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 (Hollliday, 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-work, 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 (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.

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-learning 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, Igla, 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. 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