘learning and teaching meaningful and joyous for children’ (NCF, Op. Cit.: 71). It is a built-in system integral to the teaching-learning process and needs to be carried out throughout the session. It is effective in terms of evaluating performance of the learners and educational system (CPTE, 2004; NCF, Op. Cit.).

National Focus Group (2006) on Teaching of English mentioned that ‘recommendations for ongoing evaluation can become meaningful only when teachers and learners both take responsibility for their own progress, rather than sticking to benchmarks (real or imaginary, immediate or ultimate) (National Focus Group on Teaching of English, Op. Cit.: 15). It further includes that learners participate actively in the process of evaluation and feel comfortable, given that the process of evaluation leads towards progressive learning rather than a failure. Evaluation is effective in teacher training as it combines many areas of the training course and develop the
skills of analysis and reflection in teacher trainees (Wallace, 1991). Wallace (1991) discusses some of the principles to be considered before conducting any assessment. Some principles are:

1. The assessment should be appropriately diagnostic and formative
2. The assessment should be summative
3. The assessment should, at least, in part, act as an integrating device, serving to strengthen the overall coherence of the course by defining tasks which require the trainees to establish connection between component of the course
4. Forms of assessment should be varied, and progressively more demanding as the course proceeds
5. The loads of assessment should be sufficient to yield adequate information (both to trainees and their tutors) on the trainees' progress
6. The distribution of assessment should be such that the trainees are not under excessive pressure at certain point of the course and insufficiently stretched at other (Ibid: 126-127).

Evaluation, being an internal part of the teaching-learning process, needs to be carried out through-out the pre-service training period of student teachers. The purpose is to enable them to understand the philosophy and comprehensiveness of evaluation. It aims to enable student teachers generate the understanding about the objectives of giving feedback to students to improve their performance. The assessment is used throughout the teaching-learning process. There is the need to further explore various procedures of evaluation in teacher education to make evaluation client-friendly, realistic and transparent (CFTE, Op. Cit.).

The CABE committee report discussed the idea of ‘work-training-work-training cycle’ which is a prerequisite to bring effectiveness in training programmes (CABE, Op. Cit.). The training provided to the teachers through traditional methods remains less effective to develop and improve professional skills and attitude. The committee made some recommendations for improving the status of teacher education. Some major recommendations are:

i.) drastic reforms and expansion
ii.) training teachers in classroom methods
iii.) revision of course
iv.) financial investment \((Ibid: 54)\)

The vision of NCF (2005) for teacher education is based on the idea of reflective practice in terms of catering the emerging demands of the school education. The roles assigned to the teachers are 'encouraging, supportive, and humane facilitator in teaching-learning situations' (NCF, Op. Cit.)

2.4 Educating English Teachers at Secondary School Level

All the teachers have an idea about the syllabus, methods, materials, and feedback and evaluation. When teachers enter the classroom, they have some contents in their mind. Teachers combine knowledge about the subject and knowledge about the pedagogical processes to make teaching-learning effective. Understanding of these processes reflects through the performance of the teachers in the classroom. Realization of teachers' understanding about all these aspects of teaching-learning is a proof of reflective practices followed by them. Talking about teacher training, the emphasis is being given on teachers’ proficiency and on developing familiarity with English language (National Focus Group on Teaching of English, Op. Cit.). To maintain the proficiency and familiarity with language, the training requires to be given throughout the session by providing required support to enable teachers prepared to face new challenges in teaching and learning.

In the context of UP board secondary schools in India, the teaching of English starts at later stages. The available resources in such situations are only the teacher and the classroom. In such situations, training of English needs to be addressed urgently \((Ibid)\). Now the mission before us is to redesign teacher education courses by adding knowledge, skills and values focused on the present needs of the teachers and the curriculum. A theoretical approach of language teaching and learning is required to be adapted by the teacher educators who are responsible to bring up the knowledge and intellectual level of the teachers. This will be supportive for the teachers in relating specific problems to specific theory and to find solution to different classroom problems (Nateson, et. al., Op. Cit.:16). Nehal (2012: 79) mentioned:
English language is seen as the language of opportunities and instruction and yet opportunities for teacher training to develop this important skill in this part of India are minimal.

Proficiency alone cannot work if teachers do not have the knowledge of their professional and workplace requirements. National Focus Group on Teacher Education for Curriculum Renewal (2006) mentioned that quality of training programmes is based on the assumption that it should be based on the needs of the teachers. The document quoted some of the needs of the teachers as, ‘a change in the climate of schools, an atmosphere conducive to educational research and enquiry... (select) teachers could be given study leave and sent to advanced centers of learning for furthering their professional competence... through visiting fellowships’ (National Focus Group on Teacher Education for Curriculum Renewal, Op. Cit.: 06). Lawal (2010: 123) also recommends that ‘government should provide enabling environment for teachers to go on self-development by granting them study leave with pay and ensuring that their newly acquired certificates are used to their benefits.’

Quality teacher education is direct outcome of intellectual teacher educators who make efforts to provide proper consultation and counseling to the teachers and creating a community of learned and academic professional. Teacher education institutes run their projects which allow learner teachers to become innovative and develop leadership quality, critical thinking, generating and transferring knowledge to their students to secure their future goals. Bringing quality in teacher education programmes is just to look for the excellence, uniformity, flexibility, equality, appropriateness, and development. These programmes are mostly goal-oriented and aim to develop intellectual qualities in teachers and provide training on skill-based areas, understanding the different situations schools, developing understanding of educational values and flexibility in attitude. The overall aim of such programmes is to meet the present needs of the learner teachers and demands of the school curriculum (Nateson, et. al., Op. Cit.: 14-15).

The teachers face difficulties to implement their own learning. For them implementing their learning has become a challenge to reorganize the same within the constraints of their classrooms (Coleman, 2009). Though the teacher training programmes are concerned with basic issues, they provide some learning
organization ideas, they do not provide comprehensive guidelines for teachers who have to teach the whole curriculum to different classes. The problem is how to reorient the practices of the teachers in order to meet the demands of new ideology and how to respond to workplace contexts. The major concern is to implement the large-scale training interventions required on the new methods and practices (NCFTE, Op. Cit.).

The implementations of pre-service and in-service teacher training programmes are least attended despite various issues and reports which have been brought to the malice of the public and government. They require serious rethinking. The rethinking has to be seen in terms of the recent guidelines for Teacher Education (Ibid). ‘The term Teacher Education covers three aspects: when and where teacher education takes place and what it covers. Teacher Education takes place in form of pre-service education, induction, staff development, in-service education and continuing education. All these components will include the role and function of teachers both inside and outside the school with respect to the community and nation at large’ (www.unesco.org/education/pdf/412_35b.pdf, Op. Cit.: 192).

Pre-service and in-service training are required to be imparted at regular intervals. Maintaining the quality of curriculum and its implementation is also emphasized in many documents. There is the need for the revision of the teacher education curriculum and training of the trainers. Curriculum of pre-service training of teachers and the training personnel also need to be replaced. In case of non-availability of good training, the experienced teachers can also create their self-help groups with supporting resources in form of reading and multi-media materials (National Focus Group on Teaching of English, Op. Cit.: 15).

Srivastava (2000) gave three connotations for teaching practice. They are: practicing of teaching skills, getting experience throughout the practice and understanding the practical aspects of the training course (Srivastava, 2000:15). The term training has been used in a critical way partially covering the term Education, as in many contexts the term teaching has been substituted with term training. The focus of training is on knowing, reforming and/or developing skills. Teaching someone a skill requires developing the learner's capacity to respond, to understand how and why to do something, to be intelligent, and to be reflective. Thus, the term teacher education
implies to bring expected change in our teacher students, through some intended actions taken by the teacher trainer. They guide them through discussions, co-operations, observations, and post teaching discussions, as they are based on ‘trainer’s practical advices’ not on some ‘pedagogical principals’ (Ibid:13-14).

Teachers must be given training on specialized professional talent and interpersonal competence (Nateson, et. al., Op. Cit.). The specialized professional skills include classroom processes where teachers make their students independent to work hard, conduct continuous assessment of their students by employing their critical thinking level. The ability for effective classroom learning is an important dimension of teacher curriculum. It equips the teachers with the capacity to give instructions, commands, and feedback from time to time so that assessment becomes effective. The teacher educators do a lot of hard work to collect relevant knowledge and work and devise solutions for a learner-friendly teaching. The syllabus used to train teachers needs to be flexible, process oriented, and experience based. The teachers must be given training on ‘research and inquiry, creativity and innovations, use of high technology, entrepreneurial and moral leadership’ (Ibid: 19). Therefore, the teacher education curriculum needs to be ‘imaginative, dynamic, class-less but competitive and technology based, aimed at meeting the requirements...’ of teachers’ educational and professional needs (Singh, Op. Cit.: 22). In-service teacher education needs to be seen as a continuation of pre-service teacher education. The teachers’ performance is a crucial input in the field of education, which plays an important role in developing human resources capable for meeting new challenges of this changing world. (Narang, Op. Ctt).

Wallace discussed that professional knowledge is comprised of:

1) received knowledge,

The explanation on received knowledge focuses on the familiarity with ‘vocabulary of the subject and the matching concepts, research findings, theories and skills which are widely accepted as being part of the necessary intellectual content of the profession’ where, experiential knowledge refers to the development of ‘knowledge-in-action’ by practicing the profession and then reflecting on it (Ibid).
The processes of teacher education at all levels are assumed as a broad range of different curricular inputs which need to be addressed in teacher training programmes (NCFTE, *Op. Cit.*). Availability of proper infrastructure and clarity of the goals of teacher education is also required to be followed in all training programmes (CABE, *Op. Cit.*).

Development of professional knowledge will bring professional competence. Achieving professional competence is required to be the aim of training programmes. The focus of training of teachers has to be put on developing reflective practitioners in form of quality teachers (*Wallace, Op. Cit.*). English teachers require giving training on subject specific skills, methods, materials, and evaluation procedures.

### 2.5 Conclusion

The chapter includes discussion on four areas: a) secondary school education, b) teacher education, c) teaching of English at secondary school level, and d) educating secondary school English teachers. The discussion is based on the issues, problems, concerns, and government initiatives.

The first phase includes discussion on secondary education considered as the backbone of the education system of the country. It has been considered as a phase of acute transformation in the career of the students. After completing their secondary education, students join different streams of higher, professional, and vocational education. Therefore, secondary education can never be neglected and every effort must be made to bring improvements in secondary education. The chapter offers a wide commentary on issues and problems of secondary education keeping in mind the perspective into the situation of English teaching. The discussion on government reports and schemes indicates the facts and figures on secondary education. These reports highlight the different problems and remedies related to secondary education. CABE (2005) recommended many remedies to create equal opportunities to receive secondary education. It is evident from the discussion that a number of schools had been established to open the educational opportunities especially for the students from neglected and minority groups. However, increase in number of secondary schools raised a major problem of recruiting trained and well-qualified teachers.
The second phase of the discussion deals with the issues based on education of English teachers at secondary school level. It is evident throughout the discussion that well-trained and qualified teachers are the major important factors to improve any education and the secondary school education is no exception. An effective training programme catering to the needs of the teachers and a well-qualified teacher trainer together can produce good quality teachers. Our country runs a variety of training programmes, yet schools lack quality teachers. The reasons are many. One important reason is out-dated and obsolete teacher training programmes that hardly meets the workplace training needs of the teachers. Inadequate pre-service training programme and/or non-availability of in-service training result in shortage of quality teachers.

Other important issues are the lack of buildings, proper infrastructure (computers, internet, audio-visual materials, video-conferencing, teleconferencing, etc.), rich library and qualified supportive staff. We have so many teacher education institutions which do not have proper required facilities. Lack of infrastructural problems, adequate curriculum, materials, and training faculties pose complete challenges to the teachers. There is an urgent need to reorganize teacher education by ensuring long term and short term workplace training. We need a plan to utilize all the resources available and by making them available specific to the education (Palanethra, Op. Cit.).

The chapter also includes discussion on factors responsible for decreasing the level of quality of English education at secondary school level. The major factors are ill-defined theories and practices of teaching and learning and the gap between them. To deal with these factors there is a need to reformulate and reconstruct the methodology, materials, evaluation process, and training needs and requirements of English teachers at secondary school level. These are the major considerations to improve the quality of teaching of English at this level.

The chapter also holds a brief discussion on training of secondary school English teachers. It focuses on redesigning training courses. Some of the important factors are also streamlined. These are: curriculum, methodology, materials, resources, facilities, and evaluation. These factors can be effective to make teaching-learning effective and interesting through developing pedagogical skills by providing exposure to the teachers and practicing new methods and techniques. The discussion on how to
improve the quality of teachers stresses the need for training needs analysis of English teachers.

To identify the areas of training needs analysis is the first step. Here comes the training needs analysis (TNA) which simply refers to identifying varied workplace needs of the teachers. What is needed now is to study and research the key issues and concerns in the area of training of secondary school teachers. The next chapter will deal with these terms like training needs analysis (TNA) and issues and problems of teacher training. Some related studies will be discussed in support of the identification of areas of training of secondary school teachers, and related training programmes.
CHAPTER-3
CHAPTER 3

ENGLISH LANGUAGE EDUCATION: TRAINING NEEDS ANALYSIS (TNA)

3.1 Concept of Needs, Needs Analysis (NA), and Training Needs Analysis (TNA)

3.1.1 Needs

The term need is often considered an umbrella term (West, 1994) allowing different interpretations. Berwick (1989: 52) claimed that the need is ‘a gap or measurable discrepancy between a current state of affairs and a desired future state’. Brindley (1989) listed some of these concepts as:

a) Necessities or demands of the programmes (objective, product oriented or perceived needs);

b) Learners’ wants (subjective or felt needs); and

c) The methods of filling the gaps between these two (process oriented needs).

In secondary schools the students learn English as a compulsory subject. They do not have immediate purpose of learning English. It is the curriculum planners who consult parents, teachers, and other stakeholders and decide the kind of knowledge about English language is expected from a high school student. The secondary school students are not much aware of their needs to learn English. Richards (2001: 53) says that, ‘Learners are not consulted as to whether they perceive a need for such knowledge. Their needs have been decided for them by those concerned with their long term welfare. Needs analysis thus includes the study of perceived and present needs as well as potential and unrecognized needs’. The term need is used to talk about the ‘wants, desires, expectation, motivation, lacks, constraints, and requirements’ (Ibid: 54). Analyzing the needs of the learners means that the learners are able to perform at present and what should they be able to perform. Porcher (1977) describes need very differently and says:

Need is not a thing that exists and might be encountered ready-made on the street. It is a thing that is constructed, the center of conceptual networks and the product of a number of epistemological choices
(which are not innocent themselves, of course) (cited in Richards, 2001: 54)

It clarifies that need is based on certain important decisions which reflects the concerns of those who took the decision. The overall discussion on needs clarifies that needs are nothing but the gap existed between what is available and what is needed at present and in future.

3.1.2 Needs Analysis (NA)

Brown (1995: 36) defines needs analysis as, 'the systematic collection and analysis of all subjective and objective information necessary to define and validate defensible curriculum purposes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning requirements of students within context of particular institutions that influence the learning and teaching situation.' He also stated that needs analysis 'refers to the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students' and 'serve as the basis for developing tests, materials, teaching activities, and evaluation strategies, as well as for reevaluating the precision accuracy of the original needs assessment' (Ibid: 35).

Richterich (1979) claims that in analyzing needs both teachers and learners become aware of their requirements. It helps them to maintain their motivation level for teaching and learning. Nunan (1988) also emphasizes that a re-analysis of needs is necessary, because learners often find it more difficult to identify and define their needs at the beginning of a course. Brown (1995) remarks that needs analysis is an on-going and endless process and no process is perfect. So, the needs analysis has to be flexible and carried out in various forms. Richards (Op. Cit.) suggests that course designers must be flexible and have strategies in deciding which need is vital, feasible, and at the same time different short-term and long-term needs is a complex process.

In English language teaching (ELT), the term NA has been introduced by as part of the debate on English for Specific Purpose (ESP) courses. During 1960s, applied linguistics adopted the procedure of needs analysis to fulfill the rising demand of special language courses. During 1980s, the concept of needs analysis had been
adopted in a form of needs-based-philosophy in language teaching with special reference to ESP courses. For many years there has been intense debate about the definition, purpose, validity, and methods of learning needs assessment. The concepts of learning needs analysis and learning needs assessment have never been defined very clearly. NA is "a process to determine the reasons and causes for a need so that appropriate interventions may be identified and later selected" (Triner, et. al., 1996: 52). It is a procedure to obtain information regarding learners’ needs.

NA has always been defined and used in context of the learners who attend English language programme (Fathihi, 2003). A training programme achieves good recognition only when it ensures and demonstrates that it is based on the actual needs of the learners. The learners are not much aware of their learning needs and are unable to express their needs very clearly. Therefore, needs analysis procedure is used by the experts to identify the specific needs of the learners. Fathihi (2003: 01) discussed the place of NA in language learning programme as follows:

Needs Analysis is a device to know the learners' necessities, needs, and lacks in order to develop course that have a reasonable content for exploitation in the classroom. Needs Analysis is therefore a process for identification and defining valid curriculum and instructional and management objectives in order to facilitate learning in an environment that is closely related to the real life situations of the student. It brings into sharp focus the settings and roles that learner is likely to face after he finishes his formal education.

NA is the first step carried out before a course has been designed. It is the process of establishing what and how of the course (Richards, et. al., 1992, cited in Jordan, 1997). It provides an account of current situation (Broeder and Stokmans, 2009). Before conducting any needs analysis one has to answer some fundamental questions leading to achieve the objectives of the course (Jordan, Op. Cit.). These questions are 'what', 'why', 'when', 'who', 'for whom', and 'how'. NA is an important means of carrying out research prior to designing and evaluating lessons, materials, or syllabus; it helps to draw a profile of students or course in order to determine and prioritize the needs for which students require English (as a second language) (Richards et al, 1992,
cited in Jordan, *Op. Cit.:* 20). The learning needs vary from learner to learner and from one group of learners to other group of learners depending on the present educational needs. That is why, it is important to revise and adapt the syllabus in continuation of the changing educational needs of the learners. Miller and Osinski (2002: 01-02) viewed that needs analysis helps in improving following dimensions of growth of any institution:

a) Competencies and performance of team work  
b) Problem solving and productivity issues  
c) The need to prepare for and respond to future changes in the organization or job duties

Analysis of the training needs has its significance in developing the performance of the trainees belonging to various groups of the learners. Richards (*Op. Cit.*) mentions that needs analysis can be used by many groups having different purposes. The users may be as follows:

i. curriculum officers in the ministry of education, who may wish to use the information to evaluate the adequacy of existing syllabus, curriculum, and materials  
ii. teachers who will teach from the new curriculum  
iii. learners, who will be taught from the new curriculum  
iv. writers, who are preparing new textbooks  
v. testing personnel, who are involved in developing end-of-school assessments  
vi. staff of tertiary institutions, who are interested in knowing what the expected level will be of students exiting the schools and what problems they face (*Ibid: 55*)

The purposes of conducting NA also varied depending on the local and situation specific requirements. For example, some of the expected purposes are:

a.) to find out what language skills a learner need in order to perform a particular role, such as sales manager, tour guide, or a university student
b.) to help determine if an existing course adequately addresses the needs of potential students

c.) to determine which students from a group are most in need of training in a particular language skills

d.) to identify a change of direction that people in a reference group feel is important

e.) to identify a gap between what students are able to do and what they need to be able to do

f.) to collect information about a particular problems learners are experiencing (Ibid)

The purpose of NA is to achieve the objectives of training programmes (Quebec, 2008). Analyzing learning needs of the students is one of the effective methods for the successful learning which includes ‘application of the pedagogical strategies’ based on ‘specific learning context, degree of negotiation/communication between learners and instructors’ (Cruz-Yeh, 2011: 83). Henceforth, NA has always been used as an instrument to design/redesign a curriculum for the development of teaching-learning processes based on learners’ needs, requirements, and lacks (Fathihi, Op. Cit.).

NA is an effective process to develop and improve language programmes. Nevertheless, the success of any language programme depends on the effective delivery of the curriculum. Here, teachers play important role. The term need, as it is used for the requirements of the students, can also be applied for the requirements of the teachers, however, the variables will be different. Therefore, activities for training needs analysis will involve collecting information about teachers' learning needs, wants, lacks, gaps, etc. The recognition of the training needs is the first footstep in a standardized method of instructional design. To improve and modify the teaching and learning methodologies, we require a prearranged method for recognizing what actually the needs are.

3.1.3 Training Needs Analysis (TNA)

A training programme is designed and implemented based on the language and professional development requirements of the teachers identified through a needs analysis of teachers’ workplace needs and requirements (http://www.sagepub.com/upm-data/26858 7.pdf, n. year). TNA provides the
information which is helpful in describing the goals of training programme which can be used as the basis for lesson planning, materials design, testing process, etc. (Casper, 2003).

TNA can be defined differently on the basis of different purposes of conducting a training programme. Nadler (1980) defines training as, ‘the process of acquiring and improving the skills, knowledge, and attitudes required for... job performance, the job an individual teacher holds’ (cited in: Triner, et. al., Op. Cit.: 52). Effectiveness of any teacher education programme depends on conducting a continuous assessment of teachers’ current training and development needs, and identifying the areas required for further professional development of the teachers (http://www.sagepub.com/upm-data/26858_7.pdf, Op. Cit.). A TNA is conducted to determine the: who, what, why, when, where, and how training might be best employed (Leagans, n. year). TNA is used to identify the different needs of the teachers, individually; the purpose underlined might be, to train and guide them and/or to provide them support, if they need (www.education.nic.in/Elementary/main_final.pdf, 1998, 1999). The important strategy, which needs to be given attention, is that, how a TNA can be done. The following objectives are a must before conducting any training needs analysis program:

i. What is TNA?

ii. Why is it important?

iii. How is it planned?

iv. How is it implemented?

v. Who will conduct it?

vi. Which kinds of activities and exercises are more useful, fitting the goals and objectives of TNA?

vii. Where should it be conducted?

viii. What are the advantages of using it?

ix. What problems can arise in a collaborative needs analysis?

x. What kind of environment is needed to make it more effective? (http://www.businessperform.com/workplacetraining/training_needs_analysis.html, 2003-2010)
Since 18th century, teachers have been given training have been evaluated. Several training institutions have been established to improve teacher performance (Sharma, 2012). Despite all these facts, the teachers have different levels of knowledge and performance levels are effective. Many questions can be raised to identify the gaps between training imparted to the teachers and teacher effectiveness. Some of the questions are:

i. What are the objectives of the training programme which had been given to the teachers?

ii. Whether the training programme matched the requirements of the teachers?

iii. Whether the training programme was effectively delivered to realize the objectives of the programme?

iv. Why teachers were not able to perform what they learnt through training programmes?

v. If there is need to provide continuous training to the teachers to help to update their knowledge?

vi. Whether a training programme is adequately designed to achieve the objectives of the training?

vii. How much knowledge teachers have about the subject and teaching of that subject?

viii. What are the areas teachers actually require to receive training so that they can improve their effectiveness?


To improve and modify a training programme it is important to recognize the actual needs of the teachers. There is no fixed method to analyze the different needs of teachers. All the teachers have their own specific needs and demands. Thus, training has to become more differentiated (Ibid).

The process of analyzing the training needs of the teachers is based on many aspects. If some organizations, analysts, or researchers conduct training needs analysis they have to consider ‘the goals and objectives of the course, job related tasks that teachers need to be learned, job related competencies and skills, and the trainees who are to be trained’ (Miller and Osinski, Op. Cit.: 01). The two most important things that need to
be considered are ‘who needs training’ and ‘what training is needed’ (Ibid: 02). The identification of background of trainees and their training needs helps to design an effective training course.

3.2 Background of TNA

The rising demand for quality teacher education has become a challenge for educational institutions. Indian Education Commission (1884) recommends integrated courses for general and professional education to run in the universities. Kothari Commission (1964-66) emphasizes that professional training of teachers is important for the qualitative improvement of education (National Focus Group on Teacher Education for Curriculum Renewal, 2006). National Curriculum Framework for Teacher Education (NCFTE, 2009) focuses on how to reorient the practices of the teachers in order to meet the demands of new ideology, interpreted work contexts. The emphasis is on importance of role of the teachers to enable learning rather than to transmit the knowledge in a well-organized setting of teaching and learning (NCFTE, 2009).

The training given to the teachers by using traditional methods are not so effective in developing relevant skills and attitude in teachers to bring quality teaching and learning. Therefore, a need is felt to develop a mechanism for the teachers so that they can share their experiences and develop a culture of learning (CABE, 2005) and training received by them is required to be flexible and adaptable and based on to their local and workplace requirements (Tiwari, 2007).

Continuous up-gradation of the quality of English teachers is required in terms of on-the-job training programmes and a variety of other mechanisms - goals, curricula, materials, methods and expectations are needed from the teachers (Govinda, 2011; NCFTE, Op. Cit.). Training imparted to them requires to be based on many aspects which include rethinking about ‘when and where teacher education takes place and what is covers’ (www.unesco.org/education/pdf/412_35h.pdf, n. year). There is a variety of training programmes, as discussed in section 2.2.3 in chapter – 2, which falls in the category of pre-service, in-service, and professional development programmes. Teachers receive training through a programme which is based on their requirements.
Therefore, a Training Needs Analysis (TNA) is required to bring relevant changes in teacher education. Analyzing training needs is the first step to develop and design a training programme (Ndlovu, 1997). This process is frequently used in 'bridging the gap between what is known and the level of skills required' (Hughes, 2011).

In the context of education, it is a process which demands a collective work within the group of teachers, trainers and other stakeholders (Hughes, Ibid). Each member of the group is consulted and their ideas are taken into consideration. These ideas help in collecting the information based on the present needs of the teachers. The members of the group also highlight the issues to redesign curriculum and reformulate pedagogical process considering the changing educational context and notion (Kusumoto, 2008).

Teacher training is an issue of great concern especially at school level. In 1996, the Education Commission made an observation of the existing system of professional development. Those observations still exists in the present system. The observations, as quoted by Sharma (Op. Cit.) were as follows:

By and large, training institutions for primary and secondary teachers have remained isolated from the main stream of the academic life of the university, as well as from the daily problems of the schools. The quality of training institutions remains, with a few exceptions, either mediocre or poor. Competent staff is not attached, vitality and realism are lacking in the curriculum and programme of work which continues to be largely traditional, and rigid techniques are followed in practice teaching, with a disregard for present day needs and objectives (Ibid: 152).

Sharma (2012) shows concern for the existing shortcomings in our teacher training programmes, also mentioned a list of drawbacks in teacher education. These drawbacks are briefly listed below:

1. Artificiality in courses of studies including theory and practice
2. Ineffective methods of teaching
3. Less emphasis on development of professional attitude
4. No impact on school practices
5. Poor academic background of student teachers
6. Lack of proper facilities such as practicing schools, laboratory, library and physical equipment
7. No effort made to regulate demand and supply in accordance with the requirements of various subject teachers
8. Little or no interaction with the main academic stream of a university
9. Inadequate base of empirical research in various field of teacher education
10. No in built system for the professional development of teacher education
11. Inadequate financial provision

Studying the factors responsible for the failure of an educational organization includes analysis of the basic needs and requirements to overcome the failures. Analyzing the training needs is a very important step of successful programme. Before training design issues are considered, a careful needs analysis is required to develop a systematic understanding of where training is needed, what needs to be taught (http://www.sandlin.org/documents/d00104/SAMDI_TOT_Module_2.pdf).

3.2.1 Importance of TNA

The job of teachers is the most challenging task (Hussain, 2004). Training improves the efficiency and effectiveness of the work of the teachers (Sharma, 2010). Efforts have been made to prepare quality teachers by improving the quality of training programmes (Singh, 2011). The effectiveness of teachers' performance relies on 'teachers' sense of satisfaction' and 'willingness to teach' (National Focus Group on Teaching of English, Op. Cit.: 14). Burgess (1897: 01) mentioned that, 'a secondary teacher's work is specialized when he devotes his time to a single subject....'

Therefore, teachers need to know what to choose and use as the best tool of teaching to cater the needs of their students. Choosing an effective tool for the purpose of better outcome is the biggest challenge for them. That is why, teachers need training on to choose and use best for their students (Hussain, Op. Cit.). The training programme needs to be matched with the present educational and workplace needs of the teacher trainees. The NCTE (1993) has been appointed for the same purpose by the central government. It monitors teacher education in India in terms of quality, content and evaluation. It unites and standardizes teacher training programmes
(Norric, 2006). Training needs analysis has its significance in teacher training as the status of language teaching can be improved if teachers receive training on context specific and workplace needs.

The teacher training programmes and institutions follow traditional methods. The programmes are based on the discussion on the theory and practice only. Teachers are not able to communicate their ideas, to express themselves and to bring something innovative as their own product when they enter in teaching profession (Working Group Report, 2011). The development of teachers as professional can be done only 'through a process of active construction and reconstruction of knowledge from many different sources of influence' (Cheng, et. al. 2010). The status of professional education of teachers has been realized since 1960s. However, there are not much evidences available pointing towards successful operation of this status of teacher education (National Focus Group on Teacher Education for Curriculum Renewal, Op. Cit.). Teachers face difficulties in implementing their own learning. For them implementing their learning has become a challenge to reorganize the same within the constraints of their classrooms (Coleman, 2009).

Teachers attend workshops, training programs, conferences, etc. so that they can acquire more experience and growth in their profession. These are the opportunities where teachers get the chance to share their knowledge with the persons in the field. It also helps them to compare, evaluate and improve themselves. It gives them a platform where they can communicate, express themselves and put their problems and innovative ideas (Working Group Report, Op. Cit.: 238-240). The teachers also get 'the opportunities to reflect on, analyze, and review their skills as teachers' to improve the quality of their teaching (Reichmann and Malec, 1976). Such programmes also help in developing self-learning, understanding the job responsibilities, self-reflection, and professional growth after practicing lots of focused activities. It also helps in relating goals of teaching with the students' objectives (Murthy, 2005: 32).

The professional development of teachers should be planned, created, delivered and evaluated with the collective efforts of the school staff. The teacher professional development programmes must include new techniques and methods to assess and improve and make language teaching effective. They must be taught how to become a
good mentor rather instead only a teacher. Professional development programmes are
directly related to effective and quality language teaching. In professional
development programmes, teachers have given training on language teaching and
learning processes, assessment, evaluation, identifying learner’s needs, improved
knowledge in the subject area, and other pedagogical concerns (Nateson, et. al., 2010:
10-11).

Teachers must be given training on specialized professional and interpersonal
competence. The specialized professional skills include classroom processes where
teachers make their students independent to work hard and conduct continuous
assessment of their students by employing their critical thinking level and the way
students learn. The development of an effective classroom also needs to be included
in a teacher curriculum which tells teachers about giving instructions, commands, and
feedback from time to time so that they can easily assess the learning that took place.
Teacher educators work hard to collect essential knowledge and workable solutions
for the problems of teachers. The teacher education curriculum must aim to develop
problem solving skills among trainee teachers. The syllabus used to train teachers
needs to be flexible, process oriented, and experience based (Ibid).

3.3 Significance of teaching as profession

In preparing and developing learners as intellectual man powers teaching as a
profession plays an important role. It is the teachers who impart and develop vast
varieties of knowledge and experiences in learners. A quality teacher can produce
quality learners (Palanethra, in Nateson, et. al., Op. Cit.). It is globally accepted that
quality of teachers has great impact on ‘the quality of education in general and
students’ learning outcomes in particular’ (Pandey, 2007: 02) henceforth, they ‘cause
desirable and anticipated revolution in the society silently’(Vadivelu, 2007: 97).
Teachers always have a very good reputation in society. Good quality teachers always
bring improvements to their students and schools. Their constant efforts are to
develop themselves and those whom they teach. They work continuously without any
complaint against the difficulties and unwanted irritations in their profession

Murthy (Op. Cit.) discusses that teachers group is that part of the society which
contributes to nurturing good qualities in our society. Being part of it, they have the
responsibility to create a good society. Their job is to satisfy the aspirations of the people of their society. Their roles are challenging and changing. This is the reason why the newly appointed teachers are carefully recruited and continuous trainings have been provided to them. The teachers bear the responsibility to educate and develop a large section of the society (Sridevi in Nateson et. al., Op. Cit.).

Therefore, it is important to recruit trained and qualified teachers and to invest in human resources in schools (Nehal, 2012). Trained and qualified teachers work effectively to serve the people of the nation without expecting any return. They have to keep their knowledge up-to-date by indulging in workshops, conferences, seminars and training programmes (Hussain, Op. Cit.).

3.4 Significance of teacher training

The teachers are always considered responsible to bring and maintain the quality of education. They have the leading role in taking this ‘onerous responsibility of transacting the curriculum’ (Sujatha and Rani, 2011: 29-30). They have to make a lot of efforts to achieve the knowledge, experience, and competency in developing the quality in learners by receiving training specific to their workplace needs. CFTE (2004: 58) mentions that:

> In-service teacher education programmes aim at upgrading professional competence of teachers and acquainting them with new knowledge and skills that would facilitate the acquisition and use of new knowledge.

Henceforth, teacher education programmes are in dire need of change in curricula and methods. A theoretical approach of language teaching and learning must be adapted by the teacher educators responsible to bring up the knowledge and intellectual level of the teachers so that future teachers themselves can relate specific problem to specific theory to find solutions to different classroom problems (Nateson, et. al., Op. Cit.:16).

The teachers require having command in professional skills, interpersonal skills, good characteristics, and temperament as teaching requires intellect, excellence, improved actions, and full devotion (Hussain, Op. Cit.). The purpose behind professional growth of teachers is to develop the ability of ‘how teachers construct their
professional identities in ongoing interaction with learners, by reflecting on their actions in the classroom and adapting them to meet the learners’ expressed or implicit needs (Murthy, Op. Cit.: 32).

Teacher training programmes aim to cultivate and maintain professionalism in teachers. Teachers require continuous training to maintain this ability to bring and maintain quality of education. Pre-service training is not enough alone to meet the demands of school of education. They require training time to time throughout their professional career (Harkin, 2010).

Training given to the teachers brings transformation in their behavior. It develops the habit of learning and improves knowledge, skills and attitudes (Hussain, Op. Cit.). The need for teacher training programmes emerged with the need to train teachers to fulfill their needs and requirements to face classroom challenges. Hence, teachers need to be provided with a continuous series of training programmes to develop and refresh their knowledge, skills and competence in language pedagogy (Narang, 2006).

3.5 Training of Teachers: Selected Studies

Study-1

The British Council conducted a training programme for the new 220 graduates who belonged to a range of disciplines and were appointed as English teachers. The training centers are the Uva province’s four Regional English Support Centers, in Sri Lanka. The teachers attended one-week training blocks combined with three-week teaching blocks. The teaching blocks were occasionally observed by the 16 mentors from British Council. The trainees have their reflective capacity to effectively carry out the task and classroom based assignments. The program aimed to enable them to make a connection between professional knowledge they received from the training blocks and their personal practical knowledge from the classroom so that they would be able to apply this training in the classroom.

The mentors observed three main areas of concerns that are: trainees were worried about their progress without mentor, they wanted to access the resources so that they can try out the ideas from training and they wanted to improve their language skills.
Study-2

Another study was conducted by Kravas (1977). The purpose of the researcher was to design and validate a device to evaluate the teachers’ ability to understand the behavior of their students. The study aimed to examine the teachers’ ability to identify the verbal and nonverbal emotions expressed by their students. The data had been collected in different phases. The researcher collected the excerpts of teacher’s and students’ interactions from previous video recordings of classroom teaching. The selected excerpts were the different learner affective expressions. Those expressions were analyzed on the basis of different criteria, such as, audibility of the sounds of the videos, clarity of visibility of pastures in the videos, essential aspects of learners’ behavior, etc. Then, two sets multiple-choice questions were designed. One set consisted of the feelings of students for himself/himself and the other consisted of the feelings of the students about the persons they were talking (the teacher/other students). Distractors and other options for the multiple-choice questions were also developed. The multiple choice questions were investigated and classified by the experienced researcher and the investigator. On the basis of classification, the excerpts had been arranged to design the Teacher Affective Sensitivity Scale (TASS). Later, the questions were reformulated by piloting them among the thirty-four education students. Another pilot study was conducted with a group of 97 teachers. The assessment scales were checked for the reliability, scale construct, predictive, concurrent and construct validity.

Study-3

Sa-U and Rahman (2008) conducted a case study entitled ‘Factors influencing teachers’ perceptions on teaching thinking: A case study in Kuala Lumpur, Malaysia.’ The study was based on the objectives to identify:

i. the factors influencing teachers’ perception towards teaching thinking the results of

ii. the hypothesized measurement model replicate those exploratory works which have been conducted earlier.

The study followed the survey method. A criterion of random sampling was followed for the selection of population. The survey questionnaires were used as tool and
administered among the selected secondary schools in Kuala Lumpur, Malaysia. The questionnaires included items to analyze the teachers’ perceptions on teaching thinking based on four factors mentioned in hypothesis. The hypothesis formulated for the study was that there are four factors which influence the teachers’ perception on teaching thinking. The four factors are:

i) teaching approach and method;
ii) the school and the curricula support;
iii) teachers’ sense of efficacy; and
iv) value of teaching thinking.

The results of the study showed that three of the four factors proved effective in influencing the perception of teachers’ on teaching thinking, these are:

i. sense of efficacy,
ii. value of teaching thinking
iii. structure of learning.

The study confirmed that teachers’ perception for teaching thinking is related to these factors. The study concluded that it is required to promote a good sense of efficacy and value about teaching thinking. The structure of learning which influences the perception of teachers includes educational methodology, text and extra-textual materials, and the educational settings. Both internal and external factors are responsible to influence the perception of teachers. The significance of findings of the study was supposed to be helpful in helping the teacher educators, administrators and professional development coordinators to prepare, train and support teachers to improve the effectiveness of teachers.

Study -4

Sharma (2010) conducted a study to examine the perceptions of teachers and school leaders on competencies of teachers and their training needs. The investigation was done among the teachers and the administrators who belonged to 10 government and 10 private high schools. The questionnaires were designed by the Regional Institute of Education, Mysore, India and a unit of NCERT, New Delhi, India. The questionnaires were first adapted then administered among the teachers and the administrators.
The findings of the study showed that there is a good correlation between perception of teachers and administrators about the competence of the teachers and training needs of the teachers. The teachers and administrators both shared their views in ranking. The highest ranking was given to students’ focus on learning. The teachers’ competencies for diagnosing students’ learning needs rated as second highest followed by effective feedback session and organizing instructions for enrichment by school leaders. The lesser ranking had been given to the organization of remedial instructions. Developing multi-grade teaching activities was rated as most important competency for teachers. It is followed by developing learning activities and competencies on subjects, adopting problem solving methods, and adopting project methods. Training needs and suggestions by the school teachers were rated important to train teachers. The areas of training needs required for the teachers are developing multi grade teaching skills, developing learning activities and competencies on subject and adopting problem solving methods.

The teachers and administrators perceptions were not evaluated same about the teachers’ focus. Conducting action research was ranked highest by the teachers where administrators ranked it at second place. Administrators ranked emotional intelligence as most important whereas teachers ranked it at third place. Both of them ranked equally to publish research papers and developing total quality management skills. The study also made some remedial suggestions. The suggestions included proposing training programmes for teachers by diagnosing students learning needs, students’ personal educational needs and difficulties, and organization of instruction. The study made implications on how to train teachers on the areas evaluated in this study.

Study - 5

Another study conducted by Wilhelm and Pei (2008) which was related to university teachers’ and students’ perceptions of ELT methodologies and their effectiveness. Three major universities selected for the investigation situated in Shanghai, Beijing and Shenzen in China mainland. 25 teachers and 312 students were the participants. Questionnaires were administered to collect information from the participants.

The results of the study showed that teachers had been given proper facilities. They found teaching materials inappropriate for learning of English. They found textbooks dull and ineffective. Majority of the teachers specified that Communicative Language
Teaching (CLT) and Grammar Translation methods are frequently used by them. Half of them follow Audio-Lingual method. Some of them were using only one method while some of them were using all the methods. The study revealed that newly qualified teachers preferred a combination of these three methods where as those teachers who were having teaching experience of twenty years preferred Grammar Translation Method. The study also discussed the reporting of teachers about their students' participation in classroom activities. The teachers told that students do not participate actively and do not ask any question. The average teachers' talk time in classroom was investigated as 73%. Although teachers voted for classroom interaction and cooperation among student to teacher as important part of assessment of learning, the classrooms were teacher-centered without group-work and students' participation. Some of the teachers viewed that students must have a positive behavior towards school activities, examination performance and other educational activities. On the contrary, the foreign teachers viewed that students' participation in group-work, presentation work and interaction is more effective.

The information based on students' responses showed that they feel they are unaware of the classroom proceedings and their role in classroom activities. Most of them were involved in English learning program so that they can secure a good job. The first year students viewed speaking and writing skills as less important. Second year and final year students gave preference to speaking and writing skills. The students reported that they were not given opportunity to speak in classroom. Majority of them reported about daily classroom work which they find is common and followed by individual work. They perceived that their foremost responsibility is to understand what teacher says, follow the instruction of the teachers, and complete required assignments. They also said that social and university environments are effective factors contributing to the learning of language.

Teachers' views regarding language teaching methodology were found contrary to the students' views. 92% teachers reported that they use CLT in classroom, but only 66% students said the same. 81% students perceived that ALM (audio lingual method) used by teachers where only 52% teachers ranked ALM as preferred method. Majority of the teachers (93%) reported that GT method is used by secondary school teachers where a large group of them (67%) also said that GT method is used by the university teachers.
Teachers viewed that all skills are important. Students from different years ranked different skills. For the first year students reading and listening skills were most important. For the students of second year, speaking and listening were most important skills. Final year students rated all four skills but rated speaking above all. It was assumed that this variation might be because of the different syllabi of different universities. It was also perceived in the study that students' preferences for different skills are based on their different need for specific skill in a particular time. Most of the teachers gave preference to teaching methods as essential factor for learning to take place. Whereas the students identified that environment of university and environment of society is responsible for the same.

These findings of the study revealed that traditional methods of teaching and learning still prevailed in schools. Classrooms were teacher-oriented.

**Study - 6**

Nazari (2007) conducted a study entitled ‘EFL teachers’ perception of the concept of communicative competence.’ His study was based on review of Chomsky’s and Hymes’ notions of competence and its relation with Dubin’s elaborated meanings of communicative competence. The purpose of the study was to enable students to reflect on their beliefs and practices so that they can contribute to improve the classroom activities. He tried to explore how the high school EFL teachers perceive communicative competence and how they use it into their practices. The interview and observation methods had been used to collect information. The information had been retrieved from three EFL teachers of high school in Iran. They were graduates and one of them had a Masters’ degree in TEFL. All of them had a minimum teaching experience of ten years.

The results showed that teachers were aware of the broader and narrow meaning of communicative competence but they were not able to distinguish both. Their practices were observed and it was found that there was an influence of both narrower and broader meanings, that is, the general view of communicative competence. Observation showed that the practices followed by the teachers showed a trend of narrow concept. The possibility of this as presumed by the researcher was that it might be influenced by the institutional constraints as one factor and the other is teachers’ lack of perception on distinction between the two meanings.
Study – 7

Shin and Son (2007) conducted a study to look at the perception of professional and student teachers about the use and effectiveness of Internet Assisted Language Teaching (IALT). The study employed questionnaires to collect information from 101 Korean secondary school EFL teachers. The result sample was collected from both male and female teachers. It was divided into three sections. First demographic section was related to background information of the teachers. Second section comprised of multiple-choice questions on teachers’ perception and perspectives. Third part consisted of open-ended questions on teachers’ general view on the use of IALT.

The results of the study showed that internet is frequently used by the teachers to prepare teaching materials. Only more than half of the teachers were using internet with students for teaching purposes. Around 61 of the teachers used internet more than five hours in a week. Those teachers who use internet resources found these resources varied, easy to obtain, up-to-date, free of charge, authentic, and easy to understand. Those who were not using internet resources found it difficult to use internet resources with textbooks and find internet resources were time-consuming, they are not interested in using them and these are difficult to understand and access.

The teachers who did not use internet mentioned that if they had got access of Internet-assisted classroom they would have used more than one internet activity in the classroom. 50 teachers report that they have limited computer facilities, limited time, teachers’ limited computer skills, teachers’ limited interest, students’ limited English ability, students’ limited interest, teachers limited English ability, and/or students’ limited computer skills. Less than half teachers attended in-service training programs to learn how to use internet for the purpose of teaching. Most of them were satisfied with the training received. Those who did not receive the training mentioned the problems of lack of time, no courses available, no interest, and distance to training courses.

Most of the teachers showed their agreement for the easiness and usefulness of web material on ESL/EFL. They also mentioned that using internet can motivate students and improve their language skills. The study also found negative attitude of teachers towards the use of internet. 36% teachers believed students would not be attentive in
IALT classes. 53.5% teachers believed that they are not competent to use internet-based materials. Many of them do not know how to integrate internet resources into existing lessons. 84.1% teachers demanded training on internet literacy.

It was observed in the study that teachers had positive attitude towards the use of internet resources though some of them had difficulties in searching internet based material suitable for the existing syllabus. Many of the teachers believed that they lack skills in using internet based resources. They also believed that they will be skilled in using effectively after receiving training in IALT.

Study – 8

A case study was conducted by Adeyanju (2003) in the city of Winneba, Ghana. Questionnaires were administered among trained teachers. The purpose of the study was to investigate the level of agreement or disagreement for the relevance, the quality and types of teaching aids which were used by the teachers in teaching their lessons. 80 teachers who belonged to both primary and secondary schools of rural and urban areas were teaching in the disciplines of Arts, Social Sciences and Physical Sciences.

The results of the study revealed that all the teachers believed that using learning aids in teaching is beneficial to both teachers and students.

The teachers who were engaged in ongoing training were also observed to see the effect of organized practice sessions. The teachers from arts discipline used dramatization, the play-way method and demonstration method to teach English. The teachers from sciences used educational boards, textbooks materials and scanty charts. The teachers from social sciences used two dimensional materials and real objects to teach their lessons. It was found that they use teaching aids to score marks. Later when they have qualified and teach in actual classrooms situations, the teachers’ interests in using different teaching aids decreased.

The assessment of the teaching aids used by the teachers demonstrated that the teaching aids were adequate. The teachers used important quality materials for classroom instruction. The most common teaching aids used by the teachers were educational boards, textbooks materials, real objects and the charts. The teachers in some schools also use audio-visual materials like radio.
The study also made some recommendations that all the teachers should use audiovisual materials. The teachers who are engaged professionally must be retrained on the recent findings on the use of learning. An appeal had also been made from the non-organizations, the private sectors, individuals and industries. Student teachers should be involved in curriculum development. Through training programmes the student teachers and teachers in training must be familiarized to the need of updating their current knowledge about language teaching. Student teachers must be aware of the curriculum and be a part of the curriculum designing. The teachers must be supported through governmental programs to develop software materials.

Study-9

Ingersoll (1999) presented the data and attempted to show the various categories of out-of-field teaching in American Secondary schools. Out-of-field teaching is commonly a big threat among poorly trained and untrained teachers. The study also explains the reasoning behind less-trained and untrained teachers. The researcher viewed that, ‘student learning is affected by the qualifications of teachers’ (Ingersoll, 1999: 27). The study reviewed that one quarter English teachers' were not educated much in English, or literature, communications, speech, journalism, English education, or reading education. School administrators are forced to take emergency decisions regarding taking on the spot decision of giving an assignment to the available faculty in their schools regarding the changes in a course or introducing new contents of a syllabus. The most commonly explained reason of out-of-field teaching is ‘teacher shortage’ (Ibid: 32). Another reason is shortage of qualified teachers. Due to this, the administrators ‘hire less-qualified teachers, assign teachers trained in another field or grade level to teach in the understaffed area, and make extensive use of substitute teachers’ (Ibid). Lastly, the study concludes that good teaching requires 'knowledge of the subject (knowing what to teach), skill in teaching (knowing how to teach) and also...pedagogical content knowledge- knowing which method to use with particular topics, with particular kinds of students, and in particular kinds of settings' (Ibid: 34). The study suggested that to improve the quality of teaching and teachers is to upgrade the quality of teaching job. Another suggestion is that teaching should be considered as a high quality profession which requires expertise and skills and attracts excellent teachers. This opinion about teaching profession will ensure qualified teachers in each classroom.
Study-10

Cheng, et. al (2010) studied the gaps in conceptions of teachers between theory and practice and the sources of these gaps. They reviewed that student teachers' conception about teaching methodology are influenced by many of the following factors such as: 1) pre-training experiences such as, experiences of their life, their background, and experiences of their school life, 2) experiences of what they observe and learn during teaching practice, and 3) experiences of what they learn in a particular context of initial teacher education programmes. Both qualitative and quantitative methods were used to examine the conceptions of the student teachers about teaching. 228 student teachers were the target who engaged in different B.Ed courses at primary, secondary and language teaching programmes. Questionnaire and interview were the methods used for data collection. Data collected were analyzed and compared to retrieve information to identify their choices of best teaching strategies and most commonly adopted strategies and which component of the programme influenced their notions of teaching. The findings of the study show that student-centered strategies were found most favored among student teachers. Their concepts were23 of the participants were consistent about their concepts regarding most commonly used strategies and best teaching strategies followed by them. The findings also revealed that 8 student teachers showed inconsistency in their conceptions for most commonly used teaching strategies and best teaching strategies. These variations in conceptions were influenced by their pre-training experiences, teaching context, and impact of considerations based on students' needs and influence of teacher training programmes. The study concludes that student teachers' conception for teaching is greatly influenced by their 'awareness of various teaching contexts, role modeling by lecturers, and emphasis on self-learning' (Cheng, et.al. 2010: 101).

Study - 11

Borovikovo (2010: 36) discussed the TKTE- teacher knowledge test exam- 'a course which is popular and appreciated by the teacher trainers from both pre-service and in-service level in the private sector in Russia.' The training model used was based on teacher's own reflective practice, clear structure and innumerable and varied teacher training activities. The training model was designed in a manner so that the enabled
participant teacher might have a professional dialogue among peer teachers and facilitate the discussion of the problems and solutions of those problems faced in their context. The trainees explored their beliefs about teaching and learning and they examined their roles, approaches and styles, identified their skills which are transferable from teaching to training. They defined factors which impact on teacher trainees’ learning and development (goals, expectations, needs, learning styles, the implications for motivation).

3.6 Aspects of Teacher Training

The quality of the teachers is an important issue for successful English language education programme (Sachiyo and Kazuya, 2012). Issues related to the training of teachers in fulfilling their needs and requirements are ongoing and complex (Moeini, 2008). This section includes brief discussion on some of the aspects of teacher training dealing with those issues. The focus is given on the importance and effectiveness of these aspects in training of teachers.

1. Assessing the needs of the teachers

The learners of English have different needs and interests which influence and motivate them to learn and enhance the effectiveness of their learning (Ekici, 2003; Richterich, 1979). The same can be applied in case of the teachers who feel motivated if their needs and wants are fulfilled. In-service teacher education programmes are directly related to the development of teachers’ classroom competence (Reichman and Malek, 1976). But, these trainings are inadequate and inappropriate (Kusumoto, 2008) if these are not a follow-up of any needs assessment conducted for their development (Brown, Op. Cit.). To deliver an effective educational programme, teachers require training in achieving the recent developing challenges of educational programme (Mocini, Op. Cit.). Assessment of teachers training needs helps in identifying and improving the knowledge and performance of the teachers in language and the job and the course contents (Miller and Osinski, Op. Cit.).

2. Designing teacher training programme

The teacher trainees face difficulties when implementing their own learning. Integrating their learning has become a challenge within the constraints of their classrooms (Coleman, Op. Cit.). The teacher training programmes are concerned
with basic issues and provide some learning organization ideas. But, they do not provide comprehensive guidelines for teachers who have to teach the whole curriculum to different classes. The problem is how to reorient the practices of the teachers to meet the demands of new ideology, how they respond to create their own interpreted work contexts and an awakening of their lack of involvement in creating teacher development structures. It is important to plan and design implementation strategies focusing on the use of new methods, traditions and practices in teaching and learning aiming to bring development in teaching and learning (NCFTE, *Op. Cit.*).

Before designing a training program, the program designer and/or trainer must answer some important questions:

i. How can one make a change in the beliefs of the teachers?

ii. How much assurance can one give about some definite changes in teachers' professional life?

iii. How can one make sure that trainees are really able to relate these changes in beliefs with the realities of their classroom? (O'Hare, 2010: 17).

A needs analysis of teachers’ professional requirements will help in designing training programmes for the teachers.

3. **Achieving the goals and objectives of training programme**

Any teacher training programme follows some general features which are the major goals and objectives. These objectives bring success to the programme if achieved at the end of the training programme (Hussain, *Op. Cit.*). Some other specific objectives are:

i. Developing understanding of the structure and function of the society, processes of social interaction, problems of growing children, child development and learning, problems and procedures of school organization and administration, evaluative techniques.

ii. Developing ability to use different methods, formulate programmes and activities based on objectives of secondary education curriculum, use evaluation techniques, organize co-curricular activities, and most important ability of effective communication.
iii. Developing professional attitudes in teachers. It includes sensitivity to professional problem, educational problem, aesthetic appreciation, understanding of professional ethics, and enthusiasm for work (Ibid: 23-24).

Some general objectives are:

i. perceive their role as an agent of social change in the community

ii. perceive their role not only as a leader of the children but also that of a guide to the community

iii. not only use but also help in the conversation of environmental resources and preservation of historical monuments and other cultural heritage

iv. possess warm and positive attitude towards growing children and their academic, socio-emotional and personal problems and the skills to guide and counsel them

v. develop an understanding of the objectives of the school education

vi. develop understanding, interests, attitudes and skills that would enable him to foster all-round growth and development of the children under care

vii. develop competence to teach on the basis of the accepted principles of learning and teaching

viii. develop communication and psychomotor skills and the abilities conducive to human relations for interacting with the children in order to promote learning inside and outside classroom

ix. keep abreast of the latest knowledge of the subject he is teaching and techniques of teaching the same

x. undertake action research and investigatory projects (Ibid: 22-23).

4. Practice teaching

Srivastava (2000) gives his view about the practice teaching and mentions that it is one of the varieties of terms applied to the part of the student teacher’s professional training. It involves them in trying to teach pupils in schools or colleges where classes are arranged for them. Thus, the term teacher education implies bringing expected change in our teacher students. The teacher trainer guides them through discussions, co-operations, observations, and post teaching discussions. These discussions are based on the trainer’s practical advice and experience.
5. Assessment procedures

The assessment is a tool to analyze something which is related to teaching and learning. It is used to identify 'what has been learnt, what can be remembered, what is understood, or what can be applied from what is being learned in different context' (Mahlaela, 2012). Evaluation of language does not mean to know about the achievement but to measure the proficiency in language. The progress in learning language and achieving proficiency can be evaluated by using different assessment procedures such as 'ongoing continuous assessment' and 'summative evaluation' (National Focus Group on Teaching of English, 2006: 15-17).

The progress of students' learning is time to time judged by the teacher to assess whether learning has been achieved or not. Teachers use assessment as part of pedagogical processes. Assessment is used as a tool to evaluate the performance of the students, performance of the teachers, teaching-learning, academic programme run in schools, methods, materials, etc. Teachers require training on assessment procedures which include different aspects: learning materials, teaching resources, and language pedagogy and school programs (Nateson, et. al., Op. Cit.: 09-10).

6. Professional development of the teachers

The purpose behind professional growth of teachers is to develop the ability of 'how teachers construct their professional identities in ongoing interaction with learners, reflecting on their actions in the classroom and adapting them to meet the learners' expressed or implicit needs' (Murthy, Op. Cit.: 32). Some of the areas of professional development are:

i. teacher education curriculum development
ii. infrastructure development
iii. provision of access to different developmental facilities
iv. provision of opening teacher education institutes in each district of the nation
v. providing support and resources to these institutions
vi. to plan and design teacher development programmes
The professional development of teachers requires teachers to participate in developmental opportunities to become equipped teachers and educational leaders (Mahlaela, Op. Cit.).

The teacher professional development programmes includes new techniques and methods to assess, improve and make language teaching effective. Teachers are taught to become a good mentor instead of being only a teacher. These programmes are directly related to effective and quality language teaching. In such programmes, teachers are given training in subject area and other pedagogical concerns (Nateson, et. al., Op. Cit.: 10-11).

7. Continuous and ongoing training of teachers

The pre-service training is not sufficient to meet the demand of present school education. Teachers need to continue receiving training in areas related to changing contexts to improve their professional skills (Harkin, Op. Cit.). In-service training programmes provide an opportunity where teachers share their knowledge by comparing, evaluating and improving their professional skills. The teachers get a chance to communicate and express their problems and views on innovative ideas. Teachers update their knowledge with latest trends (Working Group Report, Op. Cit.). Professional development programmes are directly related to effective and quality language teaching. In professional development programmes, teachers are given training on language teaching and learning processes, assessment, evaluation, identifying learner's needs, improved knowledge in the subject area, and other pedagogical concerns (Nateson, et. al., Op. Cit.: 10-11).

8. Training on specialized professional skills

Effective professional development of teachers requires collaboration among colleagues, trying out of new ideas through experimentation, involving participants in whole discussion, practicing leadership roles, providing support, rewards, choosing those activities which reflect the knowledge and the abilities, integrated goals (Murthy, Op. Cit.: 37). These are some specialized areas of professional development of the teachers.

The specialized professional skills include classroom processes where teachers make their students independent to work hard and conduct continuous assessment of their
outside, the same is required when teachers themselves receive the training. The
classroom and assist their students in using learning materials which reflect the world
teachers receiving training (Op. Cit.) As the teachers create learning environment in
focuses on the influence of particular institutional settings and environment on
certain characteristics which are intended to develop through a setting. The discussion
Zeimer (1980) as cited in Hussain, Op. Cit) mentioned that people have developed

II. Institutional settings and environment

Professionals are required to be recruited in secondary schools (Hussain, et al, 2011).
Hence, only those teachers who have positive attributes towards teaching
professional attitude (Op. Cit.) Attitude is significantly related to teaching profession.
Development of school education if teachers possess a healthy and positive
in years (past). There is scope to minimize the problems pertaining to the
some psychological obstacle „not behaviour, but the pre-condition of behaviour” (Tsouka,
mental set of responses, the degree of positive or negative affect associated with
attitude has been defined differently. If „a feeling for or against something”, a

1) Attitude and behaviour

can be helpful in identifying the factors affecting attitude of the teachers.
classroom environment healthy and effective. A study of teachers’ needs and interests
responsible for their negative attitude is a first step to train teachers how to make
professional teacher and develop professional attitude. Analysing teachers’ behaviour
interests (Tsouka, Op. Cit). It is important to train teachers on how to behave like a
as students, level of motivation to learn and study is influenced by their needs and

9) Motivation and desire to receive training

The syllabus used to train teachers need to be flexible, process oriented, and based on
problems of teachers. The aim is to develop problem solving skills among teachers.
educators work hard to collect essential knowledge and workable solutions for the
one to time so that they can easily assess the learning that took place. Teacher
programmes which tells teachers about giving instructions, commands, and feedback
development of an effective classroom also needs to be included in a teacher training.
The students by employing their critical thinking level and the way students learn.
school teachers require having knowledge about to create effective learning environment by bringing the ‘authenticity’ in the texts, activities and tasks (Ekici, Op. Cit.: 109).

Hence, a training needs analysis of teachers’ need is required to enable them to know what type of authentic materials they want to use effectively. Some of the effective materials to develop particular skills of language, for example listening and reading, are:

1. Listening skills: face to face conversations, conversations on the phone and understanding meetings between students and English instructors, listening to the radio, understanding TV programmes, understanding presentations and discussions, etc.
2. Reading Skills: brochures, business letters, itineraries, tour commentaries, e-mail messages, etc. (Ibid).

Teachers require having knowledge of using such authentic materials for effective implementation of curriculum. The recent trend of teaching of English is in using ‘a wider range of more contemporary and authentic texts’ which is influenced by the ‘functional orientation of the language curriculum and a broader definition of what constitutes literature’ (National Focus Group on Teaching of English, Op. Cit.: 11).

3.7 Conclusion

There is much evidence which proves that TNA can better enhance the effectiveness and outcomes of any educational programme. It is an extensive and long process. It contributes to curriculum planning, diagnoses the problems of students, teachers and administration, evaluates teaching and learning and suggests remedies for improvement. It is context based and follows a flexible approach. There is always a purpose behind any training needs analysis. One has to be very clear about the purposes and the suitable method to fulfill that purpose. Clarity of purpose and suitable method which is properly followed always gives fruitful results.
CHAPTER-4
CHAPTER 4

RESEARCH METHODOLOGY

4.1 Introduction

This chapter describes the research methodology, explains the selection of sample, and describes the procedure of designing the tools. It also discusses the procedures of data collection used to analyze the data.

4.2 Location of Field Work

The study was conducted in secondary schools of Aligarh district. It is situated in the northern part of Uttar Pradesh in India. Aligarh District includes twelve blocks. The schools investigated were from these twelve blocks (see table 1).

Table-1: Name of the blocks in Aligarh District

<p>| Aligarh District, Uttar Pradesh, India |</p>
<table>
<thead>
<tr>
<th>Lodha</th>
<th>Akrabad</th>
<th>Dhanipur</th>
<th>Jawan</th>
<th>Chandaus</th>
<th>Khair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tappal</td>
<td>Igla</td>
<td>Gonda</td>
<td>Atrauli</td>
<td>Bijauli</td>
<td>Gangiri</td>
</tr>
</tbody>
</table>

The fieldwork took place between July 2010 and September 2011. Data presented in this study had been taken from each block. The purpose behind the selection of few schools from each block was to make the data representative.
The schools visited during the survey can be classified in the following categories:

**Table – 2: Categorization of Schools**

<table>
<thead>
<tr>
<th>Areas-wise</th>
<th>Board-wise</th>
<th>Category-wise</th>
<th>Medium-wise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural Area Schools</td>
<td>U.P. Board Schools (52%)</td>
<td>Missionary Schools (3%)</td>
<td>Only English Medium (33%)</td>
</tr>
<tr>
<td>(50%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban Area Schools</td>
<td>CBSE Board Schools (31%)</td>
<td>Private-aided Schools (43%)</td>
<td>English-Hindi Medium (55%)</td>
</tr>
<tr>
<td>(50%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A.M.U. Schools (17%)</td>
<td>Private-unaider Schools (33%)</td>
<td>English-Urdu Medium (12%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Government Schools (21%)</td>
<td></td>
</tr>
</tbody>
</table>

4.3 Pilot Study

4.3.1 Participants of the Pilot Study

15 English teachers of well-reputed schools had been randomly selected for the pilot study. Only those schools which were situated in the civil line area of Aligarh district had been chosen for conducting the pilot study.

4.3.2 Try-out of Schedule-I: Teacher Questionnaire

A teacher questionnaire had been used for the initial trial during the pilot study. It was divided into nine different sections:

1. School information
2. Respondents’ detail
3. Educational background
4. Teacher’s workload
5. Domain-specific language use
6. Language proficiency
7. Attitude towards teaching profession
8. Teacher training needs
9. Teacher support needs

4.3.3 Purpose of the Pilot Study

The pilot study was part of the planning of research study to ensure the effectiveness of the research. The aim to conduct the pilot study was to improve the quality and efficiency of the teacher questionnaire. The try-out of the questionnaire was done to ensure that the language used was appropriate and participants could clearly understand the contents of the questionnaires. The purpose was to ensure the internal validity of the questionnaire. This try-out was effective in developing and testing the adequacy, feasibility and effectiveness of the questions.

4.3.4 Procedure followed in the Pilot Study

Many documents had been analyzed to frame the research questions. On the basis of research questions short and simple questions had been framed. The questionnaire was framed with 44 items which had been categorized into nine different sections. All the questions had been kept in time with the objectives of the study.

Before distributing the questionnaires, the teachers were also briefed to pay attention to the clarity of language and ambiguities in the questionnaire. While discussion with the principals, many of them showed their interest in reading the questionnaire.

4.3.5 Outcome of Pilot Study

The teacher respondents were asked to give their feedback in identifying the ambiguities and difficulties in questions. The items teachers found difficult to understand were simplified. Difficult terms and ambiguities were removed. A separate questionnaire for the principals was designed.

4.4 The Present Study

4.4.1 Research Methodology

4.4.1.1 Research methods

Qualitative research design is being adopted and supported by the quantitative research methods. Qualitative research methods had been used in the study aiming to identify the perspectives and views of the participants and the researcher/observer to
study the current situation in a particular setting and situation. The researcher used an open-ended survey, observation and telephonic interview to realize the objectives of the study which aimed to obtain information by observing the actual settings and situations of English classrooms.

The study adopted four methods for data collection: survey, focus group discussion, classroom observation and telephonic interview. These methods have been selected keeping in mind the problem to be investigated, nature of the sampling, reliability of the methods, and effectiveness of the tools. The methods are:

1. **Survey**

   Survey was selected for the study to elicit information from the respondents. It was used to analyze the teachers’ background information, academic qualification, skills, attitude towards their profession, and teachers’ needs for training, materials, resources, and support. It was also useful to collect information from a large group of population (see annexure 1 and 2).

2. **Focus Group Discussion (FGD)**

   A focus group discussion (FGD) was conducted as part of the workshop¹ held in Academic Staff College, Aligarh Muslim University, Aligarh. The discussion helped the researcher to find more opportunities to get a shared and dominant view that could capture a wide range of perspectives related to the research problem. Resource persons² conducted the sessions while it indirectly became part of the eliciting process required in the survey questions. A structured interview questionnaire was used while discussion (see annexure 3). The discussion was audio-taped.

3. **Classroom Observation**

   This method was used to obtain the general information about teacher and student behavior, objectives of teaching language, communication skills of teachers, effectiveness of classroom interaction, methodology, use of types of teaching materials, and feedback as a tool of teaching-learning process (see annexure 4).
4. *Telephonic Interview*

A telephonic interview was also conducted with the respondents. The conversation on telephone took place with some selected participants from each block. The respondents were contacted on telephone. The interview was geared to collect respondents’ point of view. The questions asked from the respondents were roughly framed as this will regard to the teaching of English based on the idea of their needs.

The interview aimed to investigate the responses of the teachers about their choices of teaching models. The purpose was to further identify the teachers’ perception regarding their needs for training on new methods of teaching, focusing on the changing context of educational goals and settings.

4.4.1.2 Population and Sampling

*Selection of population*

The populations chosen for the study were the principals and English teachers of secondary schools of Aligarh. The survey had been conducted in all twelve blocks of Aligarh district – Lodha, Ackabad, Dhanipur, Jawan, Chandaus, Khair, Iglas, Gonda, Atrauli, Bijauli, Tappal, and Gangiri. The study was based on the data taken from 100 teacher questionnaires and 100 principal questionnaires. The data generated through different schedules being reported separately as follows:

*Teacher questionnaire*

The convenience random sampling was used in the selection of data. 150 teacher questionnaires were distributed among the teachers. Only 100 teacher questionnaires were found valid which were found to be representative of rural/urban schools, UP board, CBSE board, and AMU board schools, categories of schools (government aided, government unaided, private, and missionaries), and language of instruction (see Table-2).

*Principal questionnaire*

120 questionnaires were distributed only 100 valid questionnaires had been taken for the analysis of the data.
Criterion of sampling

Mixed criterion of sampling was followed in the selection of population. Convenience sampling was followed in the selection of population for the survey, focus group discussion and classroom observation. During telephonic interview, the researcher followed the purposive sampling criteria. The selection of the participants was done by choosing one participant from each block. The selection of the participants was done considering their willingness to share information on relevant pedagogical aspects.

4.4.1.3 Tools

The Design of the tools

The tools and techniques selected for the study were effectively used in retrieving relevant information from the participants. The tools used to collect data include both subjective and objective type items. The parameters taken up for the design of quantitative questionnaires were tasks related to instructional practices, job related conditions, context of teaching, work culture, resources, infrastructure, other challenges, and training needs.

The selection of tools was done on the basis of the requirement of the kind of information. A number of tools had been used at different stages of data collection. The tools used are:

1. Schedule-I: Teacher Questionnaire

The aim of the teacher questionnaire was to realize the facts, opinions and attitudes based on the responses obtained from the respondents. Information was obtained regarding the current status of English teaching. Teacher questionnaire itself gathered the information regarding present status of teachers and teaching of English. The questionnaire included 41 items which are a mix of open-ended and close-ended questions. Close-ended questions were designed using likert scales of agreement, quality, frequency and likelihood. These items have been divided into nine different sections as follows:
Section-1- School information

This section aimed to obtain information of schools. The items of these sections were related to the name of the school, name of the block, contact number of school, and category, board and medium of the schools surveyed.

Section-2- Respondents’ detail

In this section, the items were supposed to ask the name and ID no. (optional) of teachers, mother tongue, gender, age, teaching status, distance of school from home, strata, domicile, residential address, time of residing in the same address and contact number. This section aimed to collect information regarding the gender and age of teachers, their teaching position (TGT/PGT/Part-time/Full-Time/Permanent/Temporary) and location of their workplace from their place of residence.

Section-3- Educational background

This section was based on teachers’ qualification, total teaching experience and teaching experience in current school.

Section-4- Teacher’s workload

The items in this section were related to the examination workload, evaluation and assessment, and nature of problems teachers faced. Six point scales had been used to obtain the information on quantum of teaching and classroom performance of the students.

Section-5- Domain-specific language use

This section includes information based on teachers’ proficiency level in using English media, computer and internet in classrooms. The items of this section were based on teachers’ concern for training on use of English in different situations. Five point scales were used to obtain information related to the use of English as a medium of instruction.

Section-6- Language proficiency

This section obtained information on teachers’ proficiency in different language skills, ability to use different materials, and language evaluation skills. Five point scales have been used to obtain information related to proficiency in language skills. Three point
scales have been used in getting information about language evaluation skills and ability to use different teaching materials.

Section-7- Attitude towards teaching profession

This section includes items based on attitude of teachers towards different aspects of teaching profession. The aspects were based on the level of satisfaction required in administrative work, likelihood of teaching as profession, job recognition, and other challenges. Five and three point scales have been used.

Section-8- Teacher training needs

This section tried to get information related to teachers' opinion on required changes in syllabus of English taught in secondary schools and the curriculum for teacher education. Five point scale have been used to rate the different abilities required for English teachers of secondary schools.

Section-9- Teachers' support needs

This section aimed to receive information regarding teachers' opinion on receiving recognition as a resourceful teacher by their principals. The respondents were also asked to mention the topic of their interest on professional development activity. They were also asked to mention problems teachers faced in pre-service and in-service teacher training.

2. Schedule-II: Principal questionnaire

Principal questionnaire included items based on administrative and management needs of the teachers. It contained total 16 items. All the items were related to following categories:

i. Number and duration of teacher training sessions attended
ii. Teacher accountability
iii. Teacher Attendance
iv. Number and Types of training programs
v. Resources for teacher development
vi. Availability of infrastructural facilities
vii. Administrative support
The principal questionnaire contained sixteen (16) items which included both open-ended and close-ended items. Different types of items have been used, such as, choose and tick, yes/no, and likert scales. In question no. 4, 5, and 15 five point scales related to frequency have been used.

3. Classroom observation tool

An observation tool was prepared to observe the actual classroom situations and settings to analyze the present status of English language teaching. It contained 31 items. The items were categorized into following sections:

A. General Information
B. Skill/Content-based Objectives
C. Teacher Communication Skills
D. Teaching Methodology Used
E. Use of Teaching Materials
F. Evaluation and Feedback

The questions were a mix of open-ended and close-ended questions. The category of closed-ended questions contained ‘yes/no’, choose and tick, and rating scales. The primary purpose of the tool was to obtain information related to the effectiveness of teacher, teaching procedures, textbooks and methodology.

4. Interview questionnaire

An interview questionnaire was used during focus group discussion (FGD). It contained seven open ended questions with an additional column asking about any other problem teachers facing in their situations. The purpose to use questionnaire during FGD was to ensure the specificity of the discussion in a given context. The idea was to connect the information retrieved with that of the quantitative survey.

4.4.1.4 Procedures of Data Collection

The field work and data collection can be recounted briefly by discussing the steps in different phases.

The first phase of data collection starts from the survey. The questionnaires were distributed among the respondents at their workplace.
In second phase, focus group discussion (FGD) had been conducted. There were four different sessions in the workshop. Before conducting focus group discussion (FGD) the resource persons were briefed about the related features of the teacher questionnaire. The first two sessions were devoted to enter the data as per the schedule. Focus group discussion was generated to confirm the findings based on the information provided in the school. The respondents shared important information during the discussion with the resource persons. Respondents were allowed to enjoy the flexibility of group discussion. Every participant got the equal chance to speak and share their views on different problems they were facing in their schools. Some teachers were very passive. Our attempts to stimulate them to speak did not work. They were echoing the same line of dialogues that was generated by their peers. Some of them were quite cautious not to speak. The resource persons were also briefed about precautions and interventions that could help the conversation focused without disturbing the dynamics of the group voice. The discussion was audio recorded. The purpose of the recording was to recollect the significant points discussed by the respondents. The last session was the feedback session. This session was important as it aimed to invite respondents’ suggestions on their needs and wants related to their profession.

The third phase of data collection was to observe the actual English classroom situations. Classroom observation tool was designed and used to record the relevant information. Before proceeding for observation, the researcher analyzed English textbooks. The contents and the objectives of the textbooks had been read carefully so that the objectives of the lessons and other aspects of language teaching could be observed and realized. Seventeen teachers from different schools were observed. During observations many significant problem areas and areas related to training needs of teachers were identified.

The last and final phase of data collection was conducting telephonic interviews with respondents. The conversation was noted down. The respondents were asked about their requirement to bring changes in teaching methodology, textbooks and materials. Views of the respondents had been transcribed before analysis. They were also questioned about their requirement for the training in these areas during pre-service and in-service teacher training programmes.
4.5 Data Interpretation

After data collection, the information was arranged, organized, and interpreted. To analyze closed-ended items data was entered into excel sheets. Through excel sheets bar-diagrams and pie-charts were designed. Frequency of responses had been calculated for each item. The concepts were quantified obtained in the form of responses of the respondent. The information was transcribed and arranged in various categories, like, the role of the teacher has to play in a given teaching situation and context, what are the different teaching complexities, curriculum adaptation, curriculum development and implementation, unstructured materials development, and others.

Significant information was also obtained from classroom observation. Different sections of the observation tool were analyzed separately and the frequency was calculated. The Microsoft excel sheets were used for data entry and the calculation of frequency of responses. The results were analyzed to generalize the statements which served as the significant bases to suggest the implications.

During the telephonic interview the responses were noted down. The responses were transcribed before analysis. While analyzing the telephonic interview, only new information was selected to enrich the findings of the study. The results had been cross validated with the information obtained through survey questionnaires, focus group discussion, classroom observation, and telephonic interview.

4.6 Limitations

The study is restricted to certain limitations apart from the constraints related to time, conditions, and availability of resources. Some of the limitations are:

1. The first limitation is that the students' and education officers' perspectives have not been considered during interviews. The data had not been taken from education officers to justify the issues raised by the teachers during Focus Group Discussion.

2. The second limitation is that the classes of all hundred teachers could not be observed because of time and other constraints. Only representative school:
from each block have been selected randomly to observe and understand the actual classroom settings.
CHAPTER-5
CHAPTER 5

INTERPRETATION OF DATA

5.0 Data Analysis

The sections discussed in this chapter are demonstrating a brief picture of findings of the training needs analysis (TNA) conducted on English teachers in secondary schools of Aligarh.

The data had been analyzed in different stages. Entry of the data had been done by using Microsoft Office Excel Sheet. It was arranged and represented through bar and pie charts. Quantitative data obtained through survey was further subjected to qualitative analysis in the form of focus group discussion, classroom observation, and telephonic interview.

5.1 Teachers’ Data

The data obtained through the survey has been put into the following categories:

i) Background information of the respondents
ii) Quantum of teaching of English
iii) Students’ performance in different language skills
iv) Medium of instruction
v) Attitude towards teaching profession
vi) Teachers’ proficiency in different skills and using different teaching materials
vii) Attitude of different group of the society towards teaching profession
viii) Teachers’ preferences and responses towards teaching of English
ix) Problems and challenges in language teaching
x) General abilities of secondary school teachers
xi) Training needs of the teachers
xii) Support available in the schools
5.1.1 Background Information

The background information in this section represents the background of respondents by the area (rural and urban), school category and Board of school affiliation, medium of instruction, gender, age, designation and educational qualification.

**Gender-wise Classification of Respondents**

![Gender-wise Classification of Respondents](image)

Figure 1

61% respondents are male and 39% are female (Figure 1).

**Age-wise Classification of Respondents**

![Age-wise Classification of Respondents](image)

Figure 2

The respondents belonged to five different age-groups (as shown in figure 2):

1.) 18-25 years (16%)
2.) 26-35 years (37%)
3.) 36-45 years (245)
4.) 46-55 years (19% respondents)
5.) 56-above years (4% respondents)

*Teachers' Designation*

![Teachers' Designation](image)

Figure 3

35% respondents are TGT where 10% are PGT teachers. 26% respondents are permanent employees whereas 11 %, 13% and 5% are full-time, temporary and part time teachers respectively (see Figure 3).

*Teachers' Educational Qualification*

![Educational Qualification of Teachers](image)

Figure 4
48% respondents earned the degree of P. G. 17% respondents are only graduates followed by 13% having Post graduation degrees. 13%, 3%, 2% and 2% respondents have B.Ed., PGCTE, PhD, D.Ed. and Bachelors of Teaching qualification respectively (see Figure 4).

**Types of Schools**

![Diagram of Types of Schools (area-wise)]

Figure 5

100 schools covered during the study come in the category of rural and urban areas. 50% are located in rural area and 50% belong to remaining urban area (Figure 5).

**Category of Schools**

![Diagram of Category of Schools]

Figure 6

The figure 6 illustrates that 43% of the respondents belonged to private-aided category while 33% respondents belonged to the private-unaided category. The government category represents only 21% whereas the minority/missionary category represents only 3%.
Board-wise Classification of Schools

The schools surveyed are affiliated to three boards. U. P. Board represents 52% of the total schools, CBSE represents 31% while only 15% schools represent AMU Board (see Figure 7).

Medium of Instruction in Schools

33% respondents report that they use only English language whereas 55% use English and Hindi as medium of instruction. 12% of the respondents use English and Urdu as medium of instruction (see Figure 8).
5.1.2 Quantum of teaching of English language

**Speaking**

Only 10% respondents report that 80-90% teaching of speaking skills had been done in schools. 15% report 60-70% teaching of speaking skills followed by 10% report it as 50-60%. The remaining respondents report it as below 50%. The interesting point is that 14% of the teachers opine that teaching of speaking skills is not applicable to their respective schools (see Figure 9).

![Quantum of Teaching Speaking Skills](image)

*Figure 9*

**Reading**

23% respondents report that 80-90% quantum of reading skills has been completed in one academic session. 14% report it as 60-70% while 20% report it as only 50-60%. The remaining 24% respondents report that teaching of reading skills is below 50%.

![Quantum of Teaching of Reading Skills](image)

*Fig. 10*
Writing

22% of the respondents report that 80-90% teaching of writing skills is done in one academic session. 16% report it as 60-70% while 20% report it as 50-60%. The remaining respondents report it as below 50%. 2% opine that teaching of writing skills is not applicable to their schools (see Figure 11).

![Quantum of Teaching of Writing Skills](image)

Figure 11

Grammar

Only 18% of the respondents report that 80-90% teaching of grammar takes place in one academic session. 17% report it as 60-70% where 21% report it as 50-60%. The
remaining 23% report it as below 50%. 11% of the respondents report that teaching of grammar is not applicable to their schools.

**Listening**

Only 16% of the respondents report that 80-90% teaching of listening skills takes place during one academic session. 9% report it as 60-70% whereas 12% report it as 50-60%. The remaining 28% report it as below 50% while 26% of the respondents opine that teaching of listening skills is not applicable to their schools (see Figure 13).

![Quantum of Teaching of Listening Skills](image)

**Pronunciation**

19% of the respondents report that 80-90% teaching of pronunciation have been done in one academic session. 9% of the respondents report it as 60-70%. 10% report it as
50-60% teaching. The remaining 27% report it as below 50%. 25% of the respondents opine that teaching of pronunciation does not take place in their schools.

5.1.3 Class IX and X Students’ Performance in Different Language Skills

**Students’ Performance in Speaking Skills**

Only 1% of the teachers report that class IX students’ performance in speaking skills is excellent (90-100%). 8% report that performance of students is good at speaking skills (70-80%). 18% report it as satisfactory (50-60%). Remaining of them report that students’ performance is only average or poor. 4% opine that students’ performance in speaking skills is not applicable to their schools.

![Class IX and X Students' Performance in Speaking Skills](image)

Only 1% of the respondents report that their students’ performance in speaking skills is excellent (90-100%). 7% respondents report that class X students’ performance is good (70-80%). 11% report it as satisfactory while 23% report it as average. 18% respondents report that their students perform poor (10-20%) in speaking skills (see Figure 15).
Students’ Performance in Listening Skills

![Bar Chart: Class IX and X Students' Performance in Listening Skills](image)

Figure 16

7% respondents report that performance of class IX students in listening skills is excellent (90-100%). 22% report that students in their schools are good (70-80%) at listening skills while 30% respondents report it as satisfactory (50-60%). 16% report it as average (30-40%) and 5% report it as poor (10-20%) in the category (see Figure 16).

Talking about the listening performance of class X students, only 4% of the respondents report that their students’ performance is excellent (90-100%) in listening skills. 18% report it as good (70-80%). 19% report it as satisfactory (50-60%). 9% report it as average (30-40%). 5% report that their students are poor (10-20%) in listening skills (see Figure 16).
Students Performance in Reading Skills

![Bar Chart: Class IX and X Students' Performance in Reading Skills](image)

**Figure 17**

Only 10% of the respondents report that their class IX students' performance in reading skills is excellent (90-100%). 23% report it as good (70-80%). 24% report it as satisfactory (50-60%). 19% report it as average (30-40%). 5% of the respondents report that their students are poor (10-20%) in reading skills (see Figure 17).

With regard to the reading performance of class X students only 5% respondents report that their students are excellent (90-100%) in reading skills. 19% report it as good (70-80%). 15% report it as satisfactory (50-60%) while 18% report it as average (30-40%). Only 2% report that their students' reading skills are poor (10-20%).
Students Performance in Writing Skills

Fig. 18

Only 12% of respondents report that their class IX students’ performance in writing skills is excellent (90-100%). 20% report that their students are good (70-80%). 27% report it as satisfactory (50-60%). 15% report it as average (30-40%). 7% report that students are poor (10-20%) in writing skills.

Talking about the performance of writing skills of class X students, only 8% of respondents report that their students perform in excellent category (90-100%) in writing skills. 18% report them as good (70-80%). 17% report them as satisfactory (50-60%). 10% report them as average (30-40%) while 1% report it as poor performance (10-20%).
Students’ Performance in Grammar

Class IX and X Students' Performance in Grammar

<table>
<thead>
<tr>
<th>Preference Scale</th>
<th>No. of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor (10-20%)</td>
<td>IX 4% IX 7%</td>
</tr>
<tr>
<td>Average (30-40%)</td>
<td>IX 17% IX 23%</td>
</tr>
<tr>
<td>Satisfactory (50-60%)</td>
<td>IX 19%</td>
</tr>
<tr>
<td>Good (70-80%)</td>
<td>IX 12% X 16%</td>
</tr>
<tr>
<td>Excellent (90-100%)</td>
<td>X 3%</td>
</tr>
</tbody>
</table>

Only 7% of the teachers report that their class IX students are excellent (90-100%) in grammar. 16% report it as good (70-80%). 31% report it as satisfactory (50-60%), 23% respondents report it as only average (30-40%). 7% of the respondents report that their students are poor (10-20%) in grammar. Representation of class X students’ performance in grammar conveys that only 3% of the respondents report that their students’ performance in grammar is excellent (90-100%). 12% report it as good (70-80%). 19% report it as satisfactory (50-60%). 17% report it as average (30-40%). Only 4% report that their students are poor (10-20%) in grammar (see Figure 19).
Students' Performance in Pronunciation

Only 6% of the respondents report that the performance of class IX students in pronunciation is excellent (90-100%). 13% report it as good (70-80%). 5% report them as average (30-40%). 10% report it as poor (10-20%) while 6% of the respondents believed that students' pronunciation skills are not applicable to their schools. In terms of the performance of class X students, only 2% of the teachers report that their students are excellent (90-100%) in pronunciation skills. 11% report them as good (70-80%). 21% report them as satisfactory (50-60%). 25% report them only as average (30-40%). 10% report them as poor (10-20%). 3% respondents report that pronunciation skills are not applicable to their schools (see Figure 20).
5.1.4 Medium of Instruction Followed by Teachers

*English used as Medium of Instruction*

![Graph showing the percentage of respondents using English as a medium of instruction.]

Figure 21

25% of respondents report that they use English very much as a medium of instruction. 19% report that they use much English in classroom. 41% of respondents report that they use English moderately in classroom. 4% of respondents report that they use little English. 3% of respondents report that they use very little English (see Figure 21).

*English-Hindi used as Medium of Instruction*

![Graph showing the percentage of respondents using English-Hindi as a medium of instruction.]

Figure 22

Only 7% of respondents report that they use very much Hindi as medium of instruction. 20% use Hindi more while 20% use it moderately. 10% use very little
Hindi. The remaining 10% of respondents report that they do not use Hindi at all in classrooms (see Figure 22).

**English-Urdu used as Medium of Instruction**

![Graph showing preference scale for English-Urdu use](image)

Figure 23

Only 3% of the respondents report that they use Urdu much as medium of instruction, 6% use Urdu moderately as medium of instruction, 12% report that they use Urdu very little. 9% report that they use very little Urdu. 52% do not use Urdu at all as a medium of instruction (see Figure 23).

**Other Languages used as Medium of Instruction**

![Graph showing preference scale for other languages use](image)

Figure 24

81% of respondents report that they do not use any other language as medium of instruction in English classroom (see Figure 24).
5.1.5 Proficiency in Language Skills

![Bar chart showing proficiency in language skills.](image)

Figure 25

31% of respondents report that they are very good at speaking. 22% are good followed by 1% as average. Only 4% are poor in speaking skills. For the proficiency in reading skills, 52% of respondents report very good at reading skills followed by 31% report as good and 6% report them only as average. 46% report them as very good at writing followed by 36% report them as average and 2% report them as very poor (see Figure 25).

5.1.6 Opinion about Teaching Profession

![Bar chart showing opinion about teaching profession.](image)

Figure 26
41% of the respondents opine that students have high opinions about teaching profession. 39% report it as average opinion followed by 8% responding as low opinion about teaching profession. 43% of the respondents report that their parents have high opinion about teaching profession. 39% report it as average opinion followed by 5% report it as low opinion. 33% of the respondents report that their local community has high thinking about teaching profession whereas 39% report it as low opinion. 12% report it as low opinion. 44% of respondents report that their colleagues have high opinion about teaching profession while 38% report it as average. Only 4% report it as low (see Figure 26).

5.1.7 Proficiency in Using Effective Teaching Materials

![Teacher Proficiency in Using Classroom Materials](image)

Figure 27

66% of the respondents report that they have average proficiency in using textbooks. 23% report them as poor in using textbooks only. 44% report that they are good at using supplementary materials whereas 27% respondents report themselves as average. 3% report them as poor while 19% report that they do not use supplementary materials while teaching whereas 14% report that they are good at using audio materials for the purpose of teaching followed by 11% report them as only average while 4% report them as poor. 64% report that they do not have this facility in their schools. 14% report them as good at using audio-visual materials. 12% report them as average whereas 4% report them as poor. 63% report that they do not have the facility
of audio-visual materials in their schools. Only 9% report that they are good in using language laboratory whereas 7% report them as average and 4% report them as poor. 73% of the respondents report that they do not have language laboratory in their schools (see Figure 27).

5.1.8 Difficulties in Evaluation of Language Skills

![Difficulty in Evaluation of Different Language Skills](image)

- 48% of respondents report that they face slight difficulty in evaluation of listening skills whereas 30% report moderate difficulty and remaining 3% report that they face very serious difficulty. 29% report slight difficulty in evaluation of speaking skills whereas 39% report moderate difficulty and 17% report very serious difficulty. 37% of respondents report that they face slight difficulty in evaluation of reading skills whereas 44% report moderate difficulty and remaining 4% report that they face very serious difficulty. 41% of them report that they face slight difficulty in the evaluation of writing skills whereas 38% report moderate difficulty and remaining 6% report very serious difficulty. 30% of respondents report slight difficulty in the evaluation of grammar whereas 36% report moderate difficulty and 19% report very serious difficulty. 34% of respondents report slight difficulty in evaluation of pronunciation whereas 38% report moderate difficulty followed by 17% report very serious difficulty (see Figure 28).
5.1.9 Attitude towards Teaching Profession

![Teachers' Attitude Towards Teaching Profession](image)

26% of respondents strongly agree that they were involved in decision making. 42% of them also agree while 4% of respondents are undecided to report followed by 3% report that they do not involve in any decision making activities. 20% of respondents report that distribution of work is made on the basis of merit and specialization. 46% also agree whereas 9% are undecided followed by 6% and 3% who are strongly disagree and agree respectively. 27% of respondents report that work environment in their schools meet their most of the needs. 41% also agree whereas 8% are undecided to report followed by 8% and 6% of them disagree and strongly disagree, respectively. 26% respondents report that they are not satisfied with their job. 44% agree for the same whereas 8% are undecided followed by 6% and 3% who strongly disagree and disagree respectively (see Figure 29).
5.1.10 Preference for English Teaching

![Teachers' Preferences for Teaching Profession](image)

Figure 30

52% of the respondents strongly agree that teaching is an interesting job. 16% also report it as agree whereas 6% are undecided followed by 3% and 1% disagree and strongly disagree respectively. 51% of the respondents strongly agree that teaching is useful profession. 26% also agree whereas 6% are undecided to report. Only 1% strongly disagrees. 33% of respondents strongly agree that teaching is satisfactory profession. 28% also agree while 11% were undecided to report. Only 3% disagree and 2% strongly disagree (see Figure 30).
5.1.11 Challenges in Teaching Profession

![Bar Chart: Challenges in Teaching Profession](Image)

- **Covering the course on time**
- **Scheduling the given administrative responsibilities**
- **Commitment to see the desired learning outcomes**
- **To fulfill the commitments made by school that relates to my job profile**

30% of the respondents report that covering the course on time is extremely challenging to them. 33% report it as challenging while 22% report it not challenging at all. Only 20% of the respondents report that it is extremely challenging for them to schedule the given administrative responsibility. 42% find it as challenging while 24% report that it is not challenging at all. Only 29% of the respondents opine that making a commitment to see the desired learning outcomes is extremely challenging for them whereas 34% find it as challenging and 23% report that it is not challenging at all. 22% of the respondents report that to fulfill the commitments made by the school authority that relate to their job profile is extremely challenging. 40% rate it challenging while 24% rate it not challenging at all (see Figure 31).
12% respondents strongly favor that dealing with facts out of textbooks makes teaching dull. 17% are in favor to some extent. 14% report that they are undecided. 6% report it somewhat unfavorable. 20% report strongly unfavorable and 23% opine that it is not applicable to their situation. 12% of the respondents are strongly in favor of the fact that using set patterns for teaching is boring. 22% report it somewhat favorable while 15% are undecided to report. 8% of the respondents are not in favor. 12% are strongly not in favor while 25% report that this is not applicable to their situation. 48% of the respondents strongly support the fact that using a variety of activities makes teaching more effective. 18% are somewhat in favor for the same while 6% are undecided to report. 2% are somewhat unfavorable and 5% strongly unfavorable whereas 16% of the respondents report that it is not applicable to their schools. 6% of the respondents strongly believed that teaching through computers is difficult 11% of the respondents are in somewhat favor while 18% are undecided. 9% opine that it is somewhat unfavorable whereas 12% report it as strongly unfavorable. 37% of the respondents opine that it is not applicable to their situation. 20% of the respondents are strongly in favor for the fact that correcting pupils’ answers/scripts is the most tiring job. 14% respondents report it favorable while 17% report that they are
undecided. 7% report that they do not favor and 11% report that they are strongly unfavorable for the same. 23% of the respondents believe that this is not applicable to their situation (see Figure 32).

5.1.13 General Abilities of Secondary School Teachers

<table>
<thead>
<tr>
<th>General Abilities of Secondary School Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having subject knowledge</td>
</tr>
<tr>
<td>Classroom Communication skills for content delivery</td>
</tr>
<tr>
<td>Team building and networking abilities</td>
</tr>
<tr>
<td>Ability to produce appropriate classroom materials</td>
</tr>
<tr>
<td>Using a computer and internet</td>
</tr>
<tr>
<td>Updating with the relevant books in your areas</td>
</tr>
</tbody>
</table>

![Bar chart showing preferences](chart)

Figure 33

61% of the respondents strongly agree with the fact that secondary school teachers must have the subject knowledge. 15% of them only agree. 6% are undecided. 1% disagrees and 3% strongly disagree. 41% of the respondents strongly agree that classroom communication skills are needed for content delivery. 32% of them agree. 7% are undecided. 5% disagree and only 1% disagrees. 32% of the respondents strongly agree that having team building and networking abilities is good for secondary school teachers. 32% also agree and 11% are undecided. 2% disagree and 9% strongly disagree. 36% of the respondents strongly agree with the fact that teachers must have the ability to produce appropriate classroom materials. 25% also agree while 15% are undecided. 3% and 5% disagree and strongly disagree receptively. 28% of the respondents strongly agree with the fact that secondary school teachers must have the ability to use computer and internet. 23% of the respondents also agree while 16% are undecided to report. 10% disagree and 9% strongly disagree (see Figure 33).
68% of the respondents strongly approve that they receive support by the principal. 19% of them report it as somewhat approve while 3% are undecided followed by 5% somewhat disapprove and strongly disapprove respectively (see Figure 34).
68% of the respondents strongly approve that they receive support by the principal. 19% of them report it as somewhat approve while 3% are undecided followed by 5% somewhat disapprove and strongly disapprove respectively (see Figure 34).
5.2 Principals' Data

This section includes discussion on the issues related to teacher attendance, teacher accountability, teacher engagement, training programmes required for teachers, duration of training, support and facilities provided for the teachers, and provision for SC/ST/minorities, budget and fund for teacher training.

5.2.1 Teacher Attendance

64% of the respondents report that teacher attendance in their schools is 90-100% while 33% report it as 70-80%. Only 3% report that teacher attendance is 50-60% (see Figure 36).

![Figure 36: Teacher Attendance](image)

5.2.2 Teacher Accountability

![Figure 37: Teacher Accountability](image)
32% of the respondents report that teachers are always accountable for inefficient teaching. 2% report it as usually accountable and 2% are unsure. 17% report it as seldom accountable while 34% report never accountable. 14% respondents report that teachers are always accountable for not completing syllabus. 5% report it as usually accountable while 3% are unsure. 32% of them report it as seldom accountable while 36% report never accountable. 8% of the respondents report that teachers are accountable for the poor assessment. 6% report it as usually accountable where 10% are unsure. 21% report it as seldom accountable and 40% report never accountable. 8% of the respondents report that teachers are always accountable for high failure rate. 4% report usually accountable and 2% are unsure. 12% report it as seldom accountable while 49% report never accountable (see Figure 37).

5.2.3 Teachers Engagement in Single/Double Shift

87% of the respondents report that teachers in their schools are always engaged for single shift. Only 3% of them report very frequently while 5% report it as occasionally. 1% of them report it as rarely and 2% report at as never. When asked for engaging teachers for the double shift in schools only 7% of the respondents report it as always. 1% reports it as very frequently while 9% report it as occasionally. 18% report that they never engaged teachers for double shift (see Figure 38).
5.2.4 Number of Sessions given to Train Teachers

75% of the respondents report that they did not receive any training during the year 2010-11. 8% respondents mentioned 1 training session received. 5% received training twice during the same year. 1% received 3 training sessions while 1% report that they received only four training in the same year (see Figure 39).

44% of respondents report that teachers in their schools did not receive any training in last two years whereas 4% report it as one training session for the teachers, 4% report it as two training sessions while 5% report three training sessions and only 1% report one training session. 44% respondents report that there is no training session arranged in their schools for the teachers in last three years, 4% report one training session received, 3% report as two training sessions where 4% of them report three training sessions, and 3% report four training sessions during last 3 years. 60% of respondents report that no training had been arranged for the teachers in their schools during last five years. Only 1% of them report that one training session was received. 1% reports two training sessions, 2% report three training sessions follow 4% report four training sessions (see Figure 39).
5.2.5 Need for Various Training Programmes

![Diagram: Types of Training Programmes Needed at the Target Schools]

- Workshops (short-term) 3-5 days
- Refresher course in English Teaching (duration: a week / 3-4 weeks)
- Training colleges for classroom observation
- Feedback training session with teachers on curriculum and learning outcomes
- Training colleagues for effective student assessment

Figure 40

29% of the respondents claim short-term workshops of 3-5 days for the teachers in their schools. 23% claim that the teachers in their schools need one-week/3-4 days refresher course in English. 13% claim that the teachers in their schools must be allowed to conduct classroom observation tasks in training colleges. 18% claim that a feedback training session with teachers on curriculum and learning outcomes would be the best type of training programme for the teachers in their schools. 17% show their concern for the requirement of training colleagues for effective student assessment.
5.2.6 Provision of Separate Budget

Only 4% of the respondents report for having the provision of separate budget provided for teacher development. 96% of the respondents report that they do not have any provision of separate budget to arrange teacher development programmes (see Figure 41).

5.2.7 Receiving Funds for Teacher Support Programme

14% of the respondents report that funds are allocated for infrastructural development of schools. 16% receive funds only for textbooks and other materials development. 10% receive funds for photocopying, telephone, fax, etc. facilities for the teachers. 11% report that they receive funds for the contingency and other stationary meant for
the teachers. 6% report that they receive funds for conducting training sessions for the teachers in their schools. 3% receive funds for other purposes.

5.2.8 Giving Time and Support to Teachers

![Diagram showing giving time and support to teachers]

Figure 43

76% of the respondents give time and support to the teachers to consult and plan regular classroom activities while 24% deny this facility being provided to the teachers (see Figure 43).

5.2.9 Special Provision for SC/ST/OBC/Minority/Physically Challenged Learners

52% of the respondents have the provision for SC/ST/OBC/Minority/Physically Challenged learners in their schools. Remaining deny any provision for them (see Figure 44).

![Diagram showing special provision for SC/ST/OBC/Minority/Physically Challenged Learners]

Figure 44
5.2.10 Duration of Training Sessions Required to Train Teachers

![Bar chart showing duration of training sessions required to train English teachers](chart)

62% of the respondents demand one-week training session for the teachers in their schools. 9% demand one-three weeks training programme. 5% demand four-six weeks training programme. Only 1% of them demands seven-nine weeks training programme. 5% of them demand ten-twenty weeks training programme (see Figure 45).

5.2.11 Requirement of Resources for Teacher Education

36% of the respondents report that library support is required for teacher support. 25% opine that internet resources are required. 26% report that teachers require TA/DA for attending workshops and training programmes. 12% report that trained teacher educator is one of the resources required for teacher education. Only 1% reports that some other resources are also needed for teacher education (see Figure 46).

![Pie chart showing resources required for teacher education](chart)
5.2.12 Institutional Facilities Requirements for Teachers

**Internet Facility**

65% of the respondents report that they do not have the facility of internet for the teachers in their schools. 4% report that rarely has this facility, 7% report only sometimes, 5% report usually and 10% report always (see Figure 47).

**Computer Facility**

33% of respondents report that they do not have the facility of computer for teachers. 7% report that they rarely have this facility, 4% report sometimes, 6% report usually and 26% report always (see Figure 47).

**Library Facility**

26% report that they never have the facility of library for the teachers in their schools. 6% report that they rarely have this facility while 5% report only sometimes, 9% report usually and 33% report always (see Figure 47).

**Stationary Facility**

28% report that they do not get the facility of stationary for the teachers in their schools. 4% report that they rarely have this facility. 4% report only sometimes. 7% of them report that they usually have this facility. 26% report that they always have this facility (see Figure 47).

**Telephone Facility**

31% of the respondents report that they never get the facility of telephone for the teachers. 3% of respondents report rarely provides. 4% report sometimes while 10% of them report that they usually provide this facility. 21% report that they always provide the facility of telephone to the teachers in their schools (see Figure 47).

**Facility of Photocopying**

31% of the respondents report that they never have the facility of photocopying for the teachers. Only 2% of them report that they rarely have this facility. 4% report sometimes. 4% report it as usually. 17% report that they always have the facility of photocopying for the teachers (see Figure 47).
64% of the respondents report that they have the facility of electricity in their schools. 94% have the facility of drinking water. 82% have the facility of common toilets. 84% have separate toilets for girls and boys. 95% have the facility of blackboard. 89% of respondents report that they have sufficient classrooms in their schools. The representation for the lack of the facilities in schools shows that 34% of the respondents report that they do not have the facility of electricity in their schools. 4% report the problem of drinking water. 16% report non-availability of common toilets.
13% report that they do not have the facility of separate toilets for girls and boys. 3% report non-availability of blackboard. 9% report lack of sufficient classrooms.

5.3 Data Interpretation

5.3.1 Survey

The findings of the survey are categorized into two sections:

   i) Problem areas in language skills
   ii) Areas of training needs

**Problem areas in language skills**

The respondents opine that they lacked extensive reading habits. This problem has been identified specially among those teachers who were employed in rural area schools. Many teachers face problems in composing different formats of writing skills. They also lack creative writing skills.

Some respondents mention that their students faced problems in speaking skills and the need for training was felt for speaking skills. The areas identified are conversation, public speaking, fluency and pronunciation, making presentations and conducting meetings. Problems in grammar have been identified as the teacher respondents report that they lacked basic knowledge of grammar such as complex sentence structures, sentence transformation, e.g. active to passive voice, using preposition, etc.

**Areas of training needs**

The respondents mention different areas of training for pre-service training of the teachers. They need training on different following areas:

1. Making presentations
2. Using computers and internet
3. Preparing notes during meeting
4. Writing lesson plans
5. To be creative and innovative
6. Training on how to make students competent in writing and speaking skills
7. Attending formal meetings
8. Teaching methodology about the use of audio-visual aids
9. Attending training courses, workshops, conferences, seminars, etc.
10. New innovative methods to teach grammar
11. Teaching methods suitable to the context of teaching
12. Methods to teach fluency and pronunciation
13. Ways to improve vocabulary

From the above it is evident that the need to get trained becomes very obvious. They mention about their readiness to attend continuous training programmes. Those who belonged to rural area schools are more willing to attend training and workshops. They show their concern to increase the awareness of parents towards the education of their children. They mention some areas of training to be included in pre-service training programmes. The training areas identified for rural area teachers are:

i. Methods of teaching listening, speaking, pronunciation, reading and writing skills particularly in in non-English environment
ii. Teach pronunciation to students belong from uneducated background

5.3.2 Focus Group Discussion

The Focus Group Discussion reveals teachers’ viewpoints about their training needs. These problems are discussed below:

Medium of instruction: In the context of UP Board schools where English is used as language of instruction teachers have to use Hindi as a medium of instruction to teach English language. It is because the students are unable to respond in English. Students are not only unable to understand but also lack motivation to speak and understand English language. This further deteriorates their interest and participation in classroom teaching.

Varieties of English language: Teachers report that they themselves are confused about the rules of English language pronunciation and spelling in terms of varieties of English whether to follow the British or American Style of spelling and pronunciation.

Classroom teaching-learning situations: Teachers feel that students are not so clear about the fundamentals of English language. Some teachers report problems
in students' basic English vocabulary and structures of English language. Students cannot speak, write, read and understand English very well yet they want to study English language. Teachers have to face this dilemma to deal with those students who are even unable to answer to questions such as 'what is your father's occupation?' and 'what is your father's name?' Some teachers report that only half of the class can write by copying from the blackboard but they cannot read English textbooks prescribed in their syllabus. And what they write is full of mistakes. In classrooms, students hesitate to speak in English. Students do not get English environment at both primary and secondary school level. They even lack bare minimum exposure to English language. Even some of the students do not know how to draw a line. Teachers enter their classroom without any lesson plan. They generally do not prepare a lesson plan before entering the classroom. They feel that 45 minutes time is too short to explain a topic to the whole class. They want 1 ½ hours class to teach English.

Problems in Learners' Listening, Speaking, Reading, and Writing (LSRW): Teachers report that more than 70% students are weak in listening skills. Almost 80-90% students do not speak English. In a class of 80 students only 10 students can read the text, and they pass their board exams. Students cannot read the text in fact they sometimes even do not want to read until they are forced. 50% students participate in reading when the text was of their interest. Only 10-15% teachers report that their students are good at writing. Students' knowledge is average and below average in grammar. The students are extremely weak in pronunciation. One teacher from urban area reports that 60% of the students can write on their own when the topic is of their interest. All these problems manifest more in rural areas and henceforth proper training for creating English environment is equally needed in these areas.

Assessment problems: Examination pattern is entirely based on writing. For this reason, they do not practice speaking and reading skills in English. Teachers felt that the assessment should be based on marks and not on grading system. Some teachers report that correction of test copies is a problem as they have weekly or monthly tests and they have to examine 300-400 copies within 2-3 days. Some
other teachers report that they have to examine 400-500 copies in a very short time.

*Problems based on teaching methodology:* Teachers felt that they have to use the simple to complex method of teaching English. They also use bilingual method to teach English. Many teachers report that they are unaware of latest language teaching methodologies and need training to replace traditional methods of teaching language. They report that classroom teaching should be learner centered and not syllabus centered.

*Infrastructural Problems:* Some of the teachers report that there is no electricity in the schools. The classrooms have no proper ventilation. Teachers do not have the facilities of computers.

*Problems related to Absenteeism/Drop out/ Bunking of classes:* Some teachers report that the students’ attendance rate in the classrooms drops down to 25-30% from 75-80% during the season of cropping. The students remained absent from the school if they are punished or scolded by the teachers. This affects their learning. Not all students come to school regularly. Those who come to school generally leave the school after attendance. Because of this, they miss the opportunity to get the advantage of the classroom work. This has badly affected their examination performance.

*Gender related issues:* Girls, compared to boys are more conscious about their studies. Majority of girls attend the classes more in comparison to boys.

*Information and knowledge gap:* Teachers also mention that at primary level students must be given proper attention to teaching and learning English language, as it affected the secondary school teaching. As in some cases entrants at secondary school level do not even know how to write even alphabets. A gap of knowledge and information exists between upper-primary and secondary students. Learners of English at secondary level lacked requisite skills taught in previous classes.
Teacher accountability: Many of the teachers report that education officers visit their schools just to check only the completion of syllabuses. They also report that the officers are hardly concerned about the quality of classroom teaching as they check the quantum of teaching as per the recommended teaching schedule. They are not concerned with the process of language teaching or the problems with language learning and teaching activities.

Pressure on passing students to the higher classes: Teachers report that they were pressurized by the authorities to pass all their students. Students who were aware of this presumed tactic hardly try to study.

Issues related to Rural Areas: The teachers in rural areas have low level of knowledge in language. The teachers lack motivation to teach and even face the problem of no challenges to teach. When teachers do not find any challenging task they think that there is not much to update their knowledge. In rural areas classrooms are teacher centric, and subsequently learner participation is zero. If teachers use only English in the classroom, students do not understand anything. Students’ knowledge in basic English language skills is below average. Some teachers report that they have to give admission to all the students without considering eligibility test. Students in rural areas are charmed by the government policy of mid-day meal, which is an attraction for them to come to school. Their parents visit to the school to collect their scholarship cheques.

UP Board textbooks: Teachers report that textbooks should be based on literature, moral values, philosophies, ethics, science, Indian culture etc. Texts must contain acceptable and established vocabulary. Textbooks should be updated from time to time. Textbooks must contain authentic items based on traditional and modern literature. One teacher report that U.P. board textbooks contained varieties of topics, but due to the shortage of time teachers could not teach those items effectively. They report that they should be provided a model to teach the texts and also they need training to teach the textbook materials at the level of students in order to bridge the gap between Primary and Secondary education. The chapters in UP board textbooks are difficult for the students to read and understand. Teachers want training to adapt the textbook materials by making it accessible and interesting for the students.
Challenges for private teachers: The respondents report that they received order to come before half an hour to the school time and need to stay half an hour more after the school time. Some other teachers report that they do not get any emergency leave except 14 casual leaves which are provided for one session.

Teachers' communication skills: Most of the teachers preferred to read different types of news items from English newspaper such as political, literary, games, editorial, etc. They read all these items but do not know how to share their readings among their colleagues and in classroom. Many of the teachers do not know how to pronounce newly read words correctly. The collective view of the teachers is that they need training in speaking and communication skills to share their readings in English classrooms.

Salary: Teachers report that teaching job is well paid for government job holders either in aided or unaided schools. But, those who are employed as private teachers comparatively get low salary and also their workload is very high. Private teachers are not given any increment throughout the years of their teaching experience. They do not get any financial security.

Perception about the need for training: Teachers need training as to how to make the classroom teaching more interesting and effective so that students should not feel bored and burdened with second language learning. Teachers need official leave to attend training programmes. Some of the teachers report that they need training to improve their knowledge in English language skill especially grammar and pronunciation.

Training gaps between primary and secondary education: When asked about the training gaps between primary and secondary education, the respondents report that there is lack of exposure to English environment at every stage of schooling i.e. from primary to secondary level. Due to the lack of interest in studies and lack of proper training in language teaching at the primary level the students at secondary level face problem in connecting present knowledge with the learning of language skills required at the secondary school level. Some students do not even know English
alphabets at secondary level. Because of this lack of knowledge half of the training session time is consumed on teaching the primary level students at secondary level. Hence, primary level students must be given proper attention to teaching and learning English language as it affects the secondary school teaching.

5.3.3 Classroom Observation

This section includes discussion about the training needs, issues related to content delivery, material design, feedback, evaluation, etc. especially in rural settings. The identification of training needs while observing the English classrooms is significant for the implications of teacher training. The areas of training requirements are categorized as follow:

*Training needs related to skill/content based objectives:* The analysis show focus of teaching was on content only. All the teachers (100%) were putting focus on teaching of contents where the skill areas remained neglected. All the teachers (100%) had covered only the activity part in the lesson without focusing on the learning part as there was no feedback session at the end of the lesson. The objectives of each lesson had not been realized fully as prescribed in the syllabus.

*Teaching of Language Skills/Content Area:* During the content delivery 33% of the teachers were doing translation of the text. 22% were reading the text to deliver the content. The writing work was not done in the classroom. Teaching of vocabulary was also neglected as none of the teachers explained the meaning of the words. Only 11% conducted the activities on grammar and unseen passages. 11% used supplementary readers to support learning. Teaching of prose and poetry was also done by 6% teachers. Among all respondents only 6-33% of the teachers were found effectively engaged in the teaching processes.

*Training required for communication skills:* During the classroom observation, following problems were identified:

a) clarity in instructional delivery
b) planning for level based teaching
c) use of other language (i.e. Urdu/Hindi)
d) Use of blackboard done by the teacher
e) questioning and answering done by the learners
f) teachers’ talk time

g) quantum of translation used in classroom

The realization of these areas was not much (0-25%) observed. Some of the respondents (43%) were able to keep the pace of the lesson, whereas, most of them (57%) were unable to do this. During observation, it is found that knowledge of respondents (100%) about the subject was observed as good while they lack clarity in content delivery. It shows that teachers were not able to implement their knowledge because of the lack of effective communication skills.

Training requirement for effective teaching methodology: Most of the respondents (100%) did not adapt lesson before entering the classroom. (66%) of them found that the activities are ineffective. None of them (0%) used dictation as a method to teach language. Only traditional methods were used. Teachers were not familiar with modern method, e.g. communicative methods of language teaching.

Requirement for training to use teaching materials effectively: It was found that most of them (67%) felt that sufficient materials are not available to support learning while only few of them (33%) were feeling comfortable in using materials. All of them (100%) were using only prescribed textbooks as materials for teaching of English. They did not use any other materials.

Training required for evaluation and feedback: There was no proper feedback sessions followed at the end of the lesson. All the respondents (100%) simply finished the lesson by doing the textbook work.

5.3.4 Telephonic Interview

The telephonic conversation helped in identifying many constraints of effective classroom teaching. This section discusses many issues related to methods of teaching, development of job performance, and gaps in secondary education.

The respondents wanted a model of teaching of English which can be implemented in their schools. They said that students require more opportunities to involve themselves with the contents of the textbooks. Students must be given opportunity to practice grammar, learn vocabulary and other items of language. They believed that rote-learning, dictation and translation types of exercises will limit the text. They
informed that the syllabus had been reduced to limited contents and only some of the contents had been modified in the syllabus of English language. The respondents viewed that the content must include topics based on literature, moral values, philosophies, ethics, science and Indian culture. The teachers also mentioned need for mode teaching related to the teaching of grammar, vocabulary and pronunciation drills.

They showed their desire to receive training on how to adapt materials of textbooks and it can be made accessible and interesting for the students. Most of them shared opinion about their need for training in writing materials. Some teachers reported that they had the ability to write textbooks but they do not get any opportunity to do so. Teachers demanded training in effective content delivery, adapting materials, teaching strategies to deal with a multiple intelligence group of learners, in lesson delivery, and also need training for developing activities to make their teaching effective.

Regarding the various levels of learning in accessing the texts the respondents report that most of the secondary school students have the ability to learn but they are not able to access the textbook prescribed in their syllabus. This is because of that students have a poor level of knowledge about English language. They have non-English environment at their home and its surroundings in their schools. That is why the students of UP Board schools are not able to access the textbooks compared to the students of English medium schools. Teacher reads texts to the learners and translated it into their mother tongue line by line. Many times word-for-word translation is also done. The teacher tells the meaning of difficult words explained to comprehend the text accurately. After that the teacher writes the answers on blackboard which was copied and memorized by the learners.

There is lack of exposure to English environment at every stage of schooling i.e. from primary to secondary level. Due to the lack of interest in studies and lack of proper training in language teaching at the primary level, the students at secondary level lack knowledge to speak, read, write and understand English well. Some students do not even know English alphabets at secondary level. The teachers report that half of the training session time is consumed in teaching the primary level syllabus to the students at secondary level. Hence, primary level students must be given proper
attention for teaching and learning English language, as it affects the secondary school teaching. Teachers demanded training on devising ways to pitch material at the level of students so that they can bridge the gap between upper-primary and secondary education. They wanted to be trained so that they can acquire skills to become effective teacher.
CHAPTER-6
Triangulation of the data obtained through survey, focus group discussion, classroom observation, and telephonic interview revealed that teachers required training needs analysis on different areas such as English language skills, pedagogical skills, professional skills, and workplace requirement skills. The teachers also require support in form of materials, resources and facilities to make teaching effective and interesting. The TNA has been categorized keeping in view the different problem areas.

1.1 Problem Areas Identified

The problems are more prominent in UP board schools located in rural areas. The teachers in schools are facing problems related to curriculum, textbook contents, teaching support and resources, language learning, teacher communication skills, infrastructure, etc. The respondents report that their students are poor in English language as they lack proficiency and knowledge about the language. 15-42% respondents report that the performance of students is good at language skills/areas (see figure 15, 16, 17, 18, 19 and 20). Some of the students in class IX do not even know English alphabets. Teachers use traditional methods of teaching-learning. Classroom teaching-learning situations are not in favor for effective teaching. Only 10-23% of the respondents reported that 80-90% of teaching of language skills took place in one academic session (see figures 9, 10, 11, 12, 13, and 14). There is lack of proper English environment in schools. Only 19% of the teachers used only English in classrooms (see Figure 21). 20% teachers used English-Hindi and 3% used English-Urdu as medium of instruction (see Figure 22 and 23). The account given in the survey is not reliable because the survey method is often not so reliable. That is why to ensure the reliability of data the findings from focus group discussion have been found more reliable to discuss use of language of instruction.
Apart from these, the students lack motivation to attend their classes as they prefer to bunk their classes. The problems of absenteeism and drop-out are prominent in rural area schools. Girl students are found more sincere for their studies than the boys. Because of the problem of absenteeism the teacher attendance is 70-80% as reported by 33% respondents (see Figure 36). Teachers also face the problem of gap of knowledge and information about the language among secondary school students because of the lack of proper attention paid on learning of language at primary level. The students are charmed by the government policy of mid-day meal and other scholarships. They are not too much motivated to come to school and attend classes. They have to deal with the less-skilled and low ability learners. They were put on pressure to complete the course on time. The teachers also report that they are considered accountable for the success and failure of the students whereas 49% principals report that teachers are never accountable for high failure rates (see Figure 37). Teachers report that they are not able to transact the curriculum prescribed as the contents are difficult for the students while 36% of principals report that teachers are never accountable for not completing the syllabus (see Figure 37).

The teachers report that UP board textbook materials are not so effective. 48% teachers were strongly favorable in using varieties of activities needed to make teaching effective (see Figure 32). The contents of the textbooks need to be revised as they lack established vocabulary and the items based on traditional and modern literature. Some of the teachers opined that textbooks should include items related to moral values, philosophies, ethics, science, and Indian culture. Majority of the teachers found that sufficient materials are not available to support learning. They also found that textbook activities are not much effective. Some of the teachers report that they have good command over the language but they lack effective skills of language teaching. Many of them wanted to select the content for English textbooks but they do not get any opportunity.

Teachers also report that schools in rural areas lack facilities for infrastructure, academic and administrative support. The need for infrastructure include is computers, internet, library, additional teaching materials, stationary for the teachers, facility of telephone and photocopying. 34% of the respondents report that their schools lack the facility of electricity (see Figure 48). In schools of 16% respondents there is lack of common toilets (see Figure 48). 13% respondents report that their
schools do not have separate toilets for girls (see Figure 48). 9% respondents report that they do not have sufficient classrooms for students in their schools (see Figure 48). Majority of teachers (63-73%) report lack of facility of audio-visual materials, audio materials, and language laboratories in their schools (see Figure 27).

The teachers also face the problem of shortage of time for teaching as they were assigned to extra duties and non-academic works. Temporary teachers get low salary. They also face problems in getting official/detention leaves to attend training programmes and workshops.

Teachers also face problems in evaluation of language skills/areas. 3-19% of the respondents report very serious difficulty in the evaluation of language skills/areas (see Figure 28). They mentioned that their profession is not much challenging and their level of knowledge became low in dealing with low ability learners. They do not feel the requirement of improving their professional skills as they face no challenges in teaching. Only some of the teachers (33-42%) found teaching profession challenging for them (see Figure 31). Teachers’ talk time is more than required as the students keep silent all the time and do not respond to classroom activities. While delivering the contents of the texts teachers have to use translation. Teachers mentioned that they lack effective teaching-learning skills. 23% of the respondents report that they are poor in using textbooks. Where, none of them report they are good (see Figure 2). Only 31-52% of the respondents report that their proficiency in language skills/areas is good (see Figure 25).

Only 3% teachers are trained (see Figure 4) who are PGCTE (Post Graduate Certificate for Teaching of English). 75% principals report that teachers in their schools did not attend any training programme in 2010-2011 session (see Figure 39). Teachers mention different types of training programmes needed at target schools, such as, short workshops of three-five days (29%), refresher courses (23%), training colleges for classroom observation (13%), feedback training sessions on curriculum and learning outcomes (18%), and training colleagues for effective student assessment (17%) (see Figure 40). Principals mentioned about the lack of budget for training of teachers. 96% of the principals report that they do not have any provision for separate budget to arrange teacher development programmes (see Figure 41). 62% of the principals demanded one week training session for the teachers in their schools.
1.2 Areas of Training Needs Identified

The major areas of training needs are identified are methodology, materials, evaluation, communication skills, professional skills, and academic skills.

1. Teaching methodology based training needs

Teachers report the need to replace rote-learning, dictation, and translation exercises followed in secondary school English classrooms. New methods of teaching of English are the prime areas of training for the teachers. Some methodology based areas of training needs are effective content delivery, generating motivation among students and interest among students to read, write, speak and understand English texts, encouraging learners to respond and ask questions in the classroom, clarity in instruction while delivering the content, etc. Teaching multiple intelligence and low proficiency level students by making content to assemble for them is another area of methodology needed to train the teachers.

2. Teaching materials

Teachers also demand training on making teaching materials effective and easy for the learners. The demand is also made to include more activities to practice grammar, vocabulary, and language skills. They require training on using textbooks and multimedia resources to make classroom teaching effective and interesting. Ability to adapt materials to make the content interesting, effective and easier to understand is also a part of training needs.

3. Evaluation

Teachers face difficulties in evaluation of listening skills of the students. They convey their desire for training on how to evaluate the listening skills of the learners.

4. Communication skills

Teachers require training on communication skills so that they can teach effectively and interestingly. They convey their desire for training in the area of pronunciation, making presentation, using media resources in classrooms, etc. Teachers want to be creative in all the skills/areas of language use.
5. Professional skills

The teachers perceive that they require training on team building and networking skills. They want to receive training on how to make presentations, preparing notes during meetings, and attending formal meetings. Using computers and internet is also one of the areas of training. Teachers are also found not much aware about the difference between teaching of language skills and teaching of content. They also required training on how to achieve the goals and objectives of the lesson while transferring the knowledge about the content of the texts. Teachers required training on teaching grammar and pronunciation skills. Some of the teachers demanded training to teach a multi-level group of learners effectively.

1.3 Implications

Teacher education has passed through many developments in last few decades. Still there is much scope to fill the gap between training imparted to teachers and their professional needs. Expectations from learners and administration resulted into a big need to maintain the quality of teachers and teaching. As these expectations and needs increased, the focus of educational system has shifted to upgrade the quality of teacher education. The assessment of training needs of the teachers is the area that is often remained neglected and less researched, despite lots of policy and provision mentioned in the recommendations of various reports commissioned by the government of India.

Along with the four initial parts of a curriculum: students, teacher, teaching materials, institutional processes, 'teacher' is the only essential element who can bring the educational changes (Siddiqui, 2004: 139). The teachers themselves do not know about the best suitable pattern which they will follow in order to facilitate their learners (Archer, Cripe, and McCaslin, n.d.;http://ohioline.osu.edu/bc-fact/0009.html). Therefore, a careful state level planning is necessary to furnish a motivated group of trained teachers for their continuous up-gradation (CABE committee report, 2005). To reformulate the part of our curriculum at school level all the curriculum development and capacity building organizations (DIETs and SCERTs) need to play facilitative and empowering role to work together with teachers and administrators to evolve teaching materials (see NFG, 2006, on Systemic Reforms for Curriculum Change).
Teachers need training on how to improve students’ level so that they can perform better in their exams. Teachers demand training on: How to teach different language skills interestingly and effectively? How to use prose and poetry in different ways to teach English language? How can we create interest for reading and writing among students? How to develop and improve power of imagination and critical thinking of the students? Teachers demanded six monthly training programs with duration of 2-3 days on different topics mentioned above. They need training on writing and delivering a lesson plan, managing classroom and channelizing resources and learning technologies to supplement the course. The teachers also demanded training on how to control the situation when students bunk their classes. They need training in handling large, diverse low level and mixed ability classes. Some teachers report that speaking and listening, for example the items of phonetics, should be the part of U. P. board syllabus.

The study of teachers training need also focus on the respondents’ choices and preferences for the models of teaching English language. The responses show many different methods and ways required to improve the status of English language education at secondary schools in Aligarh district, both rural and urban areas. These responses also indicate the need for teacher training to deal with low ability and mixed ability classes. Many of the respondents showed their preference for receiving training in teaching of language skills. Most of them show their much felt need for developing their own model in terms of planning for teaching English based on literary text indicating ethics, power of imagination, critical thinking and values and students’ management issues based on classroom control. At the same time they were conscious of pronunciation and language features that could have a specific bearing on the choice for a variety of English to be used in classroom, whether it is American or British English.

Due to the lack of required number of trained teachers in secondary schools it is difficult to provide the required number of trained teachers in secondary schools who can train learners of English. Many of the problems observed in terms of lack of educational planning, lack of proper system and lack of organization of educational processes. There are also insufficient teaching materials. The combination of these issues clarifies problem of access to quality education in secondary schools. This way
the status of secondary education is lowered down (Sharma and Sharma, 2004). Recognition should be given to schools only when they maintain efficiency and effectiveness. The teacher and students ratio in a class must be determined and no school should be opened without prior consent of the Director of education (Safaya, 2002).

The analysis of data generated in Aligarh district shows different training needs of Secondary School English teachers. The areas in which teachers demand training on capacity building in order to transact curriculum are listed below:

1. Speaking skills
2. Material adaptation
3. Classroom communication skills
4. New methods of language teaching
5. Effective content delivery based on a lesson plan
6. Making teaching materials easy and interesting for the students
7. Generating interest for reading and writing among students
8. Enabling students to speak, read, write and understand texts in English
9. Improving the motivation level of students to use texts
10. Use of technology/multi-media in making texts effective
11. Team building and networking skills
12. Language learning problems
13. Training in methods to achieve skill/content based objectives
14. Training in conducting effective evaluation and feedback

NCFTE mentions that ‘teacher education and school education have a symbiotic relationship. Developments in both mutually reinforce the concerns necessary for the quality improvement of the entire educational system’(2009: 02). Quality education warrants a well-developed system of inspection and supervision. Importantly, the supervisory personnel must be provided with professional training in scientific practices in inspection and supervision (CABE, Op. Cit.). Besides, a professional training on educational planning and management must be given to the heads/managers/principals of schools (CABE, Op. Cit.).
Narula (2012: 25) mentions that educational achievement in schools is determined 'by teacher competence, sensitivity and teacher motivation.' Teachers require training on these areas where creating an effective classroom environment is not exceptional. Teacher training, at present, is the prime concern as this area is 'poorly managed' and 'extremely inadequate' (NCFTE, Op. Cit.: 07).

Indian Education Commission/Kothari Commission (1964-66) notices some of the defects carrying by the teacher training system in India. It mentions that:

1. There is no relation in between training given and the practicalities of classroom.
2. The quality of training and training Institution remains poor.
3. Staff is incompetent.
4. The curriculum does not cater to the actual needs of the trainees and demands of the field.
5. There is no improvement in instructional processes. It follows traditional patterns.
6. The level of the students who join the course is low in respect to the required qualification.

Training can be imparted through pre-service and in-service training programmes to different groups of teachers. Pre-service training has been given to untrained teachers who have not entered the teaching profession. This group of teachers joins a general education course in which they receive knowledge about the theory and practice of teaching. On the other hand, in-service training programmes aim to train those teachers who are already working in schools and want to update their previous knowledge and skills in teaching. In-service training has its significance in reconstructing pedagogical and technical knowledge, and attributes towards teaching profession (Narang, 2006).

The training imparted to the teachers requires to be based on their proficiency in language and professional awareness. If required, the professional awareness can be imparted by using the language teachers feel comfortable with. The purpose is to
impart the curriculum effectively so that the teachers can easily comprehend the content. It has been observed that English language becomes a resistance to comprehend when the academic content has to be delivered among the trainees (National Focus Group on Teaching of English, 2006).

Training needs analysis of teachers has its implications for describing the goals of training programmes. These goals can be used for multiple purposes of training, such as, lesson planning, materials design, testing procedures, etc. (Casper, 2003). Successful classroom activities take place when a teacher uses her/his resources in language. Effectiveness of a teacher depends on ‘teachers’ sense of satisfaction’ and ‘willingness to teach English’ (National Focus Group on Teaching of English, Op. Cit.: 14).

Teacher training programmes have to define the goals and objectives of the course, tasks need to be learned, professional competencies and skills, and the teachers required training. (Miller and Osinski, 2002). TNA is a process which determines the: who, what, why, when, where, and how training can be best employed (Leagans, n. year). Hence, identification of the background of the teachers, their workplace situations, training needs, and workplace requirements is effective in designing an effective training programme for the teachers.

6.4 Recommendations

Despite some of the differences noted in TNA, there was a quite remarkable level of common concern in relation to Teacher training. Many teachers reported concerns about: English teaching. English is the most widely preferred language learned in school despite problems in communication. A number of teachers reported this as something could be taken as a hint teaching English through Hindi. There were also concerns expressed about teaching methods, English pronunciation, vocabulary standard variety. This makes lack of teacher training very evident. The following are the recommendations based on the present study.
Recommendation - 1

*English language teacher training*

The level of achievement in school language learning and methodological variations is a widely expressed concern, in particular for English. Very much related to this concern was the frequently articulated demand for further and improved training of language teachers.

Recommendation - 2

*Lack of coherence*

Many teachers reported concerns about an identified disconnection between textbook, school and home learning.

Recommendations - 3

*Institutional support*

Most teachers reported a institutional failure to support or value English teaching and learning via teacher training process. At a time when the need for an ever wider range of language skills is needed, English is generally neglected. This has necessitated the demand for establishing links between curriculum designers, material writers, administrators and various stakeholders.

Recommendation - 4

*Teacher training based on needs analysis*

The particular position of English in UP board should be explicitly acknowledged, in order to propose a new model for teaching. Teacher training based on needs analysis should co-exist. This would have implications for policy formulations.

Recommendation - 5

*Research and development on teacher training*

More research and development work on the ways in which the status of teacher training could be used to promote and support English. Priority of the new programmes should be to enable and encourage the mobility and further training of language teachers across UP Board.
Recommendation - 6

*Training programme for teachers, trainers and educators*

Linked to this, state governments should be encouraged to co-operate through mutual training provisions, the exchange of teachers, trainers and educators; and the removal of barriers to training for teachers.
1. **Workshop Approach:** Workshop Approach was used to conduct focus group discussion. The workshop entitled, 'Professional Development of Secondary School Teachers in Aligarh' was conducted at Academic Staff College, AMU, Aligarh (on 7-8 July, 2011) in association with DIOS under UGC Major Research Project (2010-11) on: 'Training Needs Analysis (TNA) of Secondary School English Teachers in Aligarh: Implications for English Language Teacher Education' carried out by Dr. Raashid Nehal as Principal Investigator.

2. **Resource Persons:** The resource persons included ELT consultant Dr. Jayshree kannan, faculty members from AMU Aligarh, Dr. Amirullah Khan, Dr. FaizZaidi and Dr. Raashid Nehal.
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REFERENCES


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APPENDICES
Appendix-1

Teachers' Schedule

Training Needs Analysis of English Teachers at Secondary School level (class IX-X)

Dear Respondent,

I shall be grateful for your responses to this questionnaire. The information given will be used only for research purposes and will be kept confidential. Please note that there is no right or wrong answer. Thanks for your cooperation.

Dr. Raashid Nehal, Dept. Of English, AMU, Aligarh

[SECTION 1] - SCHOOL INFORMATION

1. Name of the school: ........................................................................................................

   School Address (mention block also):
   .................................................................................................................................

2. Contact no. of school: ...................................................................................................

3. Mark (√) the category to which your school/institute belongs and also mention the board and medium also.

<table>
<thead>
<tr>
<th>Category</th>
<th>Board</th>
<th>Medium of Instruction</th>
</tr>
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<tbody>
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<td></td>
<td></td>
</tr>
<tr>
<td>Private aided</td>
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<tr>
<td>Private un-aided</td>
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<tr>
<td>Minority/Missionary</td>
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[SECTION 2] – RESPONDENTS' DETAIL

4. Name: ........................................................................................................

ID No. (optional): ........................................................................

5. Mother Tongue: ..............................................................................
6. Gender: Male ☐ Female ☐

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</thead>
<tbody>
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<tr>
<td>Group-[2] 26-35 years</td>
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<td>Group-[3] 36-45 years</td>
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<td>Group-[4] 46-55 years</td>
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<tr>
<td>Group-[5] 56-above years</td>
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</tbody>
</table>

7. Previous employment: NA (Not Applicable)...

8. Tick(✓) the box that relates to your situation:

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<tbody>
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<td>Part-time</td>
<td>Permanent</td>
</tr>
<tr>
<td>PGT</td>
<td>Full-time</td>
<td>Temporary</td>
</tr>
</tbody>
</table>

Any other (Please mention):...

How far is your school from home?

10. Strata (class/caste)

11. Domicile (District)

12. Residential address:

13. Residing here since:

14. Contact no. of teacher:

[SECTION 3] - EDUCATIONAL BACKGROUND
15. Educational Background:

<table>
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<th>Degrees (achieved)</th>
<th>Tick the box that relates to your situation</th>
<th>Name of the Institution</th>
</tr>
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<tr>
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<td>Graduation</td>
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<tr>
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<tr>
<td>B. Te.</td>
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<tr>
<td>PGCTE (Post Graduate Certificate in Teaching of English)</td>
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<tr>
<td>Certificate in Teaching of English (CTE)</td>
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</table>

16. Total teaching experience.................................................................

17. Teaching experience in this school.........................................................

[SECTION 4] -- TEACHERS' WORKLOAD

18. How many periods are you engaging per week?.........................

19. Your job descriptions in brief, (please tick(✓) suitable boxes):

   1. Teaching [ ]
   2. Setting the Test Paper [ ]
   3. Invigilation [ ]
   4. Evaluating Answer Sheets [ ]
   5. Extra-Curricular Activities [ ]
6. NCC activities
7. Sports Activities
8. Fee-collection
9. Keeping records of students' attendance and test results
10. Writing lesson plans

11. Any other administrative responsibility, please mention:

20. What problem(s) do you consider English teachers facing today? (Please tick (√) suitable boxes):

- Implementing a lesson plan
- It is not a well-paid job
- It is stress-prone
- It is time consuming in school hours
- Finding resources to supplement a course
- Designing and implementing language activities as per the curriculum goals
- Supervising school project-based activities
- Classroom-management (Group and pair work)
- Implementing new methods for the delivery of content
- Not getting access to the available resources
- High diversity of students
- Mixed ability learners
- Low ability learners
21. Mention the no. of students you have in your class:

<table>
<thead>
<tr>
<th>Students (gender wise)</th>
<th>Class IX</th>
<th>Class X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

22. Result of the students in English subject only (please mention the pass percentage only).

<table>
<thead>
<tr>
<th>Classes\Year→</th>
<th>2009-10</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>IX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

23. How much classroom teaching takes place in the following skills of language during the session? (Please tick (✓) only one suitable box in a row):

<table>
<thead>
<tr>
<th></th>
<th>NIL -0%</th>
<th>10-20%</th>
<th>30-40%</th>
<th>50-60%</th>
<th>60-70%</th>
<th>80-90%</th>
<th>NA = no. applicab to your situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronunciation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
24. Rate your students’ (IX and/or X) classroom performance in the following language areas.

*(Please tick (✓) the relevant box in all the rows):*

<table>
<thead>
<tr>
<th>Lg. Areas</th>
<th>Poor (10-20%)</th>
<th>Average (30-40%)</th>
<th>Satisfactory (50-60%)</th>
<th>Good (70-80%)</th>
<th>Excellent (90-100%)</th>
<th>NA = not applicable to your situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>IX</td>
<td>X</td>
<td>IX</td>
<td>X</td>
<td>IX</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronunciation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**[SECTION 5] - DOMAIN-SPECIFIC LANGUAGE USE**

25 (A). In which of the following situations do you need training to use English?

[1 = seldom 5 = very often, NA = not applicable to your situation.]

<table>
<thead>
<tr>
<th></th>
<th>5 (Very often)</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1 (Seldom)</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking to students in the classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking on phone at workplace</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking to colleagues at workplace</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching speaking skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking to Officials in the Workplace</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading and Writing Official Documents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using Computers and Internet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any other (please mention):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Formal Telephonic Conversations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Formal Meetings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Taking notes during meetings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Attending training courses, workshops, conferences and seminars</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>Public speaking, making presentations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>Reading Reports, brochures, correspondences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td>Writing business letters and reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

25 (B). What are the areas of urgent concern for training, based on your response in the above columns?

26. How far do you use English Language and/or Hindi/Urdu /any other language (as the case may be) while teaching?

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>None</td>
<td>Very little</td>
<td>Little</td>
<td>Moderate</td>
<td>Much</td>
<td>Very much</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hindi</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urdu</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any other language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

27. Which newspaper do you read? Where do you read them (at home/ at office)?

28. Which magazine do you read? Where do you read them?
29. Which TV program(s) in English do you watch? 

| [SECTION 6] - LANGUAGE PROFICIENCY |

30. How proficient are you in English language in the following areas? (Very good =5, Good=4, Average=3, Poor=2, Very poor =1).

<table>
<thead>
<tr>
<th>Skills and Proficiency</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speak</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

31. What is the opinion of the society towards teaching profession on a scale of:-

<table>
<thead>
<tr>
<th></th>
<th>High</th>
<th>Average</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Community</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colleagues and friends</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

32. How proficient are you in making classroom teaching effective? Please tick (✓) mark (NA) if the resources are not accessible in your situation.

<table>
<thead>
<tr>
<th></th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using textbooks only</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using also supplementary materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using Audio materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using Audio/Visual materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Laboratory/Multimedia</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
33. What difficulty you face in evaluating the different language skills of your students? Please encircle your response as slight difficulty = 1, Moderate difficulty = 2, very serious difficulty = 3.

<table>
<thead>
<tr>
<th>Listening:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Your comment, if any, please write:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking skills:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>........................................</td>
</tr>
<tr>
<td>Reading skills:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>........................................</td>
</tr>
<tr>
<td>Writing skills:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>........................................</td>
</tr>
<tr>
<td>Grammar:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>........................................</td>
</tr>
<tr>
<td>Pronunciation:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>........................................</td>
</tr>
</tbody>
</table>

(SECTION-7) ATTITUDE TOWARDS TEACHING PROFESSION

34. Rate your responses in the boxes according to your satisfaction with the given statements. The abbreviations stand for: SD-Strongly Disapprove; D- Disapprove; A- Approve; SA- Strongly Approve; and UD- Undecided. (Strongly approve = 5, Strongly disapprove = 1)

1) I am involved in decision making.

<table>
<thead>
<tr>
<th>SA (5)</th>
<th>A (4)</th>
<th>UD (3)</th>
<th>D (2)</th>
<th>SD (1)</th>
</tr>
</thead>
</table>

2) Distribution of work is made on merit and specialization

| SA (5) | A (4) | UD (3) | D (2) | SD (1) |
3) The work environment in my current job meets my most of the needs.

<table>
<thead>
<tr>
<th>SA (5)</th>
<th>A (4)</th>
<th>UD (3)</th>
<th>D (2)</th>
<th>SD (1)</th>
</tr>
</thead>
</table>

4) I am satisfied with my job.

<table>
<thead>
<tr>
<th>SA (5)</th>
<th>A (4)</th>
<th>UD (3)</th>
<th>D (2)</th>
<th>SD (1)</th>
</tr>
</thead>
</table>

35. You find English language teaching to be:

<table>
<thead>
<tr>
<th></th>
<th>SA (5)</th>
<th>A (4)</th>
<th>UD (3)</th>
<th>D (2)</th>
<th>SD (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interesting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Useful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

36. Do you consider teaching profession as Challenging for the following reasons? Tick (✓) mark the option(s) you agree with as [Extremely Challenging=3; Challenging=2; or not Challenging at all=1]

<table>
<thead>
<tr>
<th>Some basic reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Covering the course on time</td>
</tr>
<tr>
<td>Scheduling the given administrative responsibilities</td>
</tr>
<tr>
<td>Commitment to see the desired learning outcomes</td>
</tr>
<tr>
<td>To fulfil the commitments made by school that relates to my job profile</td>
</tr>
</tbody>
</table>

*Any other suggestion (mention please):*

37. How much do you agree with the following facts? [1=strongly unfavourable to the concept; 2=somewhat unfavourable to the concept; 3=undecided; 4=somewhat favourable to the concept; 5=strongly favourable to the concept and NA=not applicable to your situation].

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dealing with facts out of books makes teaching dull</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set patterns used for teaching is boring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Using a variety of activities makes teaching more effective
Teaching through computers is difficult
Teaching through computers is time consuming
Correcting pupils answers/scripts is the most tiring job
Any other suggestion (mention please):

[SECTION-8] - TEACHER TRAINING NEEDS

38. What are the areas/topics in language teaching that you feel you need to develop as a teacher and they may be included your training sessions? Mention please:

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

39. What are the general abilities a secondary school teacher of English should possess?

Rate your responses according to your satisfaction with the given statements. The abbreviations stand for: SD-Strongly Disagree (1); D-Disagree (2); UD-Undecided (3); A-Agree (4); and SA-Strongly Agree (5).

<table>
<thead>
<tr>
<th>Expected abilities of a Secondary School teacher</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having subject knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Communication skills for content delivery</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team building and networking abilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to produce appropriate classroom materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using a computer and internet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Updating with the relevant books in your areas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Any other suggestion please:

[SECTION-9] - TEACHER SUPPORT NEEDS

40. The principal of my school understands and supports my role as a resourceful teacher.

   Strongly approve (5)
41. We have thought of organizing a workshop, in which we would all get together to further identify the areas we want to develop during professional development activities. Do you have any particular suggestion for discussion in the workshop?

What do you consider to be the single biggest problem facing English teachers today relating to in-service/pre-service training needs at secondary level classes? (IX-X).

*Any suggestion/comment, please do write in the blank space given below:*

*Thanks for your cooperation!*
Appendix-2

Principal Schedule

Training Needs Analysis of English teachers at Secondary School level (class IX-X)

Dear respondent,

I shall be grateful for your responses to this questionnaire. The information given will be used only for research purposes and will be kept confidential. Please note that there is no right or wrong answer. THANKS for your cooperation.

Please write NA (Not Applicable) if not applicable to your situation.

1. School Name: ...........................................................................................................

School Address (mention block also):
........................................................................................................................................

2. Contact no. of school: ..............................................................................................

3. Teacher Attendance:

<table>
<thead>
<tr>
<th>10-20%</th>
<th>30-40%</th>
<th>50-60%</th>
<th>70-80%</th>
<th>90-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Is the teacher made accountable for?

<table>
<thead>
<tr>
<th>Inefficient teaching</th>
<th>Always</th>
<th>Usually</th>
<th>Unsure</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not completing the Syllabus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High failure rates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Do you engage your teachers for the following? (Tick (✓) marks the right option).

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Very Frequently</th>
<th>Occasionally</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single shift</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Double shift</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. How many training sessions for Secondary School Teachers have been organized in your school?

<table>
<thead>
<tr>
<th></th>
<th>(0)</th>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This year (2010-11)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last 2 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last 3 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last 5 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. What forms of training programs would you consider more useful for the teachers in your institute?

<table>
<thead>
<tr>
<th>Training Type</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops (short-term) 3-5 days</td>
<td></td>
</tr>
<tr>
<td>Refresher course in English Teaching (duration: a week / 3-4 weeks)</td>
<td></td>
</tr>
<tr>
<td>Training colleagues for classroom observation</td>
<td></td>
</tr>
<tr>
<td>Feedback training session with teachers on curriculum and learning outcomes</td>
<td></td>
</tr>
<tr>
<td>Training colleagues for effective student Assessment</td>
<td></td>
</tr>
<tr>
<td>Any other suggestion please:</td>
<td></td>
</tr>
</tbody>
</table>

9. (A) Does your institution allocate separate budget for teacher development programs? Encircle the right option.

Yes ☐ No ☐

(B) If yes, then please mention the allocated amount (in %): ..............................

Please specify the kind of training program for which the fund is allocated:

........................................................................................................
........................................................................................................
........................................................................................................
9. Have you received funds for?

<table>
<thead>
<tr>
<th>Infrastructure development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks and other materials development</td>
</tr>
<tr>
<td>Photocopying, Telephone, Fax, etc. (needed for teachers)</td>
</tr>
<tr>
<td>Contingency and stationary (needed for teachers)</td>
</tr>
<tr>
<td>Funds for teacher training sessions</td>
</tr>
<tr>
<td>Any other fund:</td>
</tr>
</tbody>
</table>

10. Do you have adequate time and support to consult and plan with regular classroom teachers in your school regarding educational activities?

11. What special provisions are there in your institute for SC/ST/OBC/Minority/Physically Challenged?

12. How many English teachers have you trained during last five years?

<table>
<thead>
<tr>
<th>No. of Year(s)</th>
<th>No. of teachers</th>
<th>No. of training sessions given</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. What would be the duration of the training sessions required to train English teacher(s) in your school?

<table>
<thead>
<tr>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 week</td>
</tr>
<tr>
<td>1-3 weeks</td>
</tr>
<tr>
<td>4-6 weeks</td>
</tr>
<tr>
<td>7-9 weeks</td>
</tr>
<tr>
<td>10-20 weeks</td>
</tr>
</tbody>
</table>
14. What resources are required for Teacher Education in your opinion at SS level?

<table>
<thead>
<tr>
<th>Resource</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Library support</td>
<td></td>
</tr>
<tr>
<td>Internet resources</td>
<td></td>
</tr>
<tr>
<td>TA/DA for attending workshops and training programs</td>
<td></td>
</tr>
<tr>
<td>Trained Teacher Educators</td>
<td></td>
</tr>
<tr>
<td>Any other resource, suggest please:</td>
<td></td>
</tr>
</tbody>
</table>

15. Do you provide facilities to your teachers for the following?

<table>
<thead>
<tr>
<th>Facility</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Usually</th>
<th>always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplementary materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facility for stationary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facility to telephone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photocopying</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others (please specify):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. Do you have following facilities in your school?

1) Electricity

2) Drinking water facility

3) Common toilets

4) Separate toilets for girls and boys

5) Blackboard/Whiteboard

6) Sufficient classrooms

Thanks for your cooperation!
Appendix-3

Interview Questionnaire

1. What are your workloads and responsibilities as a teacher (see: Q. No. 19)?
2. What problems do you face as a teacher in an:
   i. Aided School
   ii. Un-aided school
   iii. UP board school (with non-English environment) (see: Q. No. 25, 32)
   iv. Any other problem (see: Q. No. 20, 35, 36, 37)
3. What difficulties do you find in teaching language skills – Speaking, Listening, Reading, Writing, Grammar, Vocabulary and Pronunciation (see: Q. No. 23)?
4. What are the problems of students' learning English? What are the remedial measures?
5. What problems do you face in handling the textbooks?
6. What demotivates you to achieve your targets?
7. In which areas do you need training (see: Q. No. 39)?

Any other Problem:

................................................................................................................................................................
................................................................................................................................................................
................................................................................................................................................................
Appendix-4

Classroom Observation Tool

General information

Name of the teacher: __________________________________________
School name: ________________________________________________
Block: _______________________________________________________
Class observed (Please tick):
  Class IX ☐          Class X ☐
Class size: ____________________________
Period : ______________________________
Attendance:
  Regular ☐
  Satisfactory ☐
  Unsatisfactory ☐
  Drop out:
    0% ☐
    25% ☐
    50% ☐
    75% ☐
    100% ☐
Class duration: _______________________

1. Name of the lesson taught:
   ____________________________________________________________

   Skill/content-based objectives

1. The focus of the teacher is on:
   Language Skills ☐
   Content ☐
Observer's comment:

2. Whether objectives/aims are observed or not?
   Yes ☐

3. Whether the objective/aim is realized?
   Yes ☐

If yes then to what extent it is realized?
14. Please tick the area/skill observed:
   i. Reading
   ii. Writing/ Composition
   iii. Grammar
   iv. Vocabulary
   v. Translation
   vi. Unseen comprehension passage
   vii. Prose
   viii. Poetry
   ix. Supplementary reader

C. Teacher communication skills

15. To what extent the following points are realized (tick mark the suitable box).

<table>
<thead>
<tr>
<th></th>
<th>0-25%</th>
<th>25-50%</th>
<th>50-75%</th>
<th>75-100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity in instructional delivery</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning for level based teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of Local language (Urdu/Hindi)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear Blackboard work done by teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questioning and answering done by the learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers’ talk time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantum of translation used in classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. Is pacing appropriate to the lesson?  
   Yes [ ] No [ ]

17. Does he/she know the language?  
   Yes [ ] No [ ]

D. Teaching Methodology used

18. Lesson adaptation is observed or not?  
   Yes [ ] No [ ]

19. Are the activities useful and achieve lesson aims?  
   Yes [ ] No [ ]
1. Is there any dictation work done by teacher?
   Dictating examination answers
   Dictating comprehension based answers

2. Is there any use of modern methods of language teaching?
   Observer's comments:
   Observer's notes about the procedure/methodology used by the teacher in class:

3. If yes then to what extent it is used?
   25%
   50%
   75%
   100%

4. Tick the suitable box.

<table>
<thead>
<tr>
<th>Effective questioning of learners to check their understanding</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little or no knowledge of teaching methodology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insufficient or no involvement of learners</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use of teaching materials

5. Inefficient or inadequate materials to support learning
   Yes
   No

6. Is the teacher using any materials other than the textbooks?
   Yes
   No

7. If yes please specify the material used:

Evaluation and feedback

8. Is there any feedback from the teacher?
   Yes
   No

9. How much feedback has been given by the teacher? (Please tick mark)
   0%-25%
   25%-50%
29. What is the nature of feedback?
Observer's comments:

30. Narrative on any problem highlighted during observation:

31. Teacher's point of view: