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

Figure 7

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

Figure 8

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)

**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).

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).
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

Class IX and X Students' Performance in Reading Skills

<table>
<thead>
<tr>
<th>Preference Scale</th>
<th>No. of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>IX X</td>
<td>Poor (10-20%)</td>
</tr>
<tr>
<td>IX X</td>
<td>Average (30-40%)</td>
</tr>
<tr>
<td>IX X</td>
<td>Satisfactory (50-60%)</td>
</tr>
<tr>
<td>IX X</td>
<td>Good (70-80%)</td>
</tr>
<tr>
<td>IX X</td>
<td>Excelent (90-100%)</td>
</tr>
<tr>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

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**

![Chart showing performance distribution](chart)

**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>
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</thead>
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<tr>
<td>Poor (10-20%)</td>
<td>IX: 7%, X: 4%</td>
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<tr>
<td>Average (30-40%)</td>
<td>IX: 23%, X: 17%</td>
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<tr>
<td>Satisfactory (50-60%)</td>
<td>IX: 31%, X: 19%</td>
</tr>
<tr>
<td>Good (70-80%)</td>
<td>IX: 16%, X: 12%</td>
</tr>
<tr>
<td>Excelent (90-100%)</td>
<td>IX: 7%, X: 3%</td>
</tr>
<tr>
<td>NA</td>
<td>IX: 5%, X: 2%</td>
</tr>
</tbody>
</table>

Figure 19

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*

![Bar Chart](image)

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*

![Bar Chart](image)

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 percentage of respondents for different levels of 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 percentage of respondents for different levels of other language 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

![Proficiency in Language Skills Chart](chart1.png)

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

![Opinion About Teaching Profession Chart](chart2.png)

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

![Graph showing 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

![Diagram: Difficulty in Evaluation of Different Language Skills]

Figure 28

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

Figure 29

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

![Bar chart showing preferences for teaching profession]

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).
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>Preference Scale</th>
<th>5-Strongly Agree</th>
<th>4-Agree</th>
<th>3-Uncertain</th>
<th>2-Disagree</th>
<th>1-Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Respondents</td>
<td>61%</td>
<td>15%</td>
<td>11%</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>61%</td>
<td>1%</td>
<td>36%</td>
<td>77%</td>
<td>2%</td>
<td>27%</td>
</tr>
<tr>
<td>Classroom Communication skills for content delivery</td>
<td>69%</td>
<td>10%</td>
<td>1%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Team building and networking abilities</td>
<td>9%</td>
<td>3%</td>
<td>9%</td>
<td>3%</td>
<td>9%</td>
</tr>
<tr>
<td>Ability to produce appropriate classroom materials</td>
<td>11%</td>
<td>5%</td>
<td>3%</td>
<td>2%</td>
<td>9%</td>
</tr>
<tr>
<td>Using a computer and internet</td>
<td>10%</td>
<td>1%</td>
<td>2%</td>
<td>3%</td>
<td>9%</td>
</tr>
<tr>
<td>Updating with the relevant books in your areas</td>
<td>15%</td>
<td>5%</td>
<td>3%</td>
<td>9%</td>
<td>9%</td>
</tr>
</tbody>
</table>

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).
5.1.14 Support Provided by the Principal

Support Provided by the Principal

- Strongly approve
- Somewhat approve
- Undecided
- Somewhat disapprove
- Strongly disapprove

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).

5.2.2 Teacher Accountability

Teacher Accountability

- Inefficient teaching
- Not Completing the Sullabus
- Poor assessment
- High failure rates

Figure 37
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).

![Training Sessions for Teachers](image)

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).
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

![Provision of Separate Budget](image)

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

![Receiving Funds for Teacher Support Programme](image)

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

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).
5.2.10 Duration of Training Sessions Required to Train Teachers

![Duration of Training Session Required to Train English Teachers](image)

Figure 45

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).

![Resources Required for Teacher Education](image)

Figure 46
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 model 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 how 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.