Chapter 6

CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

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 report 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 visa -vi 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.
Notes

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.