Chapter 5

Data Analysis

5.1 Introduction

The previous chapter discussed the details of data collection and presented a comprehensive picture of the sample, tools, procedures followed in the designing of the tools and methodology adopted for data collection. This chapter concentrates on the analysis of the data collected from the four tools used for the study namely: questionnaires for teacher educators and trainees, interviews for teacher educators and trainees, classroom observation of the D.Ed training classes and checklist for analyzing the teacher educators’ handbook.

According to Lindolf and Taylor (2002), data analysis is a process where raw data collected by various research instruments are labelled, broken down and restructured into pattern, themes, concepts and propositions. The current study adopted a mixed method framework where both qualitative and quantitative methods were used. The data collected from the questionnaires were subjected to content analysis and percentages, frequencies and values were calculated. An attempt has been made in this chapter to represent the data through graphs, figures and tables. In the case of interviews, the transcripts of the interviews were subjected to colour coding, and categories and dominant themes and sub-themes were identified. The reports of the five classroom observations carried out by the researcher were also analyzed based on themes. The checklist for analyzing the teacher educators’ handbook carried 25 items and each item is described in detail after analyzing the handbook. Appendix I - VIII carry the tools used for research, classroom observation reports and the transcription of the interviews.
5.2 Analysis of the Questionnaires

This section presents the detailed analysis of the data collected from the questionnaires administered to the teacher trainees and teacher educators.

5.2.1 Analysis of the Questionnaire for the Trainees

The questionnaire for the teacher trainees (appendix I) was administered to 225 trainees from 12 teacher training institutes. The questionnaire contains 28 questions which are divided into four sections. The analysis of the questionnaire is given below.

Section I Personal Information

Section I of the questionnaire aimed at collecting the information related to the profile of the trainees. The section collected information like name of the trainee, name of the teacher training institute where the trainee studies, and the qualification of the trainee. The data related to the number of the trainees belonging to each institute was already presented in chapter 4 (refer, table 4.1). The data collected regarding the qualification of the trainees is represented in figure 5.1.

![Educational Qualifications Chart]

**Figure 5.1:** Educational Qualifications of the Trainees
From figure 5.1, it can be seen that 80.88% of the 225 trainees had higher secondary as their qualification. 2.22% of the trainees had completed diploma after their higher secondary and joined for the D.Ed programme. 16.88% of the trainees had completed degree. Higher secondary/intermediate is the minimum qualification needed to apply for the D.Ed programme. This might be the reason why we see more number of trainees with higher secondary qualification joining the programme with the idea of getting a job immediately after completing D.Ed.

Section II: D.Ed Trainees, Training and Curriculum

Section II contains 17 questions. The section mainly focused on collecting information related to the D.Ed English curriculum and its implementation in the training classroom. The section also looks at the problems faced by the trainees both in their training classrooms and while transacting the primary school English curriculum during their practice teaching sessions. The section towards the end collected the suggestions from the teacher trainees to improve the D.Ed curriculum. The analysis of the questions in section II follows.

Question no.1 in section II is question requiring a ‘yes’ or ‘no’ answer and is divided into two parts. The first part analyses the familiarity of the D.Ed trainees with the D.Ed curriculum. The second part asks the trainees whether they have a personal copy of the curriculum. The data collected is represented in figures 5.2 and 5.3. From the figures, it can be observed that 76% of the trainees claimed that were familiar with the D.Ed curriculum but only 29.33% of the trainees had a personal copy with them. In most of the TTIs, where the researcher visited for his data collection, there were no copies of the curriculum even in the library. The teacher trainees mostly relied on the information given by their teacher educators regarding the topics to study. SCERT
also did not provide the hard copy of the curriculum to the TTIs. Most of the teacher educators downloaded the curriculum from the SCERT website.

![Familiarity of the Trainees with the New D.Ed Curriculum](image1)

**Figure 5.2:** Familiarity of the Trainees with the New D.Ed Curriculum

![Percentage of the Trainees Possessing a Personal Copy of the Curriculum](image2)

**Figure 5.3:** Percentage of Trainees Possessing a Personal Copy of the Curriculum

Question no.2 asks the trainees to rate the D.Ed curriculum (on a 5-point preferential scale) by grading the importance given to the LSRW skills in the curriculum. The data collected is tabulated in table 5.1.
Table 5.1: Perceptions of the Trainees Regarding the Importance Given to the LSRW Skills

From table 5.1, it can be seen that the item ‘writing’ got the highest value (842). This means, in the opinion of the teacher trainees, the D.Ed curriculum gives more importance to writing skill. Followed by that the second position is taken by reading (value 744) and the third goes to listening (value 742). Speaking received the lowest value (702).

Calculation of the value:

According to the preferences indicated by the trainees, the corresponding value of each item was calculated. The 5-point Likert scale carried the point division as follows:

Not satisfactory = 1 point, Not sure = 2 points, Good = 3 points, Very Satisfactory = 4 points and Excellent = 5 points.

The methodology adopted to calculate the value is given in table 5.2.

<table>
<thead>
<tr>
<th>Skills</th>
<th>Preparation of Value</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>(19×1) + (14×2) + (97×3) + (71×4) + (24×5)</td>
<td>742</td>
</tr>
<tr>
<td>Speaking</td>
<td>(8×1) + (59×2) + (76×3) + (62×4) + (20×5)</td>
<td>702</td>
</tr>
<tr>
<td>Reading</td>
<td>(8×1) + (33×2) + (100×3) + (50×4) + (34×5)</td>
<td>744</td>
</tr>
<tr>
<td>Writing</td>
<td>(11×1) + (6×2) + (75×3) + (71×4) + (62×5)</td>
<td>842</td>
</tr>
</tbody>
</table>

Table 5.2: Methodology Adopted to Calculate the Value
Question no. 3 tries to collect the opinion of the trainees whether the speaking/listening skills components in the D.Ed curriculum provide adequate inputs to them to develop their communication skills. The responses of the trainees are diagrammatically represented in figure 5.4.

![Adequacy of Inputs Provided by the Curriculum](image)

**Figure 5.4:** Perceptions of the Trainees Regarding the Adequacy of Inputs Provided by the Curriculum to Develop Communication Skills

From figure 5.4, it can be seen that 156 (69.33%) trainees opined that the listening/speaking skills components in the curriculum provide them adequate inputs to develop their communication skills. 61 (27.11%) trainees had a negative answer. 8 (3.55%) trainees left the question unanswered. The trainees were also asked to state the reasons in support of their answer. The responses given by the trainees are analyzed below.

**Analysis of the responses of the 156 trainees whose response was ‘yes’:**

After analyzing the responses given by the 156 trainees who pointed out that the curriculum provides adequate inputs to them to develop their communication skills, it was observed that 105 trainees (67.30%) out of 156 trainees mentioned that the various group and individual activities in the training classroom like debates,
group discussion, role plays, seminars etc provide them adequate opportunities to develop their communication skills. Some of the sample responses given by the trainees are given below:

- *In D.Ed English curriculum the students provided lot of activity, seminar, debates. This activities helps teacher trainees develop their LSRW skills.* (sic)  
  (Teacher Trainee 1.7)

- *Through participation in various activities such as debates, discussions etc.*  
  (Teacher Trainee 5.3)

- *There are so many activities to help to improve such skills.* (Teacher Trainee 6.5)

29 trainees (18.59%) had the opinion that the teaching practice, presentations that they do in the class and also the interaction happening in the class was quite helpful in developing and fine tuning their communication skills. Some of the sample responses are given below:

- *Teaching practice, interaction in the English class, and debates, presentations are helpful to develop communication skills.* (Teacher Trainee 2.1)

- *Class interaction, teaching practice.* (Teacher Trainee 2.5)

22 trainees (14.10%) felt that listening to the teacher talk in the classroom and the various language functions and forms included in the curriculum are giving them adequate inputs to develop their communication skills.

- *Curriculum includes teacher talk. Language function and forms.* (Teacher Trainee 12.1)

- *The language functions in the curriculum giving inputs.* (Teacher Trainee 12.5)
Analysis of the responses of 61 trainees who gave ‘no’ as their answer to the question:

18 trainees (29.5%) felt that there were no chances for developing their communication skills in the curriculum. 5 learners (8.1%) pointed out that the D.Ed curriculum was giving more importance to writing skill and not speaking skills. 6 learners (9.83%) felt that the curriculum had more theory and practice was very less. 32 learners (52.45%) pointed out that their teacher was using lecture method in the class and opportunities given for discussion in the class was very less. Since the class was mostly based on lecture method, there were no group activities like discussion, debates etc happening in the class. The various responses of the trainees are given below after removing similar kind of responses:

- Because we have no chance to develop our speaking skill. (Teacher Trainee 4.2)
- There is only some factors to develop speaking. Listening is always happening. (sic) (Teacher Trainee 5.2)
- In D.Ed curriculum, they are giving more preference to writing skills, not communication skills. (Teacher Trainee 6.4)
- Our teacher use lecture method. It give a chance to listen language. But it didn't get a chance to speaking the language. (sic) (Teacher Trainee 10.1)
- Because we have no seminar or any other discussions forms in our classroom. (Teacher Trainee 11.2)
- Our classes are mostly lecture method. No speaking activities. Sir always giving notes. (Teacher Trainee 11.8)
Question no.4, which is a ‘yes’ or ‘no’ question, asks the trainees whether there are sufficient number of suggested communicative activities in the curriculum. The responses given by the trainees are represented in figure 5.5.

![Adequacy of Communicative Activities in the Curriculum](chart.png)

**Figure 5.5: Perceptions of the Trainees Regarding the Adequacy of Communicative Activities in the Curriculum**

When we analyse the responses given by the trainees, we can see that 52% of the trainees opined that there are sufficient number of suggested communicative activities in the curriculum. Whereas 48% of the trainees opined that the suggested number of activities were not enough.

Question no.5 collects the opinion of the trainees whether the tasks and activities prescribed in the curriculum take up too much time. The trainees were asked to point out their answers by marking either a ‘yes’ or a ‘no’. The trainees who marked ‘yes’ were asked to justify their answer by stating the reasons. The data collected from the trainees is represented in figure 5.6. It can be observed from figure 5.6 that 173 (76.88%) trainees pointed out that the tasks and activities in the curriculum does not take too much time to complete. 52 (23.11%) trainees pointed out that the tasks and activities take up too much time and they were not able to complete many activities on time.
Figure 5.6: Perceptions of the Trainees Regarding the Time Taken by the Tasks and Activities in the Curriculum

The trainees (52 trainees) who felt that the activities and tasks in the curriculum take up too much time were asked to state their reasons for feeling so. The answers they gave were analyzed and the following conclusions were reached:

- There are many activities in the curriculum. But since each activity is taking too much time to complete, the teacher educators are not able to cover all the activities prescribed in the curriculum.
- The language competency of the trainees is very low. Because of this, many of them needs more time to comprehend and complete an activity. Many a times, the teacher educator has to spend more time in explaining the activities in Malayalam.

The following are some of the responses (to prove their point) from the trainees who felt that the tasks and activities take up too much time:
In one activity completed in a one period spending. The thick of syllabus are not completed in the allowed time. Therefore the less of the content. (sic)
(Teacher Trainee 1.7)

Because there is a lot of students don't know English fluently. So they feel very difficult to participate in tasks. It takes much time to complete the task. (sic)
(Teacher Trainee 3.4)

Because lack of the awareness of English language. (sic) (Teacher Trainee 3.10)

The tasks and activities take up too much time. Debates, seminars and other activities take too much time. (Teacher Trainee 6.22)

Speaking activities need more time. (Teacher Trainee 7.23)

There are lots of works in the curriculum. (Teacher Trainee 11.1)

Question no. 6 is divided into two parts. The first part collects the information regarding the number of English teaching classes that the trainees have per week. The second part collects the opinion of the trainees whether the time allotted for teaching English is adequate to cover the prescribed curriculum. If their answer is ‘no’, they are asked to state the reasons why they felt so. The responses that the teacher trainees gave to this question is represented in figure 5.7. From the figure, it can be seen that 86.66% of the trainees have 3 English teaching classes per week. 4% had 4 classes and 9.33% had 5 classes per week. The teacher educators told the researcher that the number of English classes varied from semester to semester. It was the third semester trainees that the researcher met for his data collection and in the third semester only 3 English classes were allotted to them because the third semester mainly concentrates on preparation for the teaching practice that is to happen in the fourth semester and
also there was no exam for English in the third semester. Some TTIs who felt that their trainees need more training in English, allotted 4 to 5 hours for English.

**Figure 5.7: Number of English Teaching Classes per Week**

To the second part of the question, i.e. trainees feeling whether the time allotted for teaching English is adequate or not, the responses collected are shown in figure 5.8.

**Figure 5.8: Opinion of the Trainees Regarding the Adequacy of the Time Allotted for English Methodology Classes**
From figure 5.8, it can be observed that 84% of the trainees felt that the time allotted for teaching English was adequate and 16% of the trainees felt that the time allotted was not adequate to cover the prescribed curriculum. The 36 trainees (16%) who felt that the time allotted was not adequate were asked to state the reasons for feeling so. The responses given by the trainees are given below. Similar types of responses were removed.

- **Number of academic days are not sufficient for curriculum transactions.**
  (Teacher Trainee 1.3)

- **We need more time especially in the fourth semester to cover the portions.**
  (Teacher Trainee 1.10)

- **Students feel difficulty to understand some topic. So sometime teacher need more time to complete a topic.** *(sic)* (Teacher Trainee 3.4)

- **Number of the tasks and portions are huge amount. So not get time to complete the curriculum.** *(sic)* (Teacher Trainee 3.10)

- **Because all of us don't know language and we are not understanding this new curriculum and about it in the English language.** *(sic)* (Teacher Trainee 6.20)

- **English is very difficult to learn and understand.** (Teacher Trainee 8.5)

- **Because English language is more difficult for all the students. The curriculum will providing time allotted to above average learners. So it is difficult to other students.** *(sic)* (Teacher Trainee 9.13)

Question no. 7 asks the trainees opinion on how satisfied they are with the techniques and approaches followed in the D.Ed English curriculum. The responses given by the trainees are represented in the figure 5.9. From the figure, it can be seen that majority of the trainees (87.11%) were somewhat satisfied with the techniques and approaches followed in the D.Ed curriculum. 4% of the trainees were very much
satisfied and another 4% of the trainees were not satisfied with the techniques and approaches. 11 learners (4.88%) left the question unanswered.

**Figure 5.9: Perceptions of the Trainees Regarding the Techniques and Approaches Followed in the D.Ed Curriculum**

Question no. 8 collects the information about the approach followed by the teacher educators in the English classes. The information given by the trainees is represented in figure 5.10.

**Figure 5.10: Approaches Followed by the Teacher Educators**
From figure 5.10, it can be observed that 77.77% of the trainees pointed out that their teacher educators are using communicative approach in the English classes. 11.11% of the trainees mentioned that their teacher educators are following grammar translation method. 7.50% of the trainees felt that their teacher educators are using mixed approaches in their class and 3.50% of the trainees pointed out that their teacher educators are using structural approach.

Question no. 9 asks the teacher trainees to point out and rate the methods adopted by their teacher educators to train them in language skills. A list of commonly used methods is provided along with the question and trainees were asked to mark their preference. The responses received from the trainees are tabulated in table 5.3 and the value of each item has been calculated.

<table>
<thead>
<tr>
<th>Options</th>
<th>Always</th>
<th>Sometimes</th>
<th>Not at all</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(3)</td>
<td>(2)</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>Lectures</td>
<td>125</td>
<td>93</td>
<td>7</td>
<td>568</td>
</tr>
<tr>
<td>Discussions, Debates and Seminars</td>
<td>49</td>
<td>167</td>
<td>9</td>
<td>490</td>
</tr>
<tr>
<td>Activities like role plays, skits etc</td>
<td>0</td>
<td>130</td>
<td>95</td>
<td>355</td>
</tr>
<tr>
<td>Using PowerPoint presentation</td>
<td>1</td>
<td>48</td>
<td>176</td>
<td>275</td>
</tr>
<tr>
<td>Audio recordings</td>
<td>1</td>
<td>72</td>
<td>152</td>
<td>299</td>
</tr>
<tr>
<td>Movies/video clips</td>
<td>0</td>
<td>57</td>
<td>168</td>
<td>282</td>
</tr>
</tbody>
</table>

**Table 5.3: Trainees’ Rating of the Methods Adopted by their Teacher Educators**

From table 5.3, it can be observed that ‘lectures’ received the highest value (568), which means that lectures were the most commonly preferred method adopted by the teacher educators to handle the training classes. Followed by that discussion, debates and seminars got the second highest value (value 490). So it was interesting to note that the teacher educators, along with lectures, were also giving scope for discussion,
debates and seminars in the class. The option ‘using PowerPoint presentation’ received the least value (value 275) which means that it was the least preferred method by the teacher educators in the training class.

Question no. 10 tries to elicit the response of the trainees regarding the major problems that they face in the English curriculum. They have to choose the problems from a list given along with the question and mark their preference on a 5-point Likert scale. The responses received from the trainees are tabulated in table 5.4 and the value of each item has been calculated.

<table>
<thead>
<tr>
<th>Problems</th>
<th>Strongly Agree (5)</th>
<th>Agree (4)</th>
<th>Not Sure (3)</th>
<th>Disagree (2)</th>
<th>Strongly Disagree (1)</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus</td>
<td>25</td>
<td>116</td>
<td>48</td>
<td>34</td>
<td>2</td>
<td>778</td>
</tr>
<tr>
<td>Methods/approaches</td>
<td>18</td>
<td>133</td>
<td>41</td>
<td>32</td>
<td>0</td>
<td>809</td>
</tr>
<tr>
<td>Large class</td>
<td>9</td>
<td>65</td>
<td>46</td>
<td>89</td>
<td>16</td>
<td>637</td>
</tr>
<tr>
<td>Curriculum objectives</td>
<td>16</td>
<td>76</td>
<td>85</td>
<td>42</td>
<td>5</td>
<td>728</td>
</tr>
<tr>
<td>Learning materials</td>
<td>19</td>
<td>106</td>
<td>44</td>
<td>48</td>
<td>8</td>
<td>755</td>
</tr>
<tr>
<td>Learning activities</td>
<td>14</td>
<td>117</td>
<td>39</td>
<td>50</td>
<td>5</td>
<td>760</td>
</tr>
<tr>
<td>Motivation</td>
<td>19</td>
<td>83</td>
<td>58</td>
<td>44</td>
<td>21</td>
<td>710</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>20</td>
<td>83</td>
<td>51</td>
<td>59</td>
<td>12</td>
<td>715</td>
</tr>
</tbody>
</table>

Table 5.4: Problems Faced by the Trainees

From table 5.4, it can be noted that the item ‘methods/approaches’ received the highest value (value 809). This means that out of all the items listed in the table, the trainees found methods/approaches to be more problematic. The second highest value goes to syllabus (value 778). Third in the line is ‘learning activities’ with a value of 760. The item ‘large class’ got the least value (637) which means trainees found it to be less problematic. The reason is that in most of the TTIs, the trainee population was so less and in many classes the total strength of trainees remained below 25. Out of
the 12 TTIs where the researcher visited for his data collection, only two TTIs had class strength of more than 25 trainees.

Question no. 11 asks the trainees whether they have a slot in the D.Ed programme where they are made familiar with the current English textbooks and approaches followed in the primary school. If their answer is ‘yes’, they are asked to give the details of that slot. The responses given by the trainees are represented in the figure 5.11.

![Availability of Slots](image)

**Figure 5.11:** Availability of Slots for Making the Trainees Familiar with the Materials and Methods Used in Schools

From figure 5.11, it is clear that 81.77% of the trainees opined that they have a slot where they are familiarized with the textbooks and approaches followed in primary schools. They also gave the details regarding the slot. Majority of the trainees, out of the 184 trainees (81.77%), pointed out that they are given training in preparing teaching manual based on the primary level textbooks, doing pedagogic analysis and they are also given demonstration classes by expert teachers. Many of them also mentioned that before the actual teaching practice, they visit primary schools and observe the classes for more than a week. The new curriculum has also introduced the system of mentoring where the trainees are assigned a teacher who will be their
mentor and give them training and clarify their doubts. Some sample responses given by the trainees are given below:

- **Before teaching practice we visit school for classroom observation.** (Teacher Trainee 1.5)
- **We do textbook analysis, also observing classes. Also primary teachers take model classes for us.** (Teacher Trainee 1.16)
- **Preparing pedagogic analysis, teaching manual, demonstration classes.** (Teacher Trainee 1.23)
- **D.Ed curriculum is giving us opportunities to study and prepare notes on the current English textbooks to the students.** *(sic)* (Teacher Trainee 6.6)
- **Mentoring.** (Teacher Trainee 12.8)

Question no.12 is divided into two parts. The first part is a ‘yes’ or ‘no’ question where the trainees are asked whether they face any difficulties while interacting with their students during the practice teaching sessions. The second part asks the trainees to identify the difficulties they face (from a list provided along with the question) while interacting with their students during the practice teaching sessions. The responses given by the trainees are represented in figure 5.12 and the responses for the second part are tabulated in table 5.5.

![Figure 5.12: Trainees’ Opinion Whether They Face Problems during Interaction](image-url)
From figure 5.12, it can be seen that all the trainees (225 trainees) indicated that they face problems while interacting with their students.

<table>
<thead>
<tr>
<th>I face difficulty</th>
<th>Agree (3)</th>
<th>Neither Agree nor Disagree (2)</th>
<th>Disagree (1)</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Pronunciation</td>
<td>126</td>
<td>71</td>
<td>28</td>
<td>548</td>
</tr>
<tr>
<td>Choice of appropriate words</td>
<td>117</td>
<td>98</td>
<td>10</td>
<td>557</td>
</tr>
<tr>
<td>With grammar (tenses, articles, subject-verb agreement)</td>
<td>180</td>
<td>38</td>
<td>7</td>
<td>623</td>
</tr>
<tr>
<td>With various language functions</td>
<td>113</td>
<td>94</td>
<td>18</td>
<td>545</td>
</tr>
<tr>
<td>Putting thoughts into words</td>
<td>128</td>
<td>81</td>
<td>15</td>
<td>663</td>
</tr>
</tbody>
</table>

Table 5.5: Difficulties Faced by the Trainees during Interaction

From table 5.5, it can be observed that the item ‘putting thoughts into words’ received the highest value (663). It means that most of the trainees were facing problem with putting thoughts into words. Many trainees during their discussion with the researcher mentioned that many a times they were getting stuck in between their conversation because they could not find apt words or were not sure about the grammar. The item which got the second highest value is ‘with grammar’ (value 623). So it is clear that grammar is also a major problem for the trainees during the interaction with their students. The item which got the least value is ‘language functions’ (value 545).

Question no.13 asks the trainees to analyze the D.Ed curriculum and suggest whether the curriculum needs improvement in the areas of LSRW skills, integration of language skills, grammar and vocabulary. The trainees have to mark their preference in a 5-point Likert scale. The responses collected from the trainees are tabulated in table 5.6.
<table>
<thead>
<tr>
<th>Areas</th>
<th>Strongly Agree (5)</th>
<th>Agree (4)</th>
<th>Not Sure (3)</th>
<th>Disagree (2)</th>
<th>Strongly Disagree (1)</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>59</td>
<td>94</td>
<td>28</td>
<td>32</td>
<td>12</td>
<td>831</td>
</tr>
<tr>
<td>Speaking</td>
<td>83</td>
<td>94</td>
<td>26</td>
<td>21</td>
<td>1</td>
<td>912</td>
</tr>
<tr>
<td>Reading</td>
<td>51</td>
<td>105</td>
<td>44</td>
<td>18</td>
<td>7</td>
<td>850</td>
</tr>
<tr>
<td>Writing</td>
<td>42</td>
<td>97</td>
<td>49</td>
<td>29</td>
<td>8</td>
<td>811</td>
</tr>
<tr>
<td>Integration of language</td>
<td>45</td>
<td>125</td>
<td>39</td>
<td>14</td>
<td>2</td>
<td>872</td>
</tr>
<tr>
<td>skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Vocabulary</td>
<td>69</td>
<td>104</td>
<td>42</td>
<td>4</td>
<td>6</td>
<td>901</td>
</tr>
</tbody>
</table>

**Table 5.6: Trainees’ Responses Regarding the Areas that Need Improvement in the Curriculum**

From table 5.6, it can be observed that the item which got the highest value is speaking (value 912). From this, it can be inferred that the skill of speaking needs more improvement in the curriculum (in the opinion of the trainees). The second area which needs improvement in the curriculum, in the opinion of the trainees, is grammar and vocabulary (value 901). The item which received the lowest value is ‘writing’ (value 811) and from this it can be inferred that it is the area which needs least improvement in the opinion of the trainees.

Question no. 14 asks the trainees to rate the curriculum in terms of the theory-practice balance in the curriculum. The responses given by the trainees are represented in figure 5.13. From the figure, it can be seen that 64% of the trainees opined that there is a proper balance between theory and practice in the curriculum. 30.66% of the trainees pointed out that there is too much theory and less practice in the D.Ed curriculum. 3% of the trainees opined that there is too much theory and no practice in the D.Ed curriculum. 1% of the trainees opined that there is less theory and too much practice in the curriculum. 1.33% of the trainees left the question.
unanswered. So going by the majority opinion, it can be inferred at this point that there is a theory-practice balance in the curriculum. But the inference has to be cross checked and verified with the data collected by the other tools.

**Figure 5.13:** *Trainees’ Perceptions Regarding the Theory-Practice Balance in the Curriculum*

Question no.15 asks the trainees to rate the present D.Ed English curriculum and its methodology of teaching on a 5-point scale. The responses collected from the trainees are represented in figure 5.14.

**Figure 5.14:** *Trainees’ Rating of the D.Ed Curriculum and its Methodology*
From figure 5.14, it can be seen that 57.77% of the trainees were of the opinion that the D.Ed curriculum and its methodology of teaching is average. 35.11% of the trainees gave the rating as ‘good’ and 7% of the trainees gave the rating as ‘not so good’.

Question no. 16 analyses the congruence between the D.Ed English curriculum and the primary school English curriculum. The question carries a ‘yes’ or ‘no’ option where the trainees have to mark their preferences. It also carries an open ended option where the trainees have to write down their opinion. The responses collected from the trainees are shown in figure 5.15.

![Congruence between the D.Ed English Curriculum and the Primary School English Curriculum](image)

**Figure 5.15: Congruence between the D.Ed English Curriculum and the Primary School English Curriculum**

From figure 5.15, it is clear that 83% of the teacher trainees pointed out that there is a match between the D.Ed English curriculum and the primary school English curriculum. 17% of the trainees were of the opinion that there is no match between both the curriculums. Both the group of trainees were asked to state reasons in support of their answer. The responses they gave were analyzed and the findings are presented in the next page.
Responses of the trainees who opined that both the curriculum match with each other:

Out of the 187 trainees (83%) who pointed out that the primary school English curriculum and the D.Ed curriculum match with each other, 115 (61.49% of 187) trainees had the opinion that both the curriculums are following the same methodology and both are mutually connected. 26 learners (13.90% of 187) pointed out that from the D.Ed curriculum, they were getting the practical knowledge to apply in the primary classes. They were getting training in the approaches and methods to be followed in the primary classes. The remaining trainees also expressed similar opinion and pointed out that both the curriculums are learner-centered and activity oriented and both complemented each other. Some of the sample responses expressed by the trainees are given below:

- Both are following same methods. (Teacher Trainee 1.1)
- We are getting practical knowledge so as to apply of the classroom. So it is linked each other. (sic) (Teacher Trainee 1.3)
- Yes...they are following the same approaches-child centered and activity oriented. (Teacher Trainee 1.10)
- There is only difference in the topics in both curriculums. (Teacher Trainee 6.3)
- Primary school curriculum has all the things included in the D.Ed curriculum. D.Ed curriculum trains us how to actually implement primary curriculum. (Teacher Trainee 9.10)
- We study grammar for help teaching primary class. Pedagogical analysis and teaching manual prepared based on primary textbook. (sic) (Teacher Trainee 10.1)
In D.Ed we learned theory and apply it in primary school while practice.

(Teacher Trainee 10.18)

Responses of the trainees who pointed out that both the curriculums do not match with each other:

38 trainees (17%) pointed out that the curriculums were not matching with each other. Majority among them left the open ended part of the question unanswered. The responses of the trainees who gave answers for the open ended part are given below:

- D.Ed curriculum set and demand with high standards.(sic) (Teacher Trainee 5.3)
- In D.Ed curriculum, there is so many grammatical activities and so much theories. In primary classes we didn't use these type of grammar. It must include communication activities.(sic) (Teacher Trainee 5.11)
- Because the learning process and strategies used in the primary and D.Ed curriculum is entirely different.(sic) (Teacher Trainee 11.1)

After going through their responses, what we can infer is that those trainees had a feeling that D.Ed curriculum was designed at a high level and it was not suited for training teachers at primary level. Also some of them felt that the grammar activities and the theories that they learn in the D.Ed class is totally different from what they actually practice in the primary classes. Some trainees also pointed out that the learning processes and strategies used in the primary curriculum and the D.Ed curriculum are entirely different.

Since 83% of the trainees were of the opinion that D.Ed curriculum was matching with the primary school English curriculum, the researcher felt that the opinion given by these 17% trainees could be neglected. But he decided to do so after
cross checking with the data received from the other tools, so that he could ascertain the truth.

Question no. 17 is an open ended question and it collects the suggestions of the trainees to improve the D.Ed curriculum. Out of 225 trainees, 149 trainees (66.22%) answered the question and 76 trainees (33.77%) left the question unanswered. The researcher analyzed the responses of the 149 trainees and came to the following conclusions:

- 62 trainees (41.61% of 149) were of the opinion that D.Ed curriculum overburdens the learners with workload and too much theory. They wanted to reduce the number of assignments especially the written work. Some trainees pointed out that the theory part has to be reduced and the books suggested in the reading list should be of their level. Some sample responses collected from the trainees are given below:
  
  - *Syllabus is vast and present syllabus is up to the level of M.Ed curriculum. For example Braj Kachuru’s theory.(sic)* (Teacher Trainee 1.3)
  
  - *Reduce theory part in D.Ed curriculum. The books included for reference should be based on our level.* (Teacher Trainee 1.11)
  
  - *Reduce writing tasks.* (Teacher Trainee 4.2)
  
  - *Decrease the level of work.* (Teacher Trainee 9.2)
  
  - *Work should be reduced because it takes more time and we can’t study for the examination.* (Teacher Trainee 11.3)

- 46 trainees (30.87%) were of the opinion that the curriculum needs to include more activities and tasks for developing communication skills, pronunciation and writing skills. Some sample responses of the trainees are:
- We need more opportunities to interact with each other to develop communication. (Teacher Trainee 1.2)
- Add more activities to develop communication skills and writing skills.
  (Teacher Trainee 3.2)
- More components to improve pronunciation. (Teacher Trainee 5.1)

41 trainees (27.51%) mentioned that the curriculum needs to include more ICT components. Some sample responses are given below:
- Use ICT. (Teacher Trainee 9.12)
- Include more use of ICT in the curriculum. (Teacher Trainee 9.14)

**Section III: Materials Used**

Section III contains 10 questions. This section concentrates on collecting the information regarding the materials that are used in the D.Ed English classroom.

Question no.18, the first question in this section, is a ‘yes’ or ‘no’ question. It collects information from the trainees whether their teacher educators are following the handbook or not. The responses collected from the trainees are represented in figure 5.16.

![Figure 5.16: Trainees' Responses Whether Their Teacher Educators Follow the Handbook or Not](image)
From figure 5.16, it can be observed that 90.66% of the trainees mentioned that their teacher educators are following the teachers’ handbook.

Question no.19 asks the trainees whether their teacher educators strictly follow the suggested reading list given in the D.Ed curriculum. The responses that trainees gave are represented in figure 5.17.

![Do the Teacher Educators Strictly Follow the Suggested Reading List?](image)

**Figure 5.17: Percentage of the Trainees Who Pointed Out that Their Teacher Educators Strictly Follow the Suggested Reading List**

From figure 5.17, it is clear that 52% of the trainees pointed out that their teacher educators strictly follow the reading list given in the D.Ed curriculum and 48% of the trainees pointed out that their teacher educators are not following the reading list.

Question no.20, a ‘yes’ or ‘no’ question, collects the opinion of the learners whether the objectives of the course can be achieved through the curriculum and the suggested materials. The responses collected from the trainees are represented in figure 5.18. From the figure, it can be observed that 69.33% of the teacher trainees had the opinion that the objectives of the course could be achieved through the curriculum and the suggested materials. 30.66% of the trainees were having the
opinion that the objectives of the course cannot be achieved through the curriculum and the suggested materials.

**Figure 5.18: Perceptions of the Trainees Whether the Course Objectives can be Achieved Through the Curriculum and Suggested Materials**

Question no. 21 asks the trainees whether they face any problems in collecting understanding and using materials prescribed in the curriculum. If their answer is ‘yes’ they are asked to mention some difficulties that they face. The responses of the trainees are represented in figure 5.19.

**Figure 5.19: Trainees’ Opinions on the Difficulty in Collecting, Understanding and Using Materials Prescribed in the Curriculum**
From figure 5.19, it can be seen that 52% of the trainees indicated that they face difficulties in collecting, understanding and using materials prescribed in the curriculum. Those trainees were asked to mention some of the difficulties that they face. The responses given by the trainees are given below after omitting similar kind of responses:

- Lack of reference texts and proper internet and other ICT facilities. (Teacher Trainee 1.1)

- Required books are not available in the library. (Teacher Trainee 1.4)

- Books not available, videos not available, no internet. (sic) (Teacher Trainee 1.23)

- Lack of reference texts and proper internet and other ICT facilities, primary class textbooks and handbooks not available. (sic) (Teacher Trainee 6.20)

Question no. 22 asks the trainees whether they feel the need for a coursebook which covers all the topics given in the curriculum. If their answer is ‘no’ they are asked to state their reasons for feeling so. The responses collected from the trainees are represented in figure 5.20.

![Need for a Coursebook](image)

**Figure 5.20:** Trainees’ Perceptions Regarding the Need for a Coursebook
From figure 5.20, we can see that 88% of the trainees opined that they need a coursebook. Only 26 trainees (12%) pointed out that they don’t need a coursebook. The reasons given by the 12% trainees who felt that there is no need for any coursebook is given below:

- *Because our teacher simplify the topics related to subject.* (Teacher Trainee 3.4)
- *Our English teacher studying in perfectly.* (sic) (Teacher Trainee 6.9)
- *We are studies Adhyapakamitram.* (sic) (Teacher Trainee 8.1)

From the response of the learners it can be inferred that those learners were satisfied with the way their English teacher educators are teaching and simplifying the topics for them. They were dependent on the inputs given by their teacher educators. Some trainees were also using guides like *Adyapakamitram* (Teachers’ friend) available in the market as a substitution to the coursebook.

Question no.23 asks the trainees to point out the supplementary materials that their teacher educators use in their classroom. Figure 5.21 represents their responses.

![Supplementary Materials](image)

**Figure 5.21:** Supplementary Materials Used in the Classroom
From figure 5.21, it can be observed that 95.55% of the trainees pointed out that their teacher educators use notes prepared by them in their training classes. 66% of the trainees pointed out that their teacher educators use Adyapakamitram (which is a guide prepared by a group of teachers) as a supplementary material. 49% of the trainees mentioned that their teacher educators download materials from internet and use it in the classroom. 37% of the teacher trainees pointed out that their teacher educators use materials/notes collected from other teachers as supplementary materials.

Question no.24 collects the trainees opinion whether the materials suggested in the curriculum is properly suited to their level or not. The question is divided into two parts. In the first part, the trainees have to point out whether the materials are suited for their level by marking a ‘yes’ or ‘no’. The second part is for the trainees who marked ‘no’ in the first part. Those trainees have to point out whether the materials are pitched at a ‘high level’, ‘low level’ or ‘too low level’. The responses given by the trainees are represented in figure 5.22.

![Pie chart: Whether the Materials Suit Trainees' Level?](image)

**Figure 5.22: Trainees’ Perceptions Whether the Materials Suit Their Level**

From figure 5.22, it can be observed that 55.11% of the teacher trainees pointed out that the materials suggested in the curriculum were properly suited to their level.
44.88% of trainees had a different opinion and they mentioned that the materials were not suited for their level. Those trainees in the second part of the question pointed out that the level of the materials were ‘too high’ for them.

Question no.25 asks the trainees whether the curriculum gives any scope to use authentic materials in their class. The trainees were also asked to provide examples for authentic material use (in case authentic materials are being used in their classroom). The responses given by the trainees are represented in figure 5.23.

![Use of Authentic Materials in the Classroom](image)

**Figure 5.23: Trainees’ Perceptions on the Scope to Use Authentic Materials in the Classroom**

From figure 5.23, it can be observed that 62.22% of the trainees pointed out that the curriculum gives scope to use authentic materials in the classroom. 36% of the trainees mentioned that the curriculum is not giving any scope to use authentic materials in their classroom. 4 trainees (1.77%) left the question unanswered. The trainees pointed out that in their training classes authentic materials like videos from YouTube, newspaper cuttings, newspaper reports, magazines, and photos are being used. Following are some sample responses given by the trainees in support of authentic material use in their training classrooms:

- *Newspaper cutting, video clips.* (Teacher Trainee 3.3)
➢ For teaching practice we use certain video clips and photos, for a seminar and assignment. We use some magazine and paper cutting some books. (sic) (Teacher Trainee 3.5)

➢ Magazines, newspaper cutting. (Teacher Trainee 6.13)

Question no. 26, which is divided into two parts, collects the information about two aspects:

(a) whether the videos and similar audio visual materials suggested in D.Ed curriculum are easily accessible and

(b) whether there is proper infrastructure in the training institute to use such materials. The responses given by the trainees are represented in figures 5.24 and 5.25.

![Pie Chart: Accessibility of Audio-Visual Materials]

**Figure 5.24: Trainees’ Perceptions on the Accessibility of Audio-Visual Materials**

From figure 5.24, it can be seen that 57.77% of the trainees mentioned that the videos and other audio visual materials suggested in the curriculum are easily accessible. 42.22% of the trainees pointed out that the materials are not easily accessible.
Figure 5.25: Trainees’ Perceptions on the Availability of Proper Infrastructure

From figure 5.25, it is clear that 57.77% of the trainees pointed out that proper infrastructure was not available in their training institute to use audio-visual materials. 42.22% of trainees had a different opinion and they pointed out that proper infrastructure is available in their training institute.

Question no.27 is an open ended question. It asks the trainees whether they have any suggestions to improve the materials. 98 trainees (43.55%) mentioned that they had no suggestions. The responses of the remaining 127 trainees, who gave their suggestions, were analyzed and following findings were made:

a. 29 trainees (22.83% of 127) mentioned that books included in the suggested reading list should be made available in the library of their training institute so that trainees will have easy access to those books. Some of them also pointed out that the books included in the suggested reading list should be of their level and they should be able to comprehend those books easily. Some trainees opined that they need a textbook in the course. Some sample responses of the trainees who shared similar views are given below:
➢ *Reference textbooks are not available. If it is available they are not according to our ability level.* *(sic)*  
(Teacher Trainee 1.1)

➢ *We need a textbook for the course. Also the suggested books are not available. Please make them available.*  
(Teacher Trainee 1.10)

➢ *Use more comprehensible materials.*  
(Teacher Trainee 3.10)

➢ *Materials are not accessible. We need a textbook with explanation.*  
(Teacher Trainee 11.2)

b. 12 trainees (9.44%) mentioned that the curriculum should include easily accessible materials.

➢ *Please include in curriculum easily accessible materials. That will really help use to acquire English syllabus easily.* *(sic)*  
(Teacher Trainee 3.4)

c. 86 trainees (67.71%) mentioned that the curriculum should give more scope to use ICT and its benefits in the training classroom.

➢ *Use ICT in the classroom. Materials see in children original.* *(sic)*  
(Teacher Trainee 1.4)

➢ *PowerPoint presentation, videos.*  
(Teacher Trainee 1.13)

➢ *Include audios and videos.*  
(Teacher Trainee 5.12)

➢ *Need the use of ICT.*  
(Teacher Trainee 7.6)

➢ *We can use videos to teach different types of teaching methods.*  
(Teacher Trainee 9.1)

**Section IV: An overall evaluation of the new D.Ed English Curriculum**

Section IV aimed at an overall evaluation of the D.Ed English curriculum from the perspective of the teacher trainees. The section provides 19 items and asks the teacher trainees to grade those items on a 3-point Likert scale. The 19 items in this
section are the curriculum objectives (COs) mentioned in the D.Ed English curriculum. By marking their preferences, the teacher trainees are expected to point out whether the curriculum objectives are actually realized/implemented in the training programme. The responses given by the teacher trainees and the value of each item is tabulated in table 5.7.

<table>
<thead>
<tr>
<th>No.</th>
<th>D.Ed English Curriculum enables the student teachers to</th>
<th>Agree (3)</th>
<th>Neither Agree nor Disagree (2)</th>
<th>Disagree (1)</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>i)</td>
<td>strengthen their English language proficiency</td>
<td>101</td>
<td>111</td>
<td>13</td>
<td>538</td>
</tr>
<tr>
<td>ii)</td>
<td>update their knowledge of grammar, vocabulary and writing in English</td>
<td>118</td>
<td>82</td>
<td>25</td>
<td>543</td>
</tr>
<tr>
<td>iii)</td>
<td>plan and make use of listening, speaking, reading and writing activities in English language classrooms</td>
<td>167</td>
<td>46</td>
<td>12</td>
<td>605</td>
</tr>
<tr>
<td>iv)</td>
<td>grasp the general principles of language learning and teaching</td>
<td>94</td>
<td>118</td>
<td>13</td>
<td>531</td>
</tr>
<tr>
<td>v)</td>
<td>understand young learners and their difficulties</td>
<td>144</td>
<td>60</td>
<td>21</td>
<td>573</td>
</tr>
<tr>
<td>vi)</td>
<td>familiarize themselves with various approaches, methods and strategies of English language teaching</td>
<td>136</td>
<td>84</td>
<td>5</td>
<td>581</td>
</tr>
<tr>
<td></td>
<td>vii) develop basic knowledge of the classroom implication of multiple intelligence and to design classroom activities considering the MI components</td>
<td>153</td>
<td>57</td>
<td>15</td>
<td>588</td>
</tr>
<tr>
<td></td>
<td>viii) familiarize themselves with the main features of the major SLA theories and compare their effectiveness</td>
<td>156</td>
<td>65</td>
<td>4</td>
<td>602</td>
</tr>
<tr>
<td></td>
<td>ix) equip themselves to analyze the textual materials and to plan the lessons effectively</td>
<td>88</td>
<td>132</td>
<td>5</td>
<td>533</td>
</tr>
<tr>
<td></td>
<td>x) familiarize themselves with pedagogic analysis to understand the coursebook</td>
<td>159</td>
<td>57</td>
<td>9</td>
<td>600</td>
</tr>
<tr>
<td></td>
<td>xi) develop an understanding of the teaching of prose, poetry and grammar</td>
<td>148</td>
<td>57</td>
<td>20</td>
<td>578</td>
</tr>
<tr>
<td></td>
<td>xii) familiarize themselves with assessment tools</td>
<td>146</td>
<td>72</td>
<td>7</td>
<td>589</td>
</tr>
<tr>
<td></td>
<td>xiii) examine issues in language assessment and their impact on classroom teaching</td>
<td>91</td>
<td>108</td>
<td>26</td>
<td>515</td>
</tr>
<tr>
<td></td>
<td>xiv) equip themselves to analyse the errors students make and provide constructive feedback</td>
<td>116</td>
<td>91</td>
<td>18</td>
<td>548</td>
</tr>
<tr>
<td>xv)</td>
<td>develop an awareness about reflective teaching and professional development</td>
<td>119</td>
<td>78</td>
<td>28</td>
<td>541</td>
</tr>
<tr>
<td>xvi)</td>
<td>internalize the present changes in ELT</td>
<td>90</td>
<td>98</td>
<td>37</td>
<td>503</td>
</tr>
<tr>
<td>xvii)</td>
<td>equip themselves to integrate ICT in the English language classroom</td>
<td>111</td>
<td>39</td>
<td>75</td>
<td>486</td>
</tr>
<tr>
<td>xviii)</td>
<td>empower themselves and conduct action research in their classroom</td>
<td>82</td>
<td>118</td>
<td>25</td>
<td>507</td>
</tr>
<tr>
<td>xix)</td>
<td>transform themselves into mature language teachers by developing self belief</td>
<td>99</td>
<td>102</td>
<td>24</td>
<td>525</td>
</tr>
</tbody>
</table>

**Table 5.7: An Overall Evaluation of the D.Ed English Curriculum (Trainees)**

Item no. iii got the highest value of 605. This value shows that this curriculum objective is getting implemented in an effective manner in the training programme.

Followed by this, the item which got the second highest value is item no. viii (value 602). The item which got third highest value is item no. x (value 600). The item which got fourth highest value is item no. xii (value 589). Finally the item which got the least value is item no. xvii (value 486). The value points out the opinion of the teacher trainees that they are not getting training to equip themselves to integrate ICT in the English language classroom.

The interpretation of the questionnaire and the inferences that can be made from the responses of the teacher trainees follow in the next section.
5.2.1.1 Interpretation of the Questionnaire for the Trainees

From the analysis of the questionnaire for the teacher trainees, the researcher inferred certain points regarding the D.Ed curriculum, its implementation in the training classroom, the problems faced by the D.Ed trainees, and the efficacy of the materials used in the programme. The researcher also studied whether the curriculum objectives (COs) are actually getting implemented in the training programme.

From the analysis of section I that concentrated on collecting the information related to the profile of the trainees, it can be observed that most of the trainees joined for the D.Ed course after completing their higher secondary. Many of them were expecting a job immediately after completing the D.Ed course.

From the analysis of section II which focused on collecting information related to the D.Ed curriculum, its implementation in the training classroom and the problems faced by the D.Ed trainees, the following points have been inferred:

- Even though the majority of trainees claimed that they were familiar with the D.Ed curriculum, only 29.33% of the trainees had a personal copy of the curriculum with them. The trainees mostly relied on the information and inputs about the new curriculum provided by their teacher educators.
- Trainees felt that out of the four language skills, ‘speaking’ needs to be given more importance in the new curriculum. A majority of the trainees pointed out that the curriculum has adequate components in the form of classroom activities, interaction, etc. to develop their communication skills. Some of them also opined that since some of their teacher educators were using lecture method, the opportunities given for discussion in the class were limited.
- Regarding the time taken by the activities, some trainees mentioned that since the number of activities was more and the language competency level of the
trainees was low, many of them were not able to complete the activities on time. In such classes, trainees wanted to have additional language support and time for completing activities.

➤ Majority of the trainees were somewhat satisfied with the techniques and approaches followed in the D.Ed curriculum.

➤ Trainees mentioned that their teacher educators mostly preferred to use ‘lectures’ in the training classes. Since there is no text book for the D.Ed course, teacher educators prepared the notes for the class and they explained the topics to the trainees mostly using lecture method. Most of the English teacher educators were also using ‘Malayalam’ in the training classes to explain concepts. This was ascertained from the classroom observations made by the researcher.

➤ When trainees were asked to point out the problems they were facing in the English curriculum, most of them pointed out methods/approaches and syllabus as the major problems. Even though the curriculum was envisioning cognitive-interactionist approach to be followed in the classes, many teacher educators were resorting to lecture method because they found it easier.

➤ Trainees mentioned that they were receiving opportunities to observe the classes of expert teachers, prepare teaching manuals, do pedagogic analysis, etc. before their actual teaching practice. The new curriculum has introduced the system of mentoring, where a group of trainees would visit a school for practice teaching and be assigned a mentor, who is the practicing teacher in that school. The mentor would give training to the trainees regarding the various aspects like classroom management, techniques, strategies, etc.
All the trainees mentioned that they face problems while interacting with their students (in English) during their practice teaching sessions. Most of the trainees indicated that they were facing problems in putting thoughts into words. Grammar, choice of appropriate words, pronunciation and language functions were the other problems faced by the trainees.

Out of the four language skills, the skill of speaking needs more improvement in the curriculum. (See analysis of question no. 13). So the curriculum needs to concentrate more on speaking activities/opportunities for interaction.

D.Ed curriculum and its methodology of teaching were rated average by most of the trainees.

The new D.Ed English curriculum is in proper congruence with the primary school English curriculum because both the curriculums are based on constructivist paradigm and both are activity oriented and child centered.

The new curriculum overburdens the trainees with too much workload (esp. written work). The workload has to be reduced and more focus should be given on developing the communication skills of the trainees.

The curriculum should also include more use of ICT and trainees should be given training in the use of ICT. Even though the curriculum has provision for using ICT, in many training classes, it was scarcely used because either the proper equipments were not available or the teacher educators were not trained to use ICT.

From the analysis of Section III, the following inferences could be drawn:

Teacher educators were not strictly following the suggested reading list because the books were not accessible. The suggested books are also pitched at a high level and many of them are not suitable for the level of the trainees.
Lack of a well-designed coursebook, lack of reference texts, proper internet and other ICT facilities, accessibility of the audio-visual materials suggested in the curriculum, lack of the primary class text books and availability of handbooks in the library were the problems faced by the trainees as far as materials were concerned.

The lack of a coursebook was creating problems for both trainees as well as teacher educators. Since reference books were also not available, trainees had to depend solely on their teacher educators for information related to the various topics.

Many trainees pointed out that the materials suggested in the curriculum (especially the books included in the recommended reading list) were pitched at a high level. They wanted some books which were easy to read and comprehend.

Trainees pointed out that the curriculum provided scope to use authentic materials in the class. But lack of availability of proper infrastructure was hindering the use of authentic materials (like videos) in the training classrooms.

From the analysis of the final section in the trainees questionnaire, we can see that most of the trainees agreed that the curriculum objectives (COs) are getting implemented in the training programme. Trainees also pointed out that the curriculum has to provide more training to equip them to integrate ICT in the English language classroom, internalize the present changes in ELT and to empower themselves to conduct action research in their classroom.
5.2.2 Analysis of the Questionnaire for the Teacher Educators

The questionnaire for the teacher educators (appendix II) was administered to 12 teacher educators. The questionnaire contains 32 questions, which are divided into five sections. The analysis of the questions belonging to each section is given below.

Section I Personal Information

Section I of the questionnaire intends to collect the information regarding profile of the teacher educators which includes the number of years of teaching experience of the teacher educators, their qualification etc. Figure 5.26 represents the percentage of the teacher educators based on their years of teaching experience.

![Figure 5.26: Percentage of the Teacher Educators Based on Their Years of Teaching Experience](image)

From the figure 5.26, we come to know that 50% of the teacher educators have between 5-10 years teaching experience. 25% of the teacher educators have 11-15 years of teaching experience and 16.66% of teacher educators have below 5 years of teaching experience. Only 8.33% have a teaching experience of above 15 years.

The educational qualifications of the teacher educators were also analyzed and the data obtained is represented in figure 5.27.
From the figure 5.27, we come to know that 58.33% of the teacher educators who participated in this study have completed their master’s degree and bachelor’s degree in education and 33.33% of the teacher educators have completed their double master’s degrees. One teacher educator (8.33%) has only a bachelor’s degree (B.A/B.Sc) along with the bachelor degree in education. This was because that particular teacher educator was appointed on contract basis on the leave vacancy of a permanent faculty. The qualification required to become a teacher trainer as per SCERT norms is a masters degree with the bachelor of education degree.

Section II D.Ed Trainees, Training and Curriculum

Section II contains 12 questions and aimed at collecting the information related to the new D.Ed English curriculum and its implementation in the classroom.

The first question in this section analyses the familiarity of the teacher educators with the new curriculum. The question is divided into three sub questions. The first sub question, which is a ‘yes/no answer’ question, asks the teacher educators whether they have seen the new curriculum document to which all of them replied ‘Yes’. The data is represented in figure 5.28.
The second sub question asked the teacher educators to mention the sources from where they got access to the curriculum. The data obtained is represented in figure 5.29. From the figure, it is clear that 91.66% of the teacher educators relied on the website of SCERT, Kerala, for accessing the new curriculum document and only 8.33% of the teacher educators bought the copy directly from SCERT, Thiruvananthapuram.

The third sub question collects the information from the teacher educators regarding their frequency of referring the curriculum document. All the 12 teacher
educators mentioned that they refer to the curriculum document very often. The data obtained is represented in figure 5.30.

![Figure 5.30: Teacher Educators’ Frequency of Referring the Curriculum Document](image)

Question no. 2 asks the teacher educators to rate the D.Ed English curriculum by grading the importance given to the language skills. The data obtained is given in table 5.8.

<table>
<thead>
<tr>
<th>Skills</th>
<th>Not Satisfactory (1)</th>
<th>Not Sure (2)</th>
<th>Good (3)</th>
<th>Very Satisfactory (4)</th>
<th>Excellent (5)</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>4</td>
<td>0</td>
<td>40</td>
</tr>
<tr>
<td>Speaking</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>7</td>
<td>0</td>
<td>43</td>
</tr>
<tr>
<td>Reading</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>1</td>
<td>44</td>
</tr>
<tr>
<td>Writing</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>44</td>
</tr>
<tr>
<td>Grammar and Vocabulary</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>35</td>
</tr>
</tbody>
</table>

Table 5.8: Perceptions of the Teacher Educators Regarding the Importance Given to the Language Skills

From table 5.8, we can see that both writing and reading has got the same value, i.e. 44, which is the highest value. So we can deduce from the result that the D.Ed English curriculum gives equal weightage to both reading and writing. Speaking skill receives
the next position with a value of 43 followed by listening (40) and grammar and vocabulary (35).

Question no.3 collects the opinion of the teacher educators whether the speaking/listening skills components in the D.Ed curriculum provides adequate inputs to the trainees to develop their communication skills. The question is divided into two parts. In the first part the teacher educators have to point out their opinion by marking either a ‘yes’ or a ‘no’. The second part of the question, which is an open ended one, asks the teacher educators to justify their selection by stating the reasons. The data obtained in the first part of the question is tabulated in table 5.9.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 5.9: Perceptions of the Teacher Educators Regarding the Effectiveness of the Speaking/Listening Components

From table 5.9 we can see that 7 teacher educators (58.33 %) pointed out that the listening/speaking skills components in the D.Ed curriculum provide adequate inputs to the trainees to develop their communication skills. Whereas 5 teacher educators (41.66 %) selected the option ‘no’. The following are some of the responses of the teacher educators who selected the option ‘yes’. The responses have been selected after omitting similar kind of responses.

- The curriculum follows cognitive interactionist approach which gives lots of opportunities for the learners to interact. (Teacher Educator 1.0)
- Enough questions for interaction with learners are given. These questions mainly help to predict what is going to happen next, to prompt critical thinking in learners. (Teacher Educator 2.0)
By conducting activities in English club and English fest. By organizing classroom activities such as debates, discussions, seminar, extempore etc.

(Teacher Educator 3.0)

The following are some of the responses of the teacher educators who were of the opinion that the curriculum doesn’t provide adequate inputs to develop the communication skills of trainees:

- Most of the lessons provide inputs for developing listening skill. There is no chance for speaking. (Teacher Educator 4.0)
- Because the medium of instruction of other subjects is Malayalam.(Teacher Educator 5.0)
- I feel that there should be more components and activities for speaking.
  (Teacher Educator 7.0)

Question no.4, which is a ‘yes’ or ‘no’ question, asks the teacher educators whether there are sufficient number of suggested communicative activities in the curriculum. The responses that the teacher educators gave are represented graphically in figure 5.31.

![Adequacy of Communicative Activities in the Curriculum](image)

**Figure 5.31:** Perceptions of the Teacher Educators Regarding the Adequacy of Communicative Activities in the Curriculum
From figure 5.31, it is clear that 8 teacher educators (66.66%) opined that there are sufficient number of suggested communicative activities in the curriculum and 4 teacher educators (33.33%) opined that the suggested communicative activities in the curriculum are not sufficient.

Question no. 5, contains two parts. The first part, which is a ‘yes’ or ‘no’ question, collected feedback from the teacher educators whether the tasks and activities in the curriculum take up too much time. The data collected is represented in figure 5.32. From the figure, it can be observed that 58.33% of the teacher educators pointed out that the tasks and activities in the curriculum do not take up too much time. The remaining 41.66% of the teacher educators were of the opinion that the tasks and activities take up too much time.

![Pie chart showing time taken by tasks and activities in the curriculum]

**Figure 5.32: Perceptions of the Teacher Educators Regarding the Time Taken by the Tasks and Activities in the Curriculum**

The second part of the question is an open ended one where the teacher educators who marked their preference as ‘yes’, had to state the reasons why they felt so. The following are some of the responses of the teacher educators for the open ended part of the question:
Since the student teachers are not so fluent in English language, each and every task will take more time. (Teacher Educator 3.0)

Debates, seminars and their data collections, preparations etc and pedagogic analysis, preparation of TM, TLM etc. take too much time. Because the trainees feel difficulty in handling these in English. (Teacher Educator 6.0)

Some activities take too much time (seminars, debates, preparing pedagogic analysis, TM, teaching practice etc). Reasons: lack of availability of materials like reference books, coursebooks, teacher text etc. (Teacher Educator 8.0)

Question no.6, is divided into two parts. The first part collects the information regarding the number of English teaching classes per week. The second part collects the opinion of the teacher educators whether the time allotted for teaching English is adequate to cover the prescribed curriculum. The data collected for the first part of the question is tabulated in table 5.10. From table 5.10, it can be seen that 10 teacher educators have three English classes per week. One teacher educator has 4 classes and another teacher educator has 5 classes in a week.

<table>
<thead>
<tr>
<th>No of classes in a week</th>
<th>No of teacher educators</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 5.10: Number of English Methodology Classes per Week

The data collected in the second part is represented in figure 5.33. From the figure we can see that 50% of the teacher educators were of the opinion that the time allotted for teaching English was sufficient. Whereas 50% opined that the time allotted was not sufficient. The teacher educators who opined that time allotted for teaching English was not sufficient, were asked to state their reasons for feeling so. The following are
some of the responses given by the teacher educators who marked their preference as ‘no’.

- **Low academic ability of student teachers in learning English take more time.** (sic) (Teacher Educator 3.0)
- **Within limited time, we can’t do all the activities suggested in the curriculum.** (Teacher Educator 4.0)

![Adequacy of time Alloted for Teaching English](image)

**Figure 5.33:** Perceptions of the Teacher Educators Regarding the Adequacy of Time Allotted to Teach English

Question no. 7 asks the teacher educators about how satisfied they are with the techniques and approaches followed in the D.Ed English curriculum. The data collected is represented in the figure 5.34.

![Percentage of Teacher Educators](image)

**Figure 5.34:** Satisfaction Level of the Teacher Educators with the Techniques and Approaches Followed in the D.Ed Curriculum
From figure 5.34, we can understand that 75% of the teacher educators (i.e. 9 teacher educators) are somewhat satisfied with the techniques and approaches and 25% (3 teacher educators) are very much satisfied with the techniques and approaches followed in the D.Ed English curriculum.

Question no. 8 asks the teacher educators to point out the approach that they usually follow in their English classes. The data collected is represented in figure 5.35. From the figure, we can see that 5 (41.66%) teacher educators use communicative approach in their classroom; 3 (25%) teacher educators use cognitive interactionist approach; another 3 (25%) teacher educators use mixed approach and 1 (8.33%) teacher educator uses grammar translation method in her classroom.

![Various Approaches Adopted by the Teacher Educators](image)

**Figure 5.35: Approaches Adopted by the Teacher Educators**

Question no.9 tries to find out the methodology adopted by the teacher educators to train the trainees in the language skills. Various options related to the methodology were given and the teacher educators were asked to rate the options according to a three point rating scale (always, sometimes and not at all). The response received from the teacher educators are tabulated in table 5.11 and the value
of each item has been calculated. From the table, we can see that the teacher educators mostly preferred lectures, discussions, debates and seminars (with value 25) as a part of their methodology. Followed by that, they preferred to use activities like role plays skits etc. (value 24). PowerPoint presentations received the least value which shows that the teachers least preferred to use PowerPoint presentations in their classes.

<table>
<thead>
<tr>
<th>Options</th>
<th>Always (3)</th>
<th>Sometimes (2)</th>
<th>Not at all (1)</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>1</td>
<td>11</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>Discussions, Debates and Seminars</td>
<td>2</td>
<td>9</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Activities like role plays, skits etc</td>
<td>1</td>
<td>10</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>Using PowerPoint presentation</td>
<td>0</td>
<td>8</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Audio recordings</td>
<td>0</td>
<td>9</td>
<td>3</td>
<td>21</td>
</tr>
<tr>
<td>Movies/video clips</td>
<td>0</td>
<td>9</td>
<td>3</td>
<td>21</td>
</tr>
</tbody>
</table>

**Table 5.11: Methodology Adopted by the Teacher Educators**

The responses received can also be graphically represented as in figure 5.36.

**Figure 5.36: Methodology Adopted by the Teacher Educators**
Question 10 asks the teacher educators to identify the major problems they face as teacher trainers of English. A list of problems was provided to them along with the question and the teacher educators were asked to indicate their preference by marking on a 5-point Likert scale. The responses given by the teacher educators are tabulated in table 5.12. From the table, it can be observed that the teacher educators found ‘less motivated students’ (with value of 53) as the major problem. The second position as per value goes to infrastructure (value 44) followed by learning materials (value 42), syllabus (value 30), methods (value 29) and curriculum objectives (value 26). The option ‘large class’ received the least value of 21 and it shows that teacher educators did not feel much problem with the trainee strength in the class because in all the TTIs, the strength of the trainees was low.

![Table 5.12: Problems Faced by the Teacher Educators](image)

Question no. 11, which is a ‘yes’ or ‘no’ question, tries to find out whether there is any slot in the D.Ed training programme where the teacher educators make the trainees familiar with the current English textbooks and approaches followed in the primary schools. The data collected is tabulated in table 5.13.
From table 5.13, it is clear that all the teacher educators pointed out that the training programme had slots where the trainees were made familiar with the English textbooks and approaches followed in the primary schools. As an extension to the same question, the teacher educators who marked the option ‘yes’ were asked to give the details of such slots. The responses given by the teacher educators are given below. Similar kinds of responses have been omitted.

- The teacher trainees familiarize the current textbook in all the semesters. The curriculum gives clear cut instructions to handle LP&UP English textbooks. (Teacher Educator 4.0)
- Collection of language games, vocabulary, teaching contextualization of grammar, preparing activity bank etc. (Teacher Educator 6.0)
- We give chance to the trainees to do pedagogic analysis, preparation of TE etc. Trainees also get chances to observe the classes of original teachers. (Teacher Educator 7.0)
- Write-up on discourse in elementary textbooks, textbook analysis to identify approaches, methods, entry activity, games, preparation of concept maps, TM etc. Processing prose and poetry. (sic) (Teacher Educator 8.0)

Question no. 12, is the last question in section II. It tries to get the responses from the teacher educators regarding the difficulties their trainees face while they interact with their students in the classroom, during their practice teaching sessions. The teacher educators were asked to mark ‘yes’ or ‘no’ in order to indicate whether the trainees face any problem. The teacher educators who marked ‘yes’ were asked to
identify the problems that their trainees face from a list which was given as the second part of the question. The data collected is tabulated in tables 5.14 and 5.15.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>0</td>
</tr>
</tbody>
</table>

**Table 5.14: No. of Teacher Educators Who Felt that Their Trainees Face Problems during Interaction**

<table>
<thead>
<tr>
<th>The trainees face difficulty</th>
<th>Agree (3)</th>
<th>Neither Agree nor Disagree (2)</th>
<th>Disagree (1)</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Pronunciation</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>Choice of appropriate words</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>With grammar (tenses, articles, subject-verb agreement)</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>With various language functions</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>Putting thoughts into words</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>36</td>
</tr>
</tbody>
</table>

**Table 5.15: Perceptions of the Teacher Educators Regarding the Various Problems Faced by the Trainees**

From tables 5.14 and 5.15, it can be seen that all the 12 teacher educators unanimously pointed out that their trainees face/faced problems during their practice teaching sessions. It is also interesting to note that all the 12 teacher educators agreed with all the options given in the list which showed that the trainees faced problems in all the areas given in the list.
Section III Materials

Section III contains 10 questions and the questions concentrate on collecting the feedback of the teacher educators regarding the materials that are used in the D.Ed classroom.

Question 13, the first question in section 13, is divided into two parts which are ‘yes’ or ‘no’ questions. The first part asks the teacher educators whether they have a teachers’ handbook or not. The second part asks the teacher educators whether they find the handbook useful and they are asked to justify their answers by providing details. The responses from the teacher educators are represented in the figures 5.37 and 5.38.

Figure 5.37: Percentage of Teacher Educators Who Pointed Out that They have a Personal Copy of the Handbook

Figure 5.38: Percentage of the Teacher Educators Who Opined that Handbook is Useful
From figures 5.37 and 5.38, it is clear that all the teacher educators pointed out that they have a teachers’ handbook and they find it useful. The following are the various responses given by the teacher educators to prove their stand.

- **It gives a complete guidance to the teacher educator on what to cover in the syllabus.**(sic) (Teacher Educator 1.0)

- **It is useful but not enough. It provides only a vague idea. It must be more descriptive with more examples.** (Teacher Educator 2.0)

- **From the handbook, I can collect enough information about the topics and the activities to be used.** (Teacher Educator 5.0)

- **For reference, clearing doubts, to know the different strategies prescribed.** (Teacher Educator 6.0)

Question no.14, a ‘yes’ or ‘no’ question, asks the teacher educators whether they strictly follow the suggested reading list given in the D.Ed English curriculum.

The responses that the teacher educators gave are represented in figure 5.39.

![Percentage of Teacher Educators Who Strictly Follow the Suggested Reading List](image)

**Figure 5.39: Percentage of Teacher Educators Who Strictly Follow the Suggested Reading List**
From figure 5.39, it can be understood that only 25% of the teacher educators strictly follow the suggested reading list. Majority of the teacher educators (75%) found it difficult to follow the suggested reading list.

Question 15, which is a ‘yes’ or ‘no’ question, collected the opinion of the teacher educators whether the objectives of the course can be achieved through the curriculum and the suggested materials. The data collected is shown is figure 5.40.

Figure 5.40: Teacher Educators’ Perceptions Whether the Course Objectives can be Achieved Through the Curriculum and Suggested Materials

From figure 5.40, it can be observed that 10 (83.33%) teacher educators had the opinion that the objectives of the course could be achieved through the curriculum and the suggested materials. 2 (16.66%) teacher educators pointed out that the suggested materials need improvement so that the objectives of the course can be achieved through those materials.

Question no.16 asks the teacher educators whether they face any difficulties in collecting, understanding and using materials prescribed in the curriculum. The question is divided into two parts. In the first part, the teacher educators were asked to mark a ‘yes’ or ‘no’ to show whether they are facing any difficulties. In the second
part, the teacher educators who marked ‘yes’ were asked to mention some of the
difficulties that they usually face with the materials. The responses given by the
teacher educators are represented in figure 5.41.

![Difficulty in Collecting, Understanding and Using Materials Prescribed in the Curriculum](image)

**Figure 5.41:** Teacher Educators’ Responses Regarding the Difficulty in Collecting, Understanding and Using Materials Prescribed in the Curriculum

From figure 5.41, it can be observed that 83.33% of teacher educators opined that they faced difficulty with materials and only 16.66% opined that they did not face any problems. The teacher educators who responded that they face problems were asked to mention some of the problems that they faced and their responses are given below:

- **Non availability of reference books, cannot open certain websites given in the curriculum.(sic)** (Teacher Educator 3.0)

- **Books in the suggested reading list are not available and they are also very costly. We don’t have a coursebook.** (Teacher Educator 7.0)

- **Books are not available. Sometimes it is very difficult to download videos from YouTube.** (Teacher Educator 12.0)

Question no.17 asks the teacher educators whether they feel the need for a prescribed coursebook which covers all the topics given in the syllabus. The teacher
educators were asked to indicate their preference by marking either a ‘yes’ or a ‘no’.

The data collected is indicated in figure 5.42.

<table>
<thead>
<tr>
<th>The Need for a Coursebook</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% YES</td>
</tr>
<tr>
<td>25% NO</td>
</tr>
</tbody>
</table>

**Figure 5.42:** Teacher Educators’ Perceptions Regarding the Need for a Coursebook

From figure 5.42, it is clear that 75% of the teacher educators felt the need for a coursebook which covers all the topics given in the syllabus, whereas 25% felt that a coursebook was not needed to train teacher trainees. The teacher educators who expressed that a coursebook was not needed were asked to state the reasons for feeling so. The responses given by them are given below:

- *Since the D.Ed curriculum is activity oriented, there is no need for a coursebook.* (Teacher Educator 3.0)

- *We will get enough information from the handbook itself.* (Teacher Educator 5.0)

- *The handbook acts as a guidance and the teacher can collect more if needed.* (Teacher Educator 10.0)

Question no. 18 asks the teacher educators to point out the supplementary materials (from the list that is given along with the question) that they use in their classroom. The teacher educators who were using other supplementary materials that...
are not mentioned in the list were asked to mention them. But none of them
mentioned that they are using any other supplementary materials apart from the ones
given in the list. The responses given by the teacher educators are graphically
presented in figure 5.43.

![Supplementary Materials](image)

**Figure 5.43: Supplementary Materials Used in the Classroom**

From figure 5.43, it can be seen that 100% of the teachers were using materials
downloaded from internet as a supplementary material in their class. 83.33% among
the 12 teacher educators preferred to prepare their own notes and use it in the class. 25%
of teacher educators also collected materials from other teachers and 16% preferred to
use *Adyapakamitram*, which is a reference book prepared by a group of teacher
educators based on the D.Ed syllabus.

Question no.19, which is a ‘yes’ or ‘no’ question collects the opinion of the
teacher educators whether the materials suggested in the curriculum are properly
suited to the level of the learners. In case they felt that the materials are not suited to
the level of the their learners, they were asked to point out whether the materials were
at a ‘too high level’, ‘low level’ or ‘too low level’. The responses given by the teacher
educators are graphically represented in figure 5.44. From the analysis of the responses of the teacher educators, it can be deduced that 58.33% (7 teacher educators) opined that the materials were suited to the level of the learners. But 41.66% (5 teacher educators) were of the opinion that the materials are not suited to the level of the learners. All of them in the second part of the question mentioned that the level of the materials was ‘too high’ for the level of the learners.

**Figure 5.44: Teacher Educators’ Perceptions Whether the Materials Suit the Level of Their Trainees**

Do the Materials Suit the Level of the Trainees?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>58.33%</td>
<td>41.66%</td>
</tr>
</tbody>
</table>

Question no.20 analyses whether there is any scope to use authentic materials in the training classroom. The question is primarily a ‘yes’ or ‘no’ question. The question also carries an open ended option for the teacher educators to give examples of authentic material use in the classroom. The responses of the teacher educators are given in figure 5.45. From the responses of the teacher educators given in figure 5.45, it is understood that 83.33% of the teacher educators mentioned that there is scope for using authentic materials in the training classroom and they were using it. 16.66% of the teacher educators felt that the curriculum does not give any scope for using any authentic materials in the classroom.
The following were the examples given by the teacher educators in support of their authentic material use in their training classrooms:

- **We are using authentic videos from YouTube.** (Teacher Educator 1.0)
- **Internet, newspaper.** (Teacher Educator 8.0)
- **Children’s literature, internet facilities etc.** (Teacher Educator 10.0)

Question no. 21 is divided into two parts. The first part, which is a ‘yes’ or ‘no’ question, collects the opinion of the teacher educators whether the videos and other audio visual materials suggested for use in D.Ed classroom are easily accessible. The second part, which is again a ‘yes’ or ‘no’ question tries to find out whether there is proper infrastructure in the training institute to use such audio visual materials.

The responses given by the teacher educators are represented in figures 5.46 and 5.47.
From figure 5.46, it can be seen that 83.33% of the teacher educators pointed out that the audio visual materials suggested in the curriculum are not easily accessible. Only 16.66% felt that the materials can be accessed easily.

From figure 5.47, it is clear that only 16.66% of teacher educators pointed out that they had proper infrastructure in their training college to use audio visual materials.
Whereas 83.33% of the teacher educators opined that they did not have proper infrastructure in their training college.

Question no.22, the last question in section III, is an open ended question and it collects the suggestions of the teacher educators to improve the materials. 50% of the teacher educators left the question unanswered. It can be inferred that they did not have any suggestions to give. The suggestions given by the rest 50% is given below after omitting the similar kind of responses.

- *If SCERT takes initiative to provide us the suggested books, it would be good.*
  (Teacher Educator 1.0)

- *Provide adequate activities for speaking and writing skills. Grammar portion is not satisfactory. Rearrange the portions. Avoid repetitions.* (Teacher Educator 4.0)

- *Reading materials should be made available in all the TTIs. Also SCERT should provide the supporting materials like videos in CDs or DVDs. If possible a coursebook needs to be prepared which would help both the teacher trainees and the educators.* (Teacher Educator 7.0)

**Section IV: Comparison of the old TTC curriculum and the new D.Ed curriculum and suggestions to improve the D.Ed curriculum.**

Section IV focuses on comparing the old TTC curriculum and the new D.Ed curriculum. This section also collects the suggestions of the teacher educators to improve the D.Ed curriculum. The section contains 9 questions. The analysis of the question follows.

Question no.23, which is the first question in section IV, asks the teacher educators whether they find the D.Ed curriculum better than the old TTC curriculum. The responses given by the teacher educators are shown in figure 5.48.
Figure 5.48: Teacher Educators’ Perceptions Regarding the Effectiveness of the D.Ed Curriculum in Comparison with the TTC Curriculum

It can be observed from figure 5.48 that 75% of the teacher educators were of the opinion that D.Ed curriculum is better than the TTC curriculum. They were also asked to state the reasons in support of their opinion. The responses given by the teacher educators are given below:

- The workload has been reduced. The new curriculum is in complete understanding with the primary school curriculum. (Teacher Educator 1.0)
- There is a chance to learn the language elements. There are more activities to learn the basic skills-listening, speaking, reading and writing. (Teacher Educator 5.0)
- Importance is given to class observation, mentoring etc. Also functional grammar is included. (Teacher Educator 10.0)

Question no. 24, an open ended question, collects the information from the teacher educators regarding the major changes that were made to the TTC curriculum when it was revised. 2 teacher educators (16.66%) left the question unanswered. The
responses given by the rest (83.33%) are given below after removing the similar kind of responses.

- **Introduction of new component on grammar. Reduction in the workload, introduction of mentoring, removal of unnecessary theory portions which were getting repeated in other papers.** (Teacher Educator 1.0)
- **Teaching practice in both years. Preference to grammar. Reduced written works etc.** (Teacher Educator 4.0)
- **Semester system, reduction of workload, introduction of handbook.** (Teacher Educator 7.0)
- **Introduced semester system, grammar is taught explicitly. Given importance to the use of ICT. Given more importance to the development of language skills.** (Teacher Educator 8.0)
- **Semester system, introduction of new units on professional development, action research and grammar. Introduction of mentoring system.** (Teacher Educator 9.0)

Question no.25 asks the teacher educators to evaluate the D.Ed curriculum and suggest whether the revised curriculum needs improvement in the areas of LSRW, integration of language skills, grammar and vocabulary. The teacher educators were asked to mark their preferences on a 5-point Likert scale. The responses collected from the teacher educators are tabulated in table 5.16 and the value of each item has been calculated. From the table, it can be observed that the item grammar and vocabulary got the highest value of 41. This means that the teacher educators had the opinion that grammar and vocabulary in the revised curriculum needs improvement. Speaking comes in the second position with a value of 39. Values that the other items
got are: Integration of language skills (value 35), listening (value 34), writing (value 34) and reading (34).

<table>
<thead>
<tr>
<th>Areas</th>
<th>Strongly Agree (5)</th>
<th>Agree (4)</th>
<th>Not Sure (3)</th>
<th>Disagree (2)</th>
<th>Strongly Disagree (1)</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>0</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>34</td>
</tr>
<tr>
<td>Speaking</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>39</td>
</tr>
<tr>
<td>Reading</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>6</td>
<td>1</td>
<td>33</td>
</tr>
<tr>
<td>Writing</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>6</td>
<td>1</td>
<td>34</td>
</tr>
<tr>
<td>Integration of language skills</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>Grammar and Vocabulary</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>41</td>
</tr>
</tbody>
</table>

**Table 5.16: Perceptions of the Teacher Educators Regarding the Areas that Need Improvement in the D.Ed Curriculum**

Question no.26 asks the teacher educators to rate the D.Ed curriculum in terms of the theory–practice balance in the curriculum. The responses given by the teacher educators are presented in figure 5.49.

**Figure 5.49: Theory-Practice Balance in the D.Ed Curriculum**

From figure 5.49, we can see that 91.66% of the teacher educators opined that there is a proper balance between the theory and practice in the curriculum. Only 8.33% opined that the theory was more and the practice was less.
Question no. 27 asks the teacher educators to rate the D.Ed curriculum and its methodology of teaching on a 5 point scale. The responses given by the teacher educators are given in figure 5.50.

![D.Ed curriculum and its Methodology](image)

**Figure 5.50: Teacher Educators’ Rating of the D.Ed Curriculum and its Methodology**

From figure 5.50, it can be seen that 83.33% of the teacher educators were of the opinion that the D.Ed curriculum and its methodology of teaching is good. 16.66% of the teacher educators gave the rating as ‘average’.

Question no. 28, which is primarily a ‘yes’ or ‘no’ question, asks the teacher educators whether the revised D.Ed curriculum has brought any changes in the methodology followed in the languages classes. The question also carries an open ended option where the teacher educators have to mention a few changes that were brought out in the D.Ed curriculum. In case their answer is ‘no’ they are asked to state why they think that there are no changes in the D.Ed curriculum in terms of methodology. The responses given by the teacher educators are represented in figure 5.51. From the figure it can be seen that 66.66% of the teacher educators felt that the methodology followed in the language classes has not been changed with the introduction of the D.Ed curriculum. 25% of the teacher educators felt that there is a
change in the methodology and 8.33% of the teacher educators left the question unanswered.

![Diagram](image)

**Figure 5.51**: Teacher Educators’ Perceptions Regarding the Revised Curriculum and the Changes Made to the Methodology Followed in the Language Classes

The responses of the teacher educators who felt that there was a change in the methodology are given below:

- **There is use of ICT in the curriculum.** (Teacher Educator 1.0)
- **Reduced the workload of both. Active participation in all the activities. Exercises are also included.** (sic) (Teacher Educator 10.0)

The responses of the teacher educators who felt that there was no change in the methodology are given below:

- **The same methodology was being followed in the TTC curriculum also.**
  (Teacher Educator 2.0)
- **Both in the TTC and D.Ed curriculum, we use seminar, debates, discussions etc to transact the curriculum.** (Teacher Educator 5.0)
- **The revised D.Ed curriculum also emphasizes cognitive interactionist approach to be followed in the training programme.** (Teacher Educator 7.0)
Question no. 29 collects the opinion of the teacher educators whether the revised D.Ed English curriculum and the primary school English curriculum match with each other. The teacher educators were asked to give their answers by marking a ‘yes’ or ‘no’ and then to give reasons for their selection. The responses given by the teacher educators are summarized in figure 5.52.

![Figure 5.52: Congruence between the D.Ed English Curriculum and the Primary School English Curriculum](image)

From figure 5.52, it is clear that all the teacher educators pointed out that the D.Ed English curriculum and the primary school English curriculum were in proper congruence with each other. The reasons that the teacher educators gave to prove their point are:

- Both are based on constructivist paradigm. Both are activity oriented and child centered. (Teacher Educator 3.0)

- The activities, methods etc mentioned in the primary textbook is referred clearly in the D.Ed curriculum and there are so many provisions for practicing it. (Teacher Educator 4.0)

- Both the methodologies are almost the same. D.Ed curriculum is prepared based on the primary curriculum and is helpful in transacting the primary school curriculum. (Teacher Educator 6.0)
Revised primary school English curriculum has introduced the functional grammar portions in detail, concept map etc. This has also been included in ours. (Teacher Educator 10.0)

Question no. 30 is divided into two parts. The first part asks the teacher educators whether they received any special training to teach the revised curriculum and also asks them to give the details of the training they received (if any). The second part is for the teacher educators who did not receive any training to teach the new curriculum and asks them whether they felt the need for a special training to teach the revised curriculum. The responses collected from the teacher educators are represented in figures 5.53 and 5.54.

**Figure 5.53: Percentage of Teacher Educators Who Received Training to Teach the Revised Curriculum**

From figure 5.53, it can be observed that 75% of the teacher educators received special training to teach the D.Ed curriculum. They were also asked to share the details of the training they received. The details that they gave follows:
- RP training from SCERT Thiruvananthapuram. (Teacher Educator 10.0)
- SCERT conducted training for SRGs and DIET conducts training for teacher educators before each semester. (Teacher Educator 3.0)
- In-service training from DIET. BRC level training 5 days. (Teacher Educator 6.0)
- Special training was given by the DIET. Also timely help is being given by them during the semester. (Teacher Educator 10.0)
- DIET gave/gives us three days in-service training in the beginning of each semester. (Teacher Educator 12.0)

The teacher educators who did not receive any special training were asked whether they feel the need for training or not. The responses they gave are represented in figure 5.54.

![Figure 5.54: Teacher Educators’ Perceptions Regarding the Need for Special Training](image)

From figure 5.54, it can be observed that all the teacher educators who did not receive any training earlier to teach the revised curriculum pointed out that they need special training to teach the revised curriculum.
Question no. 31, the last question in section IV, is an open ended question. It is aimed at collecting the suggestions of the teacher educators to improve the D.Ed curriculum. 7 teacher educators (58.33%) left the question unanswered. The responses given by the remaining 5 teacher educators are given below after removing similar kind of responses:

- More importance is to be given to development of the basic skills especially communication skills. (Teacher Educator 3.0)

- There are opportunities to develop speaking skills. But it is better to give special emphasis to communicative English because trainees are not qualified to use English. (Teacher Educator 6.0)

- Activities based on Kerala readers can be included so that they can analyze the readers in detail, to help them in their practical lessons. (Teacher Educator 10.0)

**Section V: An overall evaluation of the D.Ed English Curriculum.**

Section V aimed at an overall evaluation of the D.Ed English curriculum from the perspective of the teacher educators.

The section provides 19 items to the teacher educators and asks them to grade those items on a 3-point Likert scale. The 19 items in this section are the curriculum objectives (COs) mentioned in the D.Ed English curriculum. By marking their preferences, the teacher educators are expected to point out whether the curriculum objectives are actually realized/implemented in the training programme.

The responses given by the teacher educators and the value of each item are tabulated in table 5.17.
<table>
<thead>
<tr>
<th>No.</th>
<th>D.Ed English Curriculum enables the student teachers to</th>
<th>Agree (3)</th>
<th>Neither Agree nor Disagree (2)</th>
<th>Disagree (1)</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>i)</td>
<td>strengthen their English language proficiency</td>
<td>11</td>
<td>1</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>ii)</td>
<td>update their knowledge of grammar, vocabulary and writing in English</td>
<td>11</td>
<td>0</td>
<td>1</td>
<td>34</td>
</tr>
<tr>
<td>iii)</td>
<td>plan and make use of listening, speaking, reading and writing activities in English language classrooms</td>
<td>11</td>
<td>1</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>iv)</td>
<td>grasp the general principles of language learning and teaching</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>v)</td>
<td>understand young learners and their difficulties</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>vi)</td>
<td>familiarize themselves with various approaches, methods and strategies of English language teaching</td>
<td>10</td>
<td>2</td>
<td>0</td>
<td>34</td>
</tr>
<tr>
<td>vii)</td>
<td>develop basic knowledge of the classroom implication of multiple intelligence and to design classroom activities considering the MI components</td>
<td>11</td>
<td>1</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>familiarize themselves with the main features of the major SLA theories and compare their effectiveness</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>----</td>
<td>---</td>
<td>---</td>
<td>----</td>
</tr>
<tr>
<td>ix)</td>
<td>equip themselves to analyze the textual materials and to plan the lessons effectively</td>
<td>11</td>
<td>1</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>x)</td>
<td>familiarize themselves with pedagogic analysis to understand the coursebook</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>xi)</td>
<td>develop an understanding of the teaching of prose, poetry and grammar</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>xii)</td>
<td>familiarize themselves with assessment tools</td>
<td>9</td>
<td>3</td>
<td>0</td>
<td>33</td>
</tr>
<tr>
<td>xiii)</td>
<td>examine issues in language assessment and their impact on classroom teaching</td>
<td>8</td>
<td>4</td>
<td>0</td>
<td>32</td>
</tr>
<tr>
<td>xiv)</td>
<td>equip themselves to analyse the errors students make and provide constructive feedback</td>
<td>7</td>
<td>4</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>xv)</td>
<td>develop an awareness about reflective teaching and professional development</td>
<td>11</td>
<td>1</td>
<td>0</td>
<td>35</td>
</tr>
</tbody>
</table>
From table 5.17, we can see that items which got the highest value of 36 are item no.’s iv, v, viii, x, and xi. The interpretation of this value is that the teacher educators pointed out that these curriculum objectives are getting implemented in the training programme. Followed by this, the items which got the second highest value are item no.’s i, iii, vii, ix, and xv (value 35). The items which got third highest value are item no.’s ii, vi, xviii, and xix (value 34). The items which got fourth highest value are item no.’s xii and xvii (value 33). The items which got the fifth highest value are item no.’s xiii and xvi (value 32). Finally the item which got the least value is item no. xiv (value 30).

The interpretation of the questionnaire and the inferences that can be made from the responses of the teacher educators follows in the next section.
5.2.2.1 Interpretation of the Questionnaire for the Teacher Educators

The teacher educators’ questionnaire was in consensus with the teacher trainees’ questionnaire in terms of the kind of questions that were included in both the questionnaires. One extra section which the teacher educators’ questionnaire had was the one that compared the new D.Ed curriculum with the old TTC curriculum. The inferences that the researcher made after analyzing the teacher educators questionnaire is given below.

From the analysis of section I that concentrated on collecting the information related to the profile of the teacher educators, it was observed that most of the teacher educators had 5 – 10 years of teaching experience and also had obtained their masters degree, and also bachelors degree in education.

From the analysis of section II which focuses on collecting the information related to the D.Ed curriculum, its implementation and the problems faced by the D.Ed trainees, the following inferences could be made:

- All the teacher educators claimed that they were familiar with the new curriculum document and they possess a copy of the document.
- In the opinion of the teacher educators, the curriculum needs to give more importance to grammar and vocabulary. This was in contradiction to the trainees’ opinion that speaking needs to be given more prominence in the curriculum. At the same time, 5 out of 12 teacher educators also pointed out that the listening/speaking components in the curriculum need improvement so that trainees will get adequate inputs to develop their communication skills. (see analysis of question 2 & 3)
- Regarding the time taken by the tasks and activities, 41.66% of the teacher educators were of the opinion that tasks and activities in the curriculum were
taking too much time and they were unable to complete all the activities prescribed in the curriculum. The reasons they pointed out were in agreement with the opinion given by the trainees for the same question. They pointed out that the teacher trainees were not so fluent in English. Also, the lack of adequate language competency of the trainees forces the teacher educators to spend more time in explaining and scaffolding the teacher trainees to complete the activities. The lack of availability of reference books, coursebooks and proper infrastructure were also among the reasons, as pointed out by the teacher educators, for activities taking too much time to complete.

Teacher educators had divided opinions on the adequacy of the time allotted for teaching English. 50% of the teacher educators opined that the time allotted to teach English was sufficient, whereas the others felt that the time allotted was insufficient. According to them, low academic ability of the teacher trainees makes it a necessity to earmark more hours to teach English.

Majority of the teacher educators (75%) were somewhat satisfied with the techniques and approaches followed in the D.Ed curriculum.

There was no uniformity regarding the approaches followed by the teacher educators. Even though the curriculum recommended cognitive interactionist approach, many of them were following other approaches like mixed method, grammar translation, etc. 41.66% of the teacher educators were using communicative approach.

Teacher educators mostly preferred to use ‘lectures’ in their training classes. Since there was no textbook/coursebook for the D.Ed course, the teacher educators prepared their own notes and many of them were seen dictating them to the trainees (during the classroom observation made by the researcher).
It was also seen that Teacher educators were least interested in using ICT tools like PowerPoint, audio recording, video clips, etc. in the training classes.

- When asked to point out the problems that they face in transacting the English curriculum, teacher educators pointed out ‘less motivated students’ as a major problem. In the interview with the teacher educators, many of them mentioned that the ‘creamy layer’ of the learners goes for other professional courses. Students who were not able to get into any other professional streams were mostly opting for this course. The lack of availability of proper infrastructure was another problem pointed out by the teacher educators.

- Trainees were receiving opportunities to observe the classes of expert teachers, prepare teaching manual, do pedagogic analysis etc. before their actual teaching practice. Mentoring has been introduced in the new curriculum.

- Trainees were facing problems with pronunciation, choice of appropriate words, grammar, language functions and putting thoughts into words. This is the reason why teacher educators pointed out that the curriculum needs to concentrate more on grammar and the communication skills of trainees.

The researcher could deduce the following from the analysis of section III, which concentrated on collecting the feedback of the teacher educators regarding the materials that are used in the D.Ed classroom.

- The teacher educators found the handbook useful and many of them were using the handbook as a ‘point of reference’. Some of them also pointed out that even though the handbook provided a framework, it was insufficient. They had to depend on other sources to prepare for their class.

- Most (75%) of the teacher educators found it difficult to follow the suggested reading list in the curriculum. The reading list mostly contained books by the
foreign authors which were too costly and difficult to comprehend. The libraries of the various teacher training institutes were not having those books.

- While mentioning the difficulties in collecting, understanding and using materials prescribed in the curriculum, the teacher educators also pointed out similar difficulties which the trainees had pointed out. Lack of proper reference materials, unavailability of internet, difficulties in accessing the videos from sites like YouTube, etc. were some of the problems mentioned by the teacher educators.

- Majority of the teacher educators wanted to have a coursebook for the course.

- Most of the teacher educators downloaded materials from internet, prepared simplified notes and dictated them to the trainees.

- 41.66% of the teacher educators pointed out that materials suggested in the curriculum are pitched at a high level. Most of the time they had to simplify it and explain to the trainees.

- Even though majority of the teacher educators pointed out that the curriculum gives scopes to use authentic materials in the class, they also mentioned that the audio-visual materials suggested in the curriculum are not easily accessible. They also pointed out that there was no proper infrastructure in their training institute to use such audio-visual materials.

- Teacher educators, while offering their suggestions to improve the materials, mentioned that SCERT can take initiative to provide them with the suggested books in the reading list. The curriculum needs a bit of refinement in terms of the adequacy of the activities for improving speaking and writing skills. Grammar portion also needs improvement. SCERT can also provide the supporting materials like videos in CDs or DVDs. Teacher educators wanted
to include the activities based on Kerala readers, so that the trainees can analyse the readers in detail and prepare for teaching practice. Teacher educators again emphasized the need for a coursebook which will be of assistance to both teacher trainees and teacher educators. (Combined analysis of questions 22 and 31)

Section IV concentrated on comparing the old TTC curriculum with the new D.Ed curriculum. Since majority of the teacher educators had taught the previous curriculum, the researcher included this section in the questionnaire for the teacher educators. The analysis of the 9 questions in this section gives the following inferences:

- D.Ed curriculum is better than TTC curriculum as the workload of the trainees has been reduced. Functional grammar has been included, mentoring introduced, importance given to the use of ICT, new units on the continuous professional development and action research added etc. The curriculum also offers a proper theory-practice balance. Moreover, the new curriculum is in proper congruence with the primary school English curriculum. (See analysis of questions 23, 24, 26 and 29).

- Even though the curriculum has become better in many aspects, the teacher educators pointed out that the curriculum needs improvement in the area of ‘grammar and vocabulary’. (See analysis of question 25).

- Majority of the teacher educators also pointed out that the new curriculum has not brought any changes to the methodology followed in the language classes. Both the curriculums are child-centered and emphasize on a cognitive interactionist approach to be followed in the training programme. (See analysis of question no. 28).
Teacher educators who did not receive any training to teach the new curriculum pointed out that regular training is essential to teach the new curriculum.

From the analysis of the last section (Section V) of the teacher educators questionnaire, we can see that most of the teacher educators agreed that the curriculum objectives (COs) are getting implemented in the training programme. An area which needed improvement (in the opinion of teacher educators) was equipping the trainees to analyse the errors the students make and provide constructive feedback. Many teacher educators (in their interviews) pointed out the fact that the trainees were lacking in language skills and were unable to identify the errors of their students and provide them feedback. Thus, extra training needs to be given to the trainees in the areas of ‘error identification’ and ‘giving feedback’.

5.3 Analysis of the Interviews

The following sub-sections carry the analysis of the interviews conducted with the teacher trainees and teacher educators.

5.3.1 Analysis of the Interviews with the Teacher Trainees

The transcripts of the interviews with the twenty teacher trainees were analyzed and the researcher identified four dominant themes under which the responses given by the teacher trainees could be categorized. The thematic analysis of the interviews follows:

1) Methodology adopted by the teacher educators

Out of the 20 teacher trainees whom the researcher interviewed for his study, eleven trainees pointed out that their teacher educators were using communicative language teaching and there were activities like discussions, seminars, debates etc. in
the class which gave them opportunities to interact. Some sample responses given by the trainees are quoted below:

- **Most of the time communicative language teaching is implemented in the classroom. Debates, role-plays, seminars etc. are implemented in the classroom. But sometimes because of the lack of time, lecture method is also used in the classroom.** *(Teacher Trainee 1.10)*

- **In our class the teacher educator using the communicative approach...the method and approach that our teacher educator using is good. There is no need for any change. (sic)** *(Teacher Trainee 6.21)*

- **Yes... she use (sic) communicative language teaching. It is to improve our communication skill. It is very helpful in practice teaching.** *(Teacher Trainee 8.13)*

Nine teacher trainees pointed out that their teacher educators were using Grammar Translation method and lecture method in their classes. Most of them wanted a change from this methodology and wanted to have their classes to be more communicative. Since there is no course book for the D.Ed programme, the teacher educators in those classes were preparing notes and distributing to the trainees and explaining using lecture method. Some sample responses by the trainees are given below:

- **Teacher using grammar translation method. It should change and more activity oriented class should be provided...lack of ...provide the visual media also. (sic)** *(Teacher Trainee 5.1)*

- **In my opinion, there is a need to change the teacher educator’s strategy because the teacher using lecture method to teaching English. It is not inspirable to the students. But the teacher educator has some advantages...she**
gives well prepared notes and gives chances to other performances like newspaper reading, explain proverbs, club activities etc. That is the merit of our teacher educator. But the strategy needs some changes. (sic) (Teacher Trainee 7.4)

2) **Effectiveness of the new D.Ed English Curriculum**

The theme ‘effectiveness of the new D.Ed English curriculum was based on the following sub-themes:

- Opinion of the teacher trainees regarding the D.Ed English curriculum
- Importance given to the speaking/listening skill in the D.Ed curriculum
- Slots/ sessions where the trainees are made familiar with the current English textbooks and approaches followed in the primary schools

a) **Opinion of the teacher trainees regarding the D.Ed English curriculum**

Majority of the trainees were having a positive opinion about that curriculum and pointed out that the curriculum is effective in many ways. The positive points about the curriculum pointed out by the trainees are listed below:

- D.Ed curriculum improves the teaching efficiency of the trainees
- It develops the communication skills as well as vocabulary of the trainees
- It familiarizes the trainees with the various approaches and methods to be followed in the primary school
- It provides training in selecting activities and tasks that are suitable for primary level students
- Familiarizes the trainees with the theories related to child psychology and theories related to second language acquisition.

Following are some sample responses from the trainees who had positive opinion on the curriculum:
Yes. D.Ed curriculum will motivate our teaching efficiency in primary level. It will develop our communicative skills as well as vocabulary like that. As we handle English in our daily lives makes better standard of living. (sic) (Teacher Trainee 6.24)

It is a very good curriculum. It helps to understand and how to use the English language...to select the activities that are more suitable for the learners...but some problems...we don’t get any speaking activities...so we need more speaking activities. (sic) (Teacher Trainee 6.15)

I do agree with the tools that is used in the curriculum today. It is almost...it is almost easy to understand for the teachers and trainees and when we acquire...no...when we get knowledge with this tools and with these methods we are able to teach the students in the school on the time of teaching practice. (sic) (Teacher Trainee 7.13)

Yes because the English curriculum I feel that the D.Ed curriculum equips we teaching effectively in primary English class. We have childrens psychology and how approaches the child. All these are helpful for a primary class teacher. (sic) (Teacher Trainee 11.6)

Six trainees were having a contradictory opinion on the D.Ed curriculum. They pointed out that the curriculum has lot of theory portions and there were no chances for developing their communication skills. The level of the curriculum was also not suited for that of the trainees. The content is rich but has very less practical applications. Some trainees were not sure on how much the curriculum actually helps them to become better teacher. They were of the opinion that the curriculum needs improvement.
No, it did not help to make us an ideal teacher because the content is rich, very less practical application. (Teacher Trainee 1.2)

Present D.Ed syllabus is vast. D.Ed English curriculum doesn’t provide ample chances for the trainees to improve their communication skills. Syllabus is almost up to the level of M.Ed syllabus. Several theories, which are repeating in other papers, can be avoided. Trainees are blindly by hearting the theory with an idea to pass the exam. We don’t get chances to express our ideas and thoughts. Our speaking skill is not improved. So we find problems at the time of our practice (sic). (Teacher Trainee 1.10)

It is not ok…it must improve. (Teacher Trainee 5.9)

b) Importance given to the speaking/listening skill in the D.Ed curriculum

Trainees gave mixed responses when asked about the importance given to the speaking/listening skill in the D. Ed curriculum. 9 out of 20 trainees opined that the curriculum was giving them ample opportunities to develop their listening and speaking skills. They pointed out that the curriculum was suggesting a lot of group and pair activities like discussions, debates, seminars, role plays etc. which gave them lots of opportunities to interact. Apart from this, since the curriculum was following communicative approach, the training classes were supposed to be interactive and discussion oriented. Some trainees also pointed out that the curriculum was providing opportunities to the trainees to develop their listening and speaking skills through the use of ICT. Some sample responses of the trainees are given below:

Of course yes…they provided many components to improve our communication skills through various activities like debates, discussions, group works etc. (sic) (Teacher Trainee 6.21)
Yes… in first semester we studying how to develop the listening and speaking skills. And involve in some activities based on these skills such as debate, discussions, seminars, listening stories and narratives with the help of ICT etc. (sic) (Teacher Trainee 6.15)

Yes, we participate debates, discussion, seminars, role-play etc. D.Ed curriculum is giving opportunities for discussions. (sic) (Teacher Trainee 8.2)

The remaining 11 trainees whom the researcher interviewed were of the opinion that the curriculum needs improvement when the ‘listening/speaking skills component’ is taken into consideration. They felt that most of their classes were driven with theory with very less opportunities for communication. Some of them also pointed out that the curriculum develops only their writing skill and they wanted more opportunities to develop their communication skills. Some responses are quoted below:

There are some chances given in the curriculum to express our ideas and feelings but because of the lack of time it is not practically applicable in the classroom. Even though the curriculum prescribes the trainees to speak out and improve their communication, most of the time it is not applicable in the classroom. Only rarely students get chances to say anything in English. (sic) (Teacher Trainee 1.10)

I think no. It needs improvement…there are no speaking activities given…we need some speaking activities…through speaking we can develop our language…but it is not given here…so we won’t get a chance to speak…when we go to teaching practice and such activity we cannot speak fluently because it is …because we are not getting chances to speak in classes. (sic) (Teacher Trainee 5.2)
In this curriculum does not give an opportunity to developing our communication skills because curriculum gives importance to only the theory and it helps only in the exam...there is no opportunity for extra activities. We need more opportunities to develop our communication skills. (sic) (Teacher Trainee 7.4)

c) Slots/ sessions where the trainees are made familiar with the current English textbooks and approaches followed in the primary schools

All the teacher trainees specified that there were slots in their training programme where they are made familiar with the current English textbooks and approaches followed in the primary schools. The trainees pointed out that they were getting classes from the expert teachers (who are primary school teachers) regarding the textbooks and approaches. The trainees were also sent for classroom observation for one week before the beginning of their practice teaching sessions. Apart from this, the trainees were given training in textbook analysis, preparation of concept map, pedagogic analysis, and teaching manual. Trainees also design entry level activities to be used during their practice teaching sessions. Some sample responses given by the trainees are given below:

- We are getting several chances to analysis text books of all classes. We are preparing pedagogic analysis and teaching manual and also we are going through all learning outcomes. (Teacher Trainee 1.10)
- Yes, we have to prepare pedagogy and teaching manual firstly. Then five days we getting observation. So that time we are getting chance to listen to school teachers. (sic)(Teacher Trainee 6.20)
- Yes, we get chance for familiar with the English course books...that is at the time of teaching writing. We have to do pedagogic analysis and teaching
Through this session, we will get an idea about the textbooks.

(Training 7.14)

3) **Problems faced by the Trainees**

The theme ‘problems faced by the trainees’ can be further divided into three sub-themes:

- Language problems faced by the trainees during their practice teaching sessions
- Difficulties in collecting, understanding and using materials prescribed in the curriculum
- Problems faced by the trainees with the materials that their teacher educators use in their classes.

a) **Language problems faced by the trainees during their practice teaching sessions**

All the 20 trainees whom the researcher interviewed mentioned that they face many problems related to the language use during their practice teaching sessions.

The various problems pointed out by the trainees are listed below:

- Choice of appropriate words
- Fluency
- Pronunciation
- Grammar: Tenses, subject-verb agreement etc.
- Lack of vocabulary
- Putting thoughts into words
- Problems related to translation
- Less confidence to speak
Some of the sample responses given by the trainees follows:

- *I face problems like pronunciation problem, grammar, putting ideas and thoughts into words and problems related to translation.* (Teacher Trainee 1.10)
- *I faced problem mainly with fluency, putting thought into words etc.* (Teacher Trainee 5.13)
- *Yes there is some more difficulties in our practice teaching time. While teaching English we are getting some difficulties in using English language with correct pronunciation, sometimes find difficult to use appropriate words...the use of grammar while teaching is not easy. Some of the students, they don’t know even alphabet also...mmm...in that time we get limited period to teach. On that time what we will do? Firstly, we have to teach alphabets...after only we can teach that portion.* (sic)  (Teacher Trainee 6.20)

b) **Difficulties in collecting, understanding and using materials prescribed in the curriculum**

The trainees were asked about the difficulties they face in collecting, understanding and using materials prescribed in the curriculum and 16 out of 20 trainees pointed out that they face many difficulties related to the materials. 4 trainees mentioned that they were not concerned about collecting any material because their teacher educator was giving them notes and explaining it. The major difficulties pointed out by the trainees are listed below:

- Books suggested in the reading list (reference books) are not available in the TTIs and the books are expensive.
- Lack of proper internet connection in the TTIs. Trainees are not able to collect materials or prepare notes because of this.
- Materials like videos suggested in the curriculum are not easily accessible.
- Unavailability of primary level textbooks and handbooks in the library
- SCERT has not provided any audio-visual material in the form of CDs or DVDs
- Lack of a well designed course book.

Some of the responses of the trainees are given below:

- Reference textbooks are not accessible. We are not able to collect notes from because of the lack of Internet connection. (sic) (Teacher Trainee 1.10)
- No we don’t get any materials...No textbooks are available in our library (Teacher Trainee 5.2)
- Yes, because we don’t have any facility in library...books are not available and no internet connection in the lab. So we are facing problems.(Teacher Trainee 8.6)

c) Problems faced by the trainees with the materials that their teacher educators use in their classes.

Teacher trainees were asked about their opinion on the materials used by their teacher educators in their training classes. The trainees pointed out that, in most cases, teacher educators were using only the handbook, handouts and notes that he/she prepared as the materials. 14 teacher trainees opined that the materials and the notes that their teacher educator uses in the class is apt for their level. Given below are some sample responses from the trainees:

- Most of the materials used by the teacher educator are comprehensible to us. It is according to our ability level.(Teacher Trainee 1.10)
- Our teacher educator mainly uses handbook and the notes that she prepare...it is easy to follow. (sic)(Teacher Trainee 7.22)
- Yes. It is apt to our level. (Teacher Trainee 8.13)
Six trainees had problems with the materials used by their teacher educators and they pointed out that the language used in those materials is complex and difficult to understand.

➢ *No no...tough English used here...we don’t get idea about some words used here. I don’t study earlier. Some words are so difficulty to learn. (sic)*

*(Teacher Trainee 5.2)*

4) **Revamping the D.Ed curriculum**

The theme ‘revamping the D.Ed curriculum’ is based on the following sub-themes:

- Suggestions of the trainees to improve the curriculum
- Need for a prescribed course book
- Appropriacy of reading materials suggested in the curriculum

a) **Suggestions of the trainees to improve the curriculum**

The last question in the interview with the teacher trainees collected their suggestions to improve the D.Ed curriculum. The following are the suggestions given by the trainees to improve the D.Ed curriculum:

- Curriculum should give more focus on improving the speaking skills of the trainees and add more activities to improve communication skills of the trainees.
- Reference books should be made available in all the TTIs and they should be suited for the level of the trainees.
- A well designed course book needs to be prepared.
- The primary level textbooks and handbooks should be made available to all the TTIs.
- More emphasis should be given to theory than practice.
Lower Primary (LP) teaching practice in the second semester should be moved into the third semester. Instead of teaching practice classroom observation can be introduced in the second semester. The reason is that the learners would be familiar with the pedagogic analysis, preparation of teaching manual etc. by the end of their second semester. So they would be more equipped to go for the teaching practice by the third semester.

Magazines like *School Master, Labour India* etc. should be prescribed in the D.Ed course.

Topics (especially theories) which are repeating in the other papers should be removed and the slots should be used for developing the communication skills of the trainees.

The grammar portion should be shifted from the fourth semester to the first semester so that the trainees can benefit more.

The following are some sample responses given by the trainees:

- **Curriculum should give more focus to improve the speaking skills of trainees.**
  
  *Textbooks of all classes should be analysed detail and also modes of transaction should be identified according to each learning outcome. Theories should be reduced. Reference books should be according to the potential of the students. (sic)* (Teacher Trainee 1.10)

- We need some changes in D.Ed curriculum. Some repeating portions should be avoided. Give more importance to communication or practical English. (Teacher Trainee 7.4)

- **The teaching practice in the second semester shifted to the third sem so that we would be clear about the various approaches and methodology.** (Teacher Trainee 8.13)
b) Need for a prescribed course book

All the trainees unanimously agreed that a well designed course book is needed in the course. They had many reasons for expressing such an opinion.

- The handbook does not offer proper explanation for many topics. In most cases it just gives only a framework.
- The books suggested in the reading list are not available in the TTIs and are very costly to procure.
- The books suggested in the reading list do not suit the level of the trainees.
- The trainees have to depend solely on the notes given by their teacher educator.
- There is no proper infrastructure like internet connection and computer lab in many TTIs. So trainees are not having access to internet to prepare notes.
- A well designed course book will give a clear idea about various topics included in the syllabus and reduce the burden of the trainees to a large extent. It will also save a lot of time considering the fact that the trainees have to study many subjects in two years (4 semesters).

The following are some of the sample responses given by the trainees:

- *I strongly agree to providing a coursebook for teacher trainees. Now we are only provided with teachers’ handbook that is not at all sufficient for our studies. (sic)* (Teacher Trainee 1.10)
- *If there is a course book, it would definitely help us to read by our own and study. It would also give us a clear idea about the various portions included in the syllabus.* (Teacher Trainee 5.13)
Yes, we need a textbook because now we study the syllabus through the notes given by the teacher. There is no role for our participation. If we get a textbook, we will study in our own style. (Teacher Trainee 7.4)

c) Appropriacy of reading materials suggested in the curriculum

The teacher trainees were asked about their opinion on the suggested reading list given in the curriculum. All the trainees mentioned that the books suggested in the reading list were foreign books and were not available in their library. Some trainees were very optimistic and pointed out that the books would help them to enhance their knowledge. But the books were also very costly and difficult to procure. Some trainees also pointed out that since most of the books were written by foreign authors, the language used in those books were difficult to follow and those books were not suited for the level of the trainees. The following are some of the responses given by the trainees:

- Reading list are of high standard books, which are not available in the library. (sic) (Teacher Trainee 1.10)
- It helps for our learning… but it not provide in our library. (sic) (Teacher Trainee 5.1)
- That texts are not available. The language in those books are very difficult. We don’t understand and I think all the books are foreign books. (sic) (Teacher Trainee 6.15)

5.3.2 Analysis of the Interviews with the Teacher Educators

After the analysis of the transcripts of the interviews with the ten teacher educators, the researcher identified eight dominant themes under which the responses given by the teacher educators can be categorized. The thematic analysis of the interviews follows:
1) **Major modifications in the revised curriculum**

The teacher educators were asked to compare the revised curriculum with the old TTC curriculum and point out the major modifications that were introduced in the revised curriculum. 3 out of the 10 teacher educators mentioned that they were not familiar with the old TTC curriculum and so they were not in a position to compare both the curriculums and point out modifications. The remaining 7 teacher educators indicated that the major modification was the introduction of the semester system in the D.Ed curriculum. The other major changes identified by the teacher educators are given below:

- Reduction in the workload of the trainees
- More activities have been included
- More importance given to the use of ICT in the curriculum
- Topics which were repeating in the other papers like psychology, education etc. were removed
- Lower Primary (LP) level teaching practice introduced in the second semester (in the previous curriculum it was just classroom observation instead of teaching practice) and Upper Primary (UP) level teaching practice in the fourth semester
- A new unit on language elements for effective communication aiming at improving the language competency of the trainees
- A new unit on continuing professional development which also includes subtopics like ICT, mentoring, action research etc.
- Introduction of mentoring system during the practice teaching session of the trainees.
• New areas of internal assessment included: reflective journal of trainees, performance in the class, portfolio and unit test.

• Examination in alternative semesters for English. In the previous curriculum, examination was there only at the end of the second year.

The following are some of the responses given by the teacher educators. Some similar responses are not mentioned here to avoid redundancy.

➢ The old TTC curriculum was year based...2 years...now it has changed into semester wise...4 semesters are there and at that time they have got enough time to prepare for the teaching practice ...but here they have to go for the teaching practice in the second semester itself. And regarding the exam point of view also there are some changes...in each semester they have to appear for the examination. And in alternate semester they have exam for English. (sic)(Teacher educator 3.0)

➢ Yeah...some some new topics are included in this...action research...that was not included in the English curriculum before. But now it is included. Action research is a good research...we can solve many classroom problems. And also the new topic...continuous professional development (CPD). That is in the fourth semester...then ICT is included more...this give more importance to ICT. Then the content became less...and work load has become less. Then the grammar portion is also included which was absent in the previous curriculum. (sic)(Teacher Educator 6.0)

➢ The workload has been significantly reduced. Instead of the written works in the previous curriculum they are keeping a diary...it is reflective journal. Whatever they are doing, they have to write it on that...in the notebook itself...no need to keep that fair copies...rewriting...there is only one
product...there are four areas of assessment...one is diary i.e. this reflective journal...the second is performance...the third one is portfolio...any one of their best work... that could be included in the portfolio...then the fourth one is a new one...unit test...for each and every unit you have to conduct a unit test. (sic) (Teacher Educator 8.0)

➢ Ok.... First of all, the curriculum was divided as per the semester system. Earlier it was 2 years... now it is 4 semesters. Mentoring was included in the new curriculum, which was absent the previous curriculum. Also functional grammar has been introduced in the new curriculum with the aim of giving some grammar inputs to the trainees. (sic) (Teacher Educator 10.0)

2) Methodology adopted by the teacher educators

Out of 10 teacher educators whom the researcher interviewed for his study, eight teacher educators stated that they were following the approaches and methodology suggested by the D.Ed curriculum. The curriculum suggests to use communicative approach in the lower primary (LP) level and cognitive interactionist approach in the upper primary (UP) level classes. The teacher educators claimed that they were using communicative approach and cognitive interactionist approach in their training classes. The classes were mostly activity oriented and activities like discussions, debates, seminars etc. were quite frequent in the class. Some of the responses given by the teacher educators are:

➢ When I say about the approach and methodology that we adopt in this programme, we give importance to the cognitive interactionist approach. In that we give priority to knowledge construction. We create situations and
through those situations, trainees are given opportunity to use language.

(Teacher Educator 1.0)

- Yeah...yeah...sir...we are conducting discussions, debates, seminars etc. we are giving importance to communicative approach and social constructivism. We are trying to conduct these approaches and also we are trying to give more opportunities to develop their basic skills in English. For ex: there are two English assemblies in a week and also English day celebrations, English fest etc. are some of them. We are trying to transact the content through various strategies that means seminars, discussions and sometimes debates. (sic) (Teacher Educator 6.0)

- I use different techniques like communicative method I use...then for beginning a class I use brain storming session. And then I have to give some lecture on the topic about the important points of the unit or that content because they are not...they do not know what is going on...what is going to happen in the next few hours. So I give as brain storming session, lectures then discussions...a lot of discussions are conducted in our classrooms because as it is a part of our curriculum...discussions are there, seminars, debates. (sic) (Teacher Educator 8.0)

Two teacher educators mentioned that they were sometimes using mixed method or eclectic method as per the demands of the situation.

- Usually I prefer a mixed method. (Teacher Educator 2.0)

- Mmm...I mostly follow communicative approach and try to give them activities like group discussion, debates etc. Sometimes when situation demands, I also follow eclectic method. (Teacher Educator 12.0)
3) **Sources used for the preparation of materials for the training class**

Most of the teacher educators mentioned that the handbook and the internet are the major sources on which they rely for preparing for the class. The reference books suggested in the reading list given in the curriculum are not available in most of the TTIs. The handbook, in most cases, gives only a framework and description of the key points. So the teacher educators depend on internet for additional information and prepare their own notes. These notes are then dictated to the students. Some of the teacher educators also make use of the guides available in the market like *Adyapakamitram* (even though they were reluctant to acknowledge it openly). The various sources listed by the teacher educators are given below:

- Teacher Educators Handbook
- Internet: Google, YouTube etc.
- General reference books available in the library of the TTIs
- Information collected from co-teachers
- Through discussions during the in-service training sessions
- Guides like *Adyapakamitram*

Some sample responses given by the teacher educators are given below:

- *The sources…I think…the reference books are not at all available in most of the TTIs and in our TTI also there is non-availability of such reference books..It is a problem….usually what I have done is to collect certain materials from net…from certain websites…we may refer certain websites and from other books also we may get the items.(sic)* (Teacher Educator 3.0)
- *First we are collecting some matters from the handbook. Actually we will get some ideas from the guides like Adyapakamitram and also we are trying to*
collect matters from the website...that is available...we are using....but the language is not...we cannot adopt it.(sic) (Teacher Educator 6.0)

- I collect materials from internet. I prepare notes from both internet and referring the books available in the library. (Teacher Educator 9.0)
- I mostly take the help of internet to prepare notes and handouts. The books mentioned in the curriculum are not easily accessible...then hand books gives guidance on the topics and gives us a framework of what to teach. Based on that I prepare notes...I have some books with me and I refer to them also for preparing the notes...also during our in-service training sessions we discuss hard spots with other teachers and get guidance. (Teacher Educator 10.0)

4) Effectiveness of the new D.Ed curriculum

The theme ‘effectiveness of the new D.Ed curriculum’, considered the responses of the teacher educators on the following sub themes:

- Opinion of the teacher educators regarding the new D.Ed curriculum.
- Congruence between the D.Ed English curriculum and the primary school English curriculum.
- Slots in the training programme where trainees are made familiar with the current approaches and textbooks followed in primary school.
- Usefulness of the teacher educators’ handbook.

a) Opinion of the teacher educators regarding the new D.Ed curriculum.

When asked about their opinion on the new D.Ed curriculum, there were mixed responses from the teacher educators. Teacher educator 1.0 pointed out that there was not much change in the revised curriculum. The work load has been reduced and more activities have been included in revised curriculum to make the content clearer.
Basically speaking there is no much significant changes in the revised curriculum. One thing to be noted is that the workload of the trainees has been significantly reduced in this revised curriculum. The content has been reduced and more activities have been included to make the content clearer. These are the main changes. Then unnecessary or repeating topics were removed.

(Teacher educator 1.0)

Teacher educators 2.0, 3.0, 5.0, 6.0, 7.0, 9.0 and 10.0 mentioned that curriculum is good. Teacher educator 3.0 pointed out that the time allotted for the transaction of the curriculum was not enough. Teacher educator 5.0 and 6.0 mentioned that even though the curriculum is good, the trainees do not have adequate proficiency in English and they are not skillful enough to absorb the merits of the curriculum. Teacher educator 9.0 mentioned that through the curriculum the trainees are getting familiarity with the various strategies and methods used for teaching language. It is also helping them to develop their language skills.

Actually if it is going in a well mannered structure it is effective one. But most often we may not get enough time to transact the entire thing in proper way...that is the problem. (Teacher Educator 3.0)

Curriculum is good in all means and also there is a proper match between the D.Ed curriculum and the school curriculum. But the curriculum is not match or cope with the learners’ standards. That is a main problem. Curriculum is good...the strategies...all are very good. (sic) (Teacher Educator 6.0)

The revised curriculum is helpful for learning language. The trainees get familiarity with the various strategies and methods used to teach language. It is also helping to develop the language skills of the trainees. (Teacher Educator 9.0)
Teacher educators 8.0 and 12.0 opined that the revised curriculum is better than the previous curriculum, but there were certain flaws in the new curriculum.

- *When compared to the previous curriculum, revised curriculum is better. But it doesn’t mean that the present curriculum is flawless. There are some problems regarding the allocation of contents in some semesters. For example, the teaching practice is conducted in the second semester itself...first year...even in the third semester they are giving the theory portions about teaching manual, pedagogic analysis...it is very difficult for them to prepare in the second semester itself. So it is very difficult for them. Basically the theory parts should be shifted into the second semester and the teaching practice should be shifted into the third semester. Then regarding language elements...the grammar portions...grammar portions are given in the fourth semester. If it was included in the first semester or second semester they would be benefitting more from it.* (sic) (Teacher Educator 8.0)

b) *Congruence between the D.Ed English curriculum and the primary school English curriculum.*

All the teacher educators agreed that the D.Ed English curriculum and the primary school English curriculum were matching with each other. Some sample responses are given below:

- *we may say something like that...I think both are going in concurrence with the cognitive interactionist approach ... and discourse based classes are going in our primary schools...here also the student teachers will get a chance to develop their skills related to developing certain discourses and so on.* (sic) (Teacher educator 3.0)
Yeah…it is an activity oriented child centered curriculum. Now the curriculum is very much matching. (sic) (Teacher educator 8.0)

Yes...the new curriculum run parallel to the primary school English curriculum. In the curriculum there are concept maps, MI components, drawing inferences, imagination, empathy etc. This match properly with the school curriculum where we have to consider the differently abled, HOTS and Lots. (sic) (Teacher Educator 10.0)

c) **Slots in the training programme where trainees are made familiar with the current approaches and textbooks followed in primary school.**

All the teacher educators pointed out that there are slots in the training programme where the trainees are made familiar with the current English textbooks and approaches followed in primary schools. The trainees analyze primary school textbooks and are given training in pedagogic analysis, preparation of teaching manual, evaluation strategies, evaluation tools etc. They also get chances to observe the classes of expert teachers. Some sample responses are given below:

- **Before the trainees go for teaching practice we send them to various primary schools to observe the classes of practicing primary teachers. We take sample units from the school textbooks and analyze it to find what all inputs are given in that particular unit and what all activities are given. Then we discuss how to go about those activities and present them in class. We analyze what all conversation is given as a part of the unit, languages games, what all discourses are used in that unit, what all attitudes are intended to develop through that particular unit etc. So we create a clear concept map and do pedagogic analysis. Finally, they prepare the teaching manual. After all these**
processes are done, the trainees would know what all things are there in a unit and how to transact that unit in the classroom effectively. (Teacher Educator 1.0)

- Yeah... for familiarizing the approaches in English and the various strategies for implementing the textbook and also teaching the evaluation strategies... evaluation in a major topic... we are teaching the evaluation strategies by referring the English curriculum and also we are giving the handbook to them... from the handbook they are identifying the evaluation strategies, evaluation tools, evaluation techniques etc. and also there is some topics... contextualization of grammar for teaching that type of topic even textbooks and handbooks... then comparison of syllabus between CBSE and state syllabus... for that also we are giving the textbook and curriculum. (sic) (Teacher Educator 6.0)

- Yeah... for example one of the activities that I have given is they have to go through all the textbooks and they have to prepare concept maps about each and every unit. And also when they prepare pedagogic analysis they have to go through each and every textbook. (sic) (Teacher Educator 7.0)

- Usefulness of the teacher educators’ handbook.

Eight out of ten teacher educators felt that the teacher educators’ handbook is useful. But they had some additional points to specify regarding the handbook.

Teacher educators 1.0, 3.0, 5.0 and 8.0 felt that the handbook gives them a framework of the topics and activities to be covered in the training programme.

- Teachers’ handbook is definitely useful for teachers. Since ... I think it is the first time that SCERT introduced a handbook for the teacher training... primary level. So the teachers can understand what are the different
items to be transact or the content of the English in each semester...so it is useful. (sic) (Teacher Educator 3.0)

➢ Teachers’ handbook is useful to know more about the topics to be learned and the activities to be adopted. (Teacher educator 5.0)

Teacher educators 2.0, 9.0, 10.0 and 12.0 felt that even though the handbook is useful, it is not enough. They need to collect materials from other sources to supplement the information that they get from the handbook. They also pointed out that some topics in the handbook are confusing and need more explanation.

➢ It is useful because it gives us an idea of what to teach. It also helps us in framing activities. But some parts are confusing and need some more explanation. (Teacher Educator 9.0)

➢ The teachers’ handbook is useful and it gives the details of each unit and the topics to be covered. But some parts especially the phonetics, grammar part etc. need little more explanation as some times the topics are explained in a confusing manner. (Teacher Educator 10.0)

Teacher educators 6.0 and 7.0 had a difference in their opinion and they mentioned that the handbook is not useful. It is just for reference purpose and it needs lots of improvement in terms of the presentation of subject matters, structure etc. The teacher educator needs to do a lot of extra work in collecting materials from other sources.

➢ The available handbook is only...we are only using for reference. But is not very useful...we can...we will get some topics from that...then we are collecting other guides. (sic) (Teacher Educator 6.0)

➢ Teachers’ handbook...I don’t know what to say. Actually we are very helpless. Teachers’ handbook is not very sufficient. The thing is that the subject matter
is not duly presented. Then the presentation is also not satisfactory. So the structure, treatment of the subject matter etc. are very poor I think. Even teacher educators find it very difficult to read and understand. Then what is the plight of the students. (sic) (Teacher Educator 7.0)

5) **Problems faced by the teacher educators**

Teacher educators were asked to identify the problems they face in relation to two aspects:

- The English curriculum
- The trainees

Most of the teacher educators responded that the curriculum as such was not having any serious problems apart from some issues like absence of a course book, unavailability of reference materials and books suggested in the curriculum etc. Teacher educator 7.0 pointed out that there is no continuity among the chapters in the curriculum and that aspect was creating problem. All the teacher educators opined that the ‘implementation of the curriculum’ was the biggest problem that they all were facing. They were not able to transact the curriculum as envisioned mainly because of the low level of trainees. Many of them are not able to complete many activities and tasks on time. Because of this, the teacher educators are forced to spend extra time in explaining and repeating many topics. Another problem is less motivated trainees who join the programme because they could not get admission into any other professional courses. The various problems indicated by the teacher educators are listed below:

- Trainees with low potential
- Trainees who are less motivated
- Absence of a course book
Unavailability of reference materials and books suggested in the curriculum

Suggested books in the reading list do not suit the level of the trainees and they are costly.

Time allotted to cover the curriculum is not enough.

Some of the responses given by the various teacher educators are given below:

- Now -a- days most of the students who are coming to D.Ed course is of low-level students. Their standard is not as much to go with the D.Ed course. So we may take more time to discuss with them...we can’t go in a straight way. (Teacher Educator 3.0)

- Yes...ok...sir the curriculum is good. But the major problem is the implementation. I cannot implement the curriculum as...actually. Because the trainees at present is not able to utilize the depth because of the poor standard of students. That is the major problem. Certain topics like grammar, phonetics etc...for them it is very difficult. They have never learned the topic phonetics (sic). (Teacher Educator 6.0)

- Yes.... the thing is that we have no coursebook. So that is a major difficulty that I am facing. So I think such a text is an important tool as far as the teacher educator is concerned. Then another thing is that...the students...they don’t know what to do. That means there is no connection between the things that is dealt in the one chapter and the second chapter. So they find it very difficult. And also...we also find it difficult to give a connection. So some kind of sincere attempt should be made for solving such kind of difficulty. (sic) (Teacher Educator 7.0)

- With regards to curriculum, sometimes I feel that the time allotted to cover the portions in the curriculum is not sufficient especially in the second and the
fourth sem. Again the availability of books in the reading list is a
problem...we have to prepare notes and give it to trainees because they don’t
have any other sources. In the English class I face some problem because the
trainees never respond in English. They prefer grammar translation method
where I have to translate and teach. They have ideas but they hesitate to
interact in English. (Teacher Educator 9.0)

6) Teacher educators’ perceptions regarding the problems faced by their
trainees

The researcher also wanted to collect the perceptions of the teacher educators
regarding the problems faced their trainees. All the teacher educators remarked that
their trainees face problems related to language in the training classes and when they
take classes during their practice teaching sessions. The major problems that the
trainees face (identified by the teacher educators) are:

- Lack of proficiency in the language and inability to convey ideas in English
- Lack of fluency
- Problems with accent and pronunciation
- Problems with grammar: tenses, subject verb agreement, language functions
  etc.
- Lack of vocabulary
- Problems with teacher talk
- Inability to edit the products of their students
- Lack of self confidence and self belief

Some of the responses given by the teacher educators are given below:

- Actually they are going to the actual practicing school without developing
  their teaching skill...so they will not get enough time to develop their teaching
skills and they are not at all fluent in English and they have lack of knowledge about grammar…English grammar is a major problem for them…so is the case of the students there. They are also of low level students …they can’t understand what the student teachers are saying…so definitely they will tend to give the translation of the text. (sic) (Teacher Educator 3.0)

- Their major problem is communication problem. English is a hard nut to them. The lack of self confidence, self belief and also they are not fluent in English. Lack of communication skill is a major problem…they cannot edit or correct the product of the learners during the teaching practice time. The learners or the students are preparing some products…discourses…Our trainees cannot edit the products…they cannot identify the mistakes and even though they identify the mistakes, they cannot edit the product. That is a major problem. (Teacher Educator 6.0)

- The main problem is language problem…that means many of the students, even though they have gone to this plus two course they are not in a position to speak correct English. So they commit lots of mistakes with regards to speaking and also writing. When I went to schools for supervision, I have seen a lot of students writing wrong words, wrong sentences etc. on the black board. So how can we correct them…and another thing is that the students also in that schools also have very poor standard and the teacher trainees, they have to translate each and every word to mother tongue. And they do not know the equivalent translation of any of the words. It is a very pathetic situation. (sic) (Teacher Educator 7.0)

- First of all, most of them cannot communicate fluently…they lack the confidence. Most of them try to use Malayalam in between. They also have
problems with vocabulary, pronunciation, grammar etc. (Teacher Educator 12.0)

7) **In-service training received by teacher educators to teach the D.Ed curriculum**

The researcher wanted to collect the information regarding two aspects related to training that the teacher educator received/ receive:

- the type of training that the teacher educators receive
- the details of the training

9 out of 10 teacher educators mentioned that they had received/ were receiving training from DIET at the beginning of each semester. One teacher educator who did not receive any training was a contractual faculty and she was aware of the fact that DIET was giving training. All the teacher educators who received training from DIET pointed out that usually DIET gives a three-day training programme where pertinent issues related to the curriculum and its transaction are taken up and discussed. Teacher educators also get a chance to sit together and discuss and sort out their common problems.

- *Before introducing the D.Ed curriculum...actually it is not before implementing the D.Ed curriculum...after implementing the D.Ed curriculum and before each semester DIET has arranged certain training programme for the teacher educators. (sic)* (Teacher Educator 3.0)

- *DIET Alappuzha gave an in-service training at Chengannur. They are trying to provide timely assistance and support.* (Teacher Educator 10.0)

Teacher educator 1.0 was a DIET faculty himself. He gave the details of what happened in a previous three-day training programme offered by DIET.
What DIET did was to introduce the curriculum to the teacher educators with all its objectives. Each unit was explained to the teacher educators and the ways to handle the activities were mentioned. The teacher educators were divided into groups and they discussed the implementation part and the problems that they face and so on. May be we will have more intensive programmes later. (Teacher Educator 1.0)

Teacher educator 3.0 received State Resource Group (SRG) training from SCERT, Thiruvananthapuram and she was chosen as the master trainer for Kottayam district, Kerala. She gave the details of the training programme.

After starting the first semester there was a training programme for SRG at SCERT. Fortunately, I got a chance to participate in that...after that I have given training to the teachers of Kottayam...teacher educators of Kottayam district...and there we have planned for three days programme and what are the different activities for the first semester and how can we transact the entire learning objectives or learning outcomes to the students and plans like that and DIET conducted training programme in each semester...first, second, third and fourth semester. (Teacher Educator 3.0)

Three teacher educators namely teacher educators 7.0, 8.0 and 12.0 were not satisfied with the training that they receive from the DIET. They were of the opinion that the training is ‘not up to the mark’.

Last year twice we were given training programmes. But the thing is that they are not very much effective. I think it may be due to the lack of dedicated teachers. And also one thing that I found was that nobody is interested taking pains and doing something sincerely....and every one say that there is lack of time...lack of time. (Teacher Educator 7.0)
➢ No... but after the introduction we got a namesake kind of a training. Just for two days. Every semester we are getting that training. But it is not up to the mark. (Teacher Educator 8.0)

➢ Yes...DIET has given us training...but I felt that it was not...what to say...up to the mark...DIET is still giving us training occasionally...but nothing much is happening at the training programme. One good thing is that we get chances to share our problems with other teachers and get to know some solutions from other teachers. (Teacher Educator 12.0)

8) Revamping the D.Ed curriculum

The theme ‘Revamping the D.Ed curriculum’ is based on the responses of the teacher educators on the following sub-themes:

- Suggestions given by the teacher educators to improve the D.Ed curriculum
- Opinion of the teacher educators on the appropriacy of the materials suggested in the curriculum
- Need for a prescribed course book

a) Suggestions given by the teacher educators to improve the D.Ed curriculum

The last question in the interview with the teacher educators collected the suggestions of the teacher educators to improve the D.Ed curriculum. Teacher educator 1.0 pointed out that the teacher trainees are over burdened with work load because unlike B.Ed, D.Ed trainees have to learn all the subjects. If specialization in a particular subject was introduced (like in B.Ed), it would benefit trainees more and they would get in-depth knowledge in a particular subject. That would in turn benefit the students they teach.
One problem with the primary teacher education is that these teacher trainees have to learn all the subjects (except Hindi) and their methodology. So the trainees are over burdened with work and they are not able to concentrate on any particular subject. If this changes and specializing is introduced at the primary level itself, it would benefit the trainees more. But the problem is that the existing system in our primary schools won’t permit that. The system itself should change. LP schools and UP schools also need subject wise teachers. That will benefit the students more. So in turn the structure in the teacher training institutes will have to change. So it will take time for change. The trainees should get in-depth knowledge in a particular subject rather than learning bits and pieces of many subjects. Teachers should have thorough knowledge of all the primary textbooks. (Teacher Educator 1.0)

Teacher educator 3.0 mentioned that SCERT should provide the reference materials to the TTIs and should avoid exams in each semester because it burdens the trainees too much. Year end exams are more apt because trainees would not be over burdened and they will get more time to complete the activities.

My opinion about the improvement of this curriculum is that whenever SCERT is giving certain list of certain reference material, SCERT should provide such reference material to each TTI. That is something about the implementation of D.Ed curriculum and if we avoid exam and practical exam in each semester it will be a good thing I think. In each semester the students are undergoing some practical examination…they are tensed…and the teacher educator and students can’t do all the activities…they have to do certain activities in a hurry…so they will not be fully aware about the activities that they are doing…if we avoid this exam and practical exam at the end of each
semester….we may do it at the end of an year...in second and fourth semester
the practical exams will be more effective I think. (Teacher Educator 3.0)

Teacher educators 5.0 and 6.0 expressed similar opinions and suggested that the
curriculum should give more importance to communication skill. Grammar portion
included in the final semester should be shifted to the first semester so that trainees
can benefit more and use that knowledge during their practice teaching sessions and
edit the products of their students.

➢ Give more importance to communication skill. The trainees are very
struggling because they cannot communicate with others...their learners. First
of all we have to give more importance to communication skills and also there
is grammar in our curriculum. But it is in the last semester. But we have to
include the grammar in the first semester onwards. Then only they can take
the class easily. Otherwise they will face serious problems. These are the two
recommendations. (Teacher Educator 6.0)

Teacher educator 7.0 was concerned with the need for a textbook/ coursebook in
the D.Ed course. She also expressed her view that formal grammar needs to be taught
because the trainees need to know the rules of grammar and should be able to use
correct English.

➢ Yes of course I have certain suggestions. The first thing is that the students
even though they have gone through this plus two course, they are not able to
read or write without mistake. So I think if there is a textbook, just like the text
book prescribed for the plus two course, there should be a textbook for
students also and though we say that there is no need for formal teaching of
grammar, my strong idea is that there should be... then only the students will
be able to use correct English. For example, they are not ready to speak
English because there is some kind of inhibition and I think that inhibition is due to their lack of knowledge. Then often we say that language is acquired...but at the same time there is also conscious learning. So some rules should be learned and then the students should be in a position to use English without mistake. So there should be conscious learning as well as subconscious learning. (Teacher Educator 7.0)

Teacher educator 8.0 gave the suggestion that SCERT can eliminate some repeating topics that also appear in other papers like psychology. Those free slots could be used to include more communication skills based activities.

Teacher educator 9.0 agreed with many of the suggestions given by the other teacher educators. She also pointed out that practice teaching in the second semester can be shifted to the third semester because trainees would be more familiar with pedagogic analysis and preparation of the teaching manual. She opined that more activities to improve the confidence level of trainees could be included in the curriculum.

Teacher educator 10.0 opined that more time should be allotted for the transaction of English curriculum especially in the second and fourth semesters. The visit of the Practical Board (commission) which is happening twice a year is creating difficulties and can be limited to once in a year.

➢ As far as the curriculum is concerned, everything is set in it. It is not easy to make changes...even then the second and the fourth semester is very tight for the English teacher. Both semesters have university exams and teaching practice. The language is not the mother tongue of the trainees. So they need more time to master it. Because of the tight schedule we are not able to give proper classes to the trainees in both these semesters. Also the visit of the
practical board twice a year also makes a lot of difficulty. It can be limited to once in a year. (Teacher Educator 10.0)

Teacher educator 12.0 expressed similar views as that of teacher educators 1.0, 3.0 and 7.0 and mentioned that reference books need to be made available in all the TTIs. A well designed course book is also the need of the time. The work load of the trainees needs to be reduced.

b) Opinion of the teacher educators on the appropriacy of the materials suggested in the curriculum

The teacher educators were asked to express their opinion on the appropriacy of the materials suggested in the curriculum. All the teacher educators expressed similar views. The key ideas from the responses of the teacher educators are given below:

- Books suggested in the reading list are not available in the library. Many of them are books by foreign authors and are very costly to procure.
- The books suggested in the reading list are not suited for the level of the trainees. They are not in a position to read and comprehend those books.
- Learners mostly depend on the notes given by their teacher educators.
- Trainees and teacher educators find it difficult to copy and use the videos mentioned in the curriculum.
- There is no proper infrastructure like projectors, computers, internet facility etc. in many TTIs to use ICT materials.

Some sample responses of the teacher educators are given below:

- Some books are there but it is not available...names are there...but we cannot collect the books. Books are not available in the library. And they are costly
and the language is very tough for us and also for the students. (Teacher Educator 6.0)

- As I told you earlier, the level of the learners is poor. In my opinion they won’t be able to follow those books because they are all original books and are by foreign publishers. Learners are not even able to buy those books. They mostly depend on the notes that I give them. (Teacher Educator 9.0)

c) Need for a prescribed course book

When asked about the need for a prescribed course book, 8 out of 10 teacher educators pointed out that a course book is a need of the time and it will surely help the teacher trainees and the teacher educators. Teacher educator 1.0 mentioned that a course book was not introduced till now because the curriculum wants the trainees to develop their referencing skills by referring multiple sources and collecting information. But taking into consideration the realities like unavailability of reference books, proper infrastructure and also the level of the trainees who opt for the course, a course book can be introduced.

- Actually if a textbook is introduced then the very concept of referring and learning will not work out. Rather than that it would become a textbook oriented learning. But taking into consideration the limitations of the trainees and the unavailability of the reference books in our libraries, if there is a textbook it can help. But special care should be given not only to stick onto only the textbook. Reference skill needs to be developed on the part of the trainees. (Teacher Educator 1.0)

Teacher educator 7.0 mentioned that there is an urgent need of a course book. Teacher educators 2.0, 6.0, 8.0, 9.0, 10.0 and 12.0 pointed out that a well designed course
book can help the trainees to understand the topics in a better way and save a lot of time.

- Yes...there is an urgent need for such a book. We teachers are very helpless.
  
  Very often I go to other D.Ed institutions and consult others help for getting notes, activities etc. So the thing that we want is such a book... a book that caters to all the needs of such a course. (Teacher Educator 7.0)

- That is absolutely right. Even if we ask the learners to go to library, there are no books in the library. So the learners also have to depend on Internet for preparing notes, which many of them are not able to do. We also have to help them. (Teacher Educator 8.0)

- Yes...if there is a course book it would definitely help the trainees...as I told you earlier, the books suggested in the reading list are not accessible...and they are too costly. The teachers’ handbook gives a framework but it does not carry proper explanation of many topics... And the trainees are mostly from poor background...they don’t have access to proper internet connection and other things. So if there is a well formatted course book it would definitely help them. (Teacher Educator 10.0)

Teacher educator 3.0 and 5.0 had a different opinion and they mentioned that the handbook was enough. If the teacher educator is well prepared, then he/ she can transact the curriculum effectively without the help of a course book. They were also indirectly hinting that since the course was aiming at developing the reference skills of the trainees, handbook and the framework it provided was more than enough.

- Regarding the course book my opinion is that if the teacher educator is well prepared and ready to transact everything in the classroom and conduct every activities (sic) there is no need of a course book. (Teacher Educator 3.0)
The next section carries the analysis of the five classrooms that the researcher observed during the course of his data collection.

### 5.4 Analysis of the Classroom Observations

Classroom observations were carried out to collect information on classroom transactions. This would help the researcher not only to triangulate the data obtained from questionnaires and interviews, but also provide a first-hand experience to evaluate and understand the real transaction of the D.Ed curriculum.

The researcher observed five classes during the course of his field work. The classroom observation reports are given in appendix VII.

In order to observe and analyse the classroom transaction, the researcher had kept eight aspects in his mind. The classrooms observed are analyzed in the light of those eight aspects.

**Methodology**

One of the primary aims of the study is to find out the teaching methodology used the teacher educators. Teaching methodology includes how the lesson is initiated, what procedure is adopted to present the topic of the lesson, which language (s) the teacher educator uses in the process of classroom delivery, how the teacher educator assess the learners and so on.

After observing the five teacher educators, it was noticed that a number of teaching methodology were adopted in the classes. These include the use of mother tongue, informal conversation, questioning, discussion, explanation, dictation and others. However, giving a brief lecture was also found in almost all the classes. So we can conclude that 3 teacher educators (TE 6.0, 7.0 and 8.0) were using mixed method in their classes. They were also trying to bring in aspects of a communicative
The classroom by bringing in discussions in between. Further, there were attempts to use technology for teaching, but due to constraints, it was not used to the fullest potential. However, teacher educator no 8.0 made an attempt to use the mobile phone to show a video to the learners in groups and teacher educator 6.0 took the trainees to the computer lab and conducted the class there in order to make use of the projector facility to show a video film.

The use of mother tongue (i.e. Malayalam) was found in most of the classes, especially for giving instructions and explaining certain concepts. The teacher educator sometimes had to adopt this technique as the trainees would not be able to participate in the classroom discussion entirely in English. However, given an opportunity to interact in the mother tongue of the trainees, the interaction was noticeable. This reveals a significant point that the trainees lack adequate English language competence which hinders them to interact in the classroom, although they possess content information.

From the classroom observation, it was clearly evident that the teacher educators were familiar with various techniques and methodology of teaching English.

Materials

The selection and effective implementation of teaching materials is always a challenge for a teacher. This challenge increases in the absence of any specific materials for the learners. Although teacher educators are provided with a ‘teacher educators’ handbook’, there is no ‘textbook/course book’ to use for the trainees. This demands the teacher educator to be more trained to select, evaluate and use those instructional materials which cater to the needs and interest of the trainees.

After observing the five classes of teacher educators, it was observed that they depended more on the teacher educators’ handbook and the notes they prepared. The
teacher’s handbook has been designed to provide inputs on the procedure and
information to undertake classes. Apart from the teacher educators’ handbook, the
teacher educators also used videos from the YouTube, the textbooks and handbooks
of the primary level English classes as materials in the D.Ed classroom. Although
there was no sufficient support to use technology in the classroom, the teacher
educators had to depend on alternative sources like mobile phone to show a video
film.

Delivery of the materials

The authenticity or appropriateness of the materials depends largely in the
effective delivery of the materials. A ‘good’ teacher should have the ability to use the
materials as per the needs of the learners and further adopt or adapt it accordingly.

From the classroom observation it was not only found that teacher educators
use different materials but they use the different materials differently. Teacher
educator 6.0 used a sample story and read it out to the learners, further provided a
summary to the whole class and asked the learners some questions. On other hand,
teacher educator 7.0 asked the learners to listen to a short lecture and make notes.
Teacher educator 8.0 had a unique way of using video using her mobile phone, and
the trainees discussed in groups the significance of the video. Teacher educators 9.0
and 11.0 mostly dictated notes and asked the trainees to analyze the handouts that
they distributed.

Types of activities and classroom interaction

There is a need of variety in the activity types to cater to the diverse
requirements of the specific topics and needs of the learners. Further, different
activity types make the class more interesting as learners get motivated with the
change of activity which generally caters to different learning styles.
There was evidence of the use of various activity types from the observed classes of teacher educators. Although lecture was one of modes of delivery in most of the classes, teacher educators used video, story, handouts etc in the classroom. Many of the activities lead to classroom discussion among the peers (even though discussions were in Malayalam) and trainees with the teacher educator.

**Language proficiency of the trainees**

The trainees need proficiency in English for their academic and professional needs. The academic needs signify the need of English to do well in their study and examination. Further, as they are expected to teach English, the trainees are expected to have basic proficiency skills in English.

It was noticed that in most of the classes, the trainees were not able to respond to a question posed by the teacher educators due to lack of proficiency in English. This was concluded because when the trainees were asked to respond in their mother tongue, many of them could participate. The use of mother tongue for the same reason was observed in many of the classes. Teacher educators were conscious enough to use mother tongue whenever necessary.

**Language proficiency of the teacher educators**

The proficiency of teacher educators plays a significant role as that is one of the major sources of language input for the trainees.

The teacher educators were seen using both mother tongue and English in the classroom. Apart from teacher educators 9.0 and 11.0, the other 3 teacher educators seemed to be comfortable in the use of English. However, most of them were translating their questions and explanations into Malayalam.
**Theory-practice balance**

The D.Ed curriculum envisages a proper balance between theory and practice. The trainees need theoretical inputs of teaching and training on the practical aspects also. In order to track these two aspects, the delivery of the lessons was observed to find out the balance.

It was observed that the classes of teacher educators 6.0 and 8.0 were more balanced when the theory-practice balance is taken into consideration. The classes of the teacher educators 7.0, 9.0 and 11.0 were more dominated by theory.

**Infrastructure**

The progressive use of technology in language teaching demands the teachers to be familiar with it and use it effectively for language learning and teaching. The classrooms were also observed to find out whether there were adequate facilities as required.

It has come to the notice that the training classrooms were not well equipped with the technology. Although in some of the classrooms, there were chairs, some classrooms did not have even chairs. Trainees had to sit on the floor due to the unavailability of chairs. There was no evidence of LCD projectors and any other equipment in the training classrooms. The lack of proper infrastructure was pointed out by the trainees and teacher educators in their interviews also.

The D.Ed curriculum has recommended an ICT integrated methodology for training the teacher trainees. Most of the units in the English curriculum have suggestions to use video clips and programmes from YouTube and other similar websites in the training classroom. Since many TTIs lacked proper infrastructure like LCD projectors, speakers, multimedia labs etc, the implementation part of the
curriculum was facing problems and the teacher educators were not able to transact the curriculum as envisioned in the objectives of the D.Ed curriculum.

One interesting observation that the researcher could make is that private TTIs were far better than the government TTIs in terms of the availability of infrastructure like projectors and computer lab.

It was also noted that most of the teacher educators were also not comfortable with the use of technology and they avoided it as far as possible. Most of them were comfortable with the conventional methods of teaching. The trainees were also not receiving any training to operate the technical equipment.

As the demand of the present day classroom especially in the school education requires smart classroom, the lack of these facilities in the observed training classes arises a question whether the trainees would be able to deliver classes in smart classroom.

The tabular form of the analysis of classroom observations is given in table 5.18.

The abbreviations which are used in the table are as follows:

CO = Classroom Observation
TE = Teacher Educator
MT = Mother Tongue

In table 5.18, the observed classes are marked as CO:1, CO:2 and so on. The teacher educators whose classes were observed include teacher educators 6.0, 7.0, 8.0, 9.0, and 11.0.
<table>
<thead>
<tr>
<th>CO</th>
<th>Methodology</th>
<th>Materials</th>
<th>Delivery of the materials</th>
<th>Kinds of activities</th>
<th>Language proficiency of the trainees</th>
<th>Language proficiency of the teacher educator</th>
<th>Theory-practice balance</th>
<th>Infrastructure</th>
</tr>
</thead>
</table>
| CO: 1 TE: 6.0 | - Informal conversation  
- Through asking a question  
- Use of Malayalam in questioning  
- Interaction with the learners  
- A brief lecture | “Flying kites” (Class II English Textbook)  
Teachers’ Handbook for class II  
Teacher Educators’ Handbook  
Video | Use of a sample story and read it out to the learners  
Gives a summary  
Read out the dialogues and asks questions | Video, Story | Less proficient in English. Reluctant to give answers completely in English | Seemed to be comfortable in using English and translating the questions into Malayalam. | Evident | No equipment to show a video in the classroom, But was there in the computer lab, sitting on the floor, only 10 computers, no enough chairs |
| CO: 2 TE: 7.0 | - Revision of the previous class  
- Asked question (difference between learning and acquisition)  
- Lecture | Teachers’ handbook  
Teachers notes | -listening to lecture and making notes  
-group of five and discussion on the topic give and sharing the points | Could not respond to the teacher’s question due to lack of language proficiency. However, responded in MT  
In the group activity they were using mostly MT | Seemed comfortable with the use of English even though she was using notes as an aid | More theory less practice | Well ventilated and spacious, a black board, chairs, No projectors |
| CO: 3 | TE: 8.0 | - Brainstorming questions  
- Use of MT  
- Discussion  
- Lecture | - Video from the YouTube  
- watching the video and responding on the significance of the video | Group work  
Trainees seemed to be more comfortable in the use of MT | Theory and practice was balanced  
With desks and chairs, no multimedia, noise from the traffic |
| CO: 4 | TE: 9.0 | - Writing the topic and asking what the learners know  
- Use of MT  
- Translation of MT responses to English  
- Lecture on Pedagogic Analysis  
- Writing five imp components and doing analysis  
- Explanation (In MT ) | Teacher Educators’ handbook  
Teachers’ handbook for class VII  
Handouts (2 sets)  
1. Class VII (Nature’s Plenty)  
2. Concept map  
3. Sample pedagogic analysis of Nature’s Plenty (Homework) | Handouts  
Using the definition/ writing on B/B  
Analyzing handouts and relating with the discussed component | Not so fluent in the use of English. Explanations mostly offered in Malayalam  
Not comfortable in using English. Mostly used MT to give answers | Theory dominated class  
With desks and chairs, no multimedia, noise from the traffic |
| CO: 5 | TE: 11.0 | - Wrote the topic on the B/B  
- Asked various kinds of prose?  
- Spoke on the imp of prose and teaching prose  
- Reading out points from his tab.  
- Explanation in MT  
- Explanation on steps of teaching prose | Teacher manual (Strategies used to teach prose)  
Photocopies of a prose piece “The Mirror” | Dictation  
Compare the pose and teachers handbook  
Prose piece from the textbook of class V | Not so comfortable in the use of English  
Use of MT | Theory dominated  
(Explanations, lecture )  
Only blackboard and charts |

Table 5.18: Analysis of the Classroom Observations
5.5 Evaluation of Teacher Educators’ Handbook as per the Prepared Checklist

For the purpose of evaluating the teacher educators’ handbook, the researcher used an adapted version of Cunningsworth’s (1995) checklist for evaluation and selection of coursebook. The checklist was shown to experts and was standardized.

The checklist contains 25 items divided into seven categories. Namely: Aims and Approaches, Design and Implementation, Language content, skills, Topics, Methodology and Practical Considerations. All the items are in the form of questions. The analysis of the items belonging to each category follows.

Aims and Approaches

This category mainly deals with the aims and approaches of the handbook.

The three items included in this category are discussed below:

1. *Do the aims of the handbook correspond closely with the aims of the training programme?*

Yes. The handbook is designed in accordance with the approaches and methodology envisioned in the training programme.

2. *Is the handbook suited to the learning/teaching situation?*

The handbook is designed to provide a framework to the teacher educator. The key ideas related to each topic are discussed in brief. The handbook also gives a list of activities to be conducted in the training class and the strategies to assess the various tasks and activities of teacher trainees. The teacher educators are expected to refer to other sources and collect more information on the various topics and use it in the class. The trainees can also make use of the handbook to get an idea about the various topics and subtopics included in the curriculum.
3. *How comprehensive is the handbook? Does it cover most or all of what is needed? Is it a good resource for teacher educators and trainees?*

As stated in the answer for question no 2, the handbook just provides a framework of the various topics to be dealt in the class. Only the key ideas related to each topic are discussed in the handbook. The teacher educator is expected to use other resources like reference books, internet etc. and further explore on the topic. Even though the handbook is designed for teacher educators, the trainees can also use it as a point of reference. Trainees are also expected to collect further information on various topics from other sources.

**Design and Organization**

This category mainly analyzes the organization and sequencing of the contents in the handbook and also checks whether the grading and progression of the contents are suitable for both the teacher educators and trainees. The 4 items included in this category are discussed below:

1. *How is the content in the handbook organized and sequenced?*

Teachers’ handbook is divided into 4 main parts which are aimed at four semesters of the D. Ed programme. Each part is further divided into two different units. The list of the 4 parts and the units belonging to each part is given below:

**Semester 1: Proficiency in English Language**

Unit 1: Nature of Language

Unit 2: Learner Proficiency and Language Competence

**Semester 2: English Language Teaching: Theory and Practice**

Unit 1: An Overview of Principles and Methods in Language Teaching

Unit 2: Classroom Processes and Teaching-Learning Strategies
Semester 3: Pedagogy of English Language

Unit 1: Planning Effective Classroom Transaction
Unit 2: Assessment for Effective Learning

Semester 4: Teacher-Professional Development

Unit 1: Language Elements for Effective Communication
Unit 2: Continuing Professional Development

Each unit in the handbook starts with a list of objectives intended to be achieved with the transaction of that particular unit. Followed by that, the key ideas discussed in the unit are mentioned in the form of points. Each unit (which deals with one main topic) is further divided into subtopics. Each subtopic is further divided into the following sections:

Content: In this section, the core ideas related to the topic are included (with examples). These points act as a reference to the teacher educator. The teacher educator is expected to discuss and review those ideas in the class. (For the guidance regarding the process and method of transaction of the content belonging to each subtopic, the use of audio visual aids etc. the teacher educators have to refer to the D. Ed curriculum document and D. Ed manual which are two separate documents. The teacher educators, while preparing for their classes, are expected to simultaneously refer the curriculum document, manual and also the handbook to get a clear idea about the transaction of the curriculum).

Strategy: In this section, the various tasks and activities that the trainees are expected to do in relation to the topic are mentioned.

Evaluation: This section mentions the various indicators for the teacher educator to assess the teacher trainees’ activities, presentations etc.
Consolidation: In this section, the handbook gives guidance to the teacher educator to summarize the core ideas discussed in the unit. The ideas would be summarized in the light of the main points given in the ‘content’ part along with the discussions that took place in the class.

Reflection: This section usually carries a few questions which require the teacher trainees to reflect on certain key issues which they discussed in the class. They have to write down their perceptions, reflections and responses to those questions after the class gets over. For this purpose, the trainees are expected to maintain a reflective journal. The reflective journal would be evaluated by the teacher educator in particular intervals for the purpose of the continuous evaluation of the trainee.

2. Is the grading and progression suitable for both the teacher educators and trainees?

The teacher educators will find the grading and progression quite useful. Since the language level in the handbook is a bit complex, most of the teacher trainees would need the assistance of their teacher educators to comprehend the handbook.

3. Is it easy to find your way around the handbook? Is the layout clear?

Yes. The layout is quite clear. The font size and formatting is also suitable for readers.

4. Are the keys to exercises given?

No. Most of the activities given in the handbook are group activities which require discussion and interaction among the participants. The teacher educator is expected to scaffold the discussions. The keys to such activities are not given. The reflective questions which are given at the end of each subtopic is to be answered by the trainee individually.
Language Content

The third category which is titled ‘Language Content’ evaluates the language content and grammar items of the handbook and studies whether the language used in the handbook and grammar items included in the handbook are pitched at the right level of the trainees. The three items included in this category is analyzed here:

1. **Is the language used in the handbook pitched at the right level of the trainees and is it comprehensible?**

   The handbook is actually designed for the teacher educators. So the language used is a bit complex and may not be suitable for the trainees who have just completed plus two and joined for the course. As stated in an earlier question, the trainees will need the assistance of their teacher educators to understand the various concepts mentioned in the handbook.

2. **Does the handbook cover the main grammar items appropriate to each level, taking trainees’ needs into account?**

   Yes. The handbook has one unit (in the fourth semester) dedicated to make the trainees familiar with the various grammar items. This unit has been included in the curriculum based on the recommendations given in NCFTE 2009. The various items in this section have been included with the idea of giving strong theoretical base (in grammar) to the trainees so that they can become better language users and also identify the errors and give feedback to their students. But the language used in the section is again not suited for the level of the trainees. Teacher educators will have to explain each item in a simple language by giving more examples. Teacher educators can use this section as a framework to understand the various grammar items to be taught and they can refer other grammar books for more examples. The various items included in this unit are given below:
a) Types of sentences: declarative, interrogative, imperative and exclamatory; classification of sentences according to clause structure.

b) Word labelling

c) Noun phrase and verb phrase

d) Structural and functional aspects (language functions)

e) Time, tense, aspect and mood

f) Passivising and reporting

g) Editing: punctuation, syntactic, morphological and spelling

h) Teaching grammar.

3. Does the handbook include material for pronunciation work? If so, what is covered: individual sounds, word stress, sentence stress, intonation?

The handbook includes very minimal material for pronunciation work. In unit 2 of the first semester, which is titled as ‘Learner Proficiency and Language Competence’, phonetic symbols (IPA symbols) have been introduced to the trainees. Followed by that very short sections on phonemes, minimal pairs, connected speech and prosodic features (stress, pause, rhythm, intonation etc.) have been included which give very less information to the trainees. The teacher educators are instructed to download great speeches of Winston Churchill, Jawaharlal Nehru etc. and play them to the trainees to make them understand about the various prosodic features. No support has been given in the form of CDs or DVDs for listening and improving pronunciation.

Skills

This category analyses the importance given to LSRW skills in the handbook. The analysis of the six items included in this category follows:
1. Are the four skills adequately covered in the handbook?

The second unit in the first semester titled ‘Learner Proficiency and Language Competence’ concentrates on the development of LSRW skills of the trainees. Various activities have been given in this unit to improve the skills. After analyzing the unit, the researcher felt that ‘listening, speaking and pronunciation’ needed more practice activities and audio support. There is no support given in the form of CDs or DVDs for listening practice. The teacher trainees have to depend on their teacher educators for improving their listening. The curriculum suggests the teacher educators to download some authentic videos like great speeches, popular English songs etc. from the internet and play it in the classroom to improve the trainees listening skills. But this is not being materialized in the absence of proper technical support and resources. Apart from this, the improvement of the other skills like writing and reading has been taken care of in the handbook.

2. Is there material for integrated skills work?

Yes, the handbook gives scope for integrated skills work. For example, the trainees are asked to listen to a particular passage. And they are asked to do pre, while and post listening tasks based on the listening passage. After the tasks get completed, the trainees indulge in discussion sessions where they share their ideas on the passage. Similarly, we can see instances of integrating reading and writing skills (for example summarizing a paragraph after reading it), integrating reading and speaking skill and so on in the handbook.

3. Are the reading passages and associated activities suitable for trainees’ level, interests etc.? Is there sufficient reading material?

Yes. The reading passages and the associated activities are suitable for the trainees’ level and interest. Teacher educators are instructed to bring authentic
reading passages (apart from the ones given in the handbook) and use it in the classroom.

4. *Is the listening material well recorded, as authentic as possible,* accompanied by background information, questions and activities which *help comprehension?*

No. SCERT has not provided any recorded materials for listening practice. The handbook asks the teacher educators to download and use authentic materials like speeches, video clips etc. and use it in the classroom. (Some links to download authentic videos have been given in the curriculum document. But not in the handbook).

5. *Are materials for spoken English (dialogues, role-plays, etc.) well designed to equip trainees for real life interactions?*

Yes. In the unit 2 of the first semester, one section on ‘Teacher talk in ESL classroom’ has been added which gives training to the trainees on the kind of language used by the teacher for giving instruction and interacting with students. The other activities included in the handbook like role-plays, dialogues etc. have been mostly taken from real life situations and is intended to equip trainees for real life interactions.

6. *Are the writing activities suitable in terms of amount of guidance/control, degree of accuracy and use of appropriate styles?*

Apart from the reflective questions given at the end of each subtopic, which the trainees have to write in their reflective journal, all the other writing activities carry proper instructions. But the trainees would definitely need the help of teacher educators to fully comprehend the activities because the language used in the handbook is intended for the teacher educators.
Topics

The 3 items included in this category analyses whether there is enough variety and range in the topics and whether these topics are of genuine interest to the trainees and help them to expand their awareness and enrich their experience.

1. *Is there sufficient material of genuine interest to the trainees?*

Yes. D.Ed curriculum has been designed to train the trainees to become effective primary teachers. The new D.Ed has been modelled on the suggestions given by NCTE. The range of topics and activities included in the handbook are of relevance to the trainees for their professional development and expertise. (The list of the units is given in the ‘Design and Organization’ section).

2. *Is there enough variety and range of topics?*

Yes. The topics chosen are pertinent to the trainees. The variety of the topics included in the handbook range from topics which are intended to:

(a) provide theoretical base in language teaching to the trainees

(b) improve the language proficiency of trainees

(c) make the trainees familiar with the pedagogy of English and planning effective classroom transaction

(d) develop the teacher trainees professionally. The handbook, in the last unit, includes topics like continuing professional development, information and communication technology, teacher self analysis, mentoring, maintaining reflective journal, action research etc. which are of genuine interest to the trainees.

3. *Will the topics help expand trainees’ awareness and enrich their experience?*

Yes. As mentioned earlier, the topics are intended to expand trainees’ awareness and enrich their experience.
Methodology

This category consists of 5 items which concentrate on the approach recommended by the handbook, opportunities given to the trainees to develop their communicative abilities, techniques used for presenting and practicing new language items and help given to the trainees on study skills and learning strategies. The analysis of the items follows.

1. **What approach/approaches to language learning are taken by the handbook? Is this appropriate to the learning/teaching situation?**

   The handbook follows the same approach (cognitive interactionist approach) that is recommended for the school level curriculum. It is appropriate to the learning/teaching situation because the teacher trainees are getting trained to become primary teachers.

2. **What level of active learner involvement can be expected? Does this match trainees’ learning styles and expectations?**

   All the classes are expected to proceed through discussions and interactions generated in the class. Most of the activities suggested in the handbook require pair work or group work. The teacher educator scaffolds the discussions in the training class and the teacher trainees generate outputs (based on their experience) through discussions and interactions. This style is suited for them because they are adult learners.

3. **How are communicative abilities developed?**

   As stated in the above question, the training class proceeds with an interactive framework where the trainees are asked to interact with their peers and construct knowledge. 90 percent of the training classes would be
dominated by activities like discussions which demand a lot of interaction among the teacher trainees.

4. *Does the material include any advice/help to trainees on study skills and learning strategies?*

No. The handbook does not include any specific sections that focus on study skills and learning strategies. It just gives a framework of the major topics and it expects the teacher educators and trainees to collect further information on various topics by referring other sources.

**Practical Considerations**

This is the last category in the checklist and the 2 items included in this category try to inspect the accessibility of handbook and the need for additional facilities and equipment like language lab, video player etc.

1. *Is the handbook easily accessible?*

Yes. The e-copy of the handbook is available on the website of SCERT, Kerala and people who have access to internet can easily download a copy of the handbook. Hard copies of the handbook are available at SCERT, Thiruvananthapuram. Most of the teacher educators and trainees were found using the copies that they downloaded from the website of SCERT.

2. *Do any parts of the handbook require particular equipment such as language laboratory, listening center, or video player? If so, do you have the equipment available for use and is reliable?*

Yes. The handbook suggests the teacher educators to use authentic videos and audio clips as a part of many activities. But most of the teacher training institutes are not equipped with multimedia equipment like projectors, video players, audio players etc.
5.6 Conclusion

This chapter presented a detailed discussion and analysis of the data collected from the four research tools: questionnaires, interviews, classroom observation and checklist for evaluating teacher educators’ handbook. Both qualitative and quantitative methods were used in the process of data analysis. The data collected from the questionnaires were subjected to content analysis and percentages, averages, and values were calculated. The transcripts of interviews were subjected to colour coding and dominant themes were identified. The responses then were analyzed based on those dominant themes. Classroom observation reports were analyzed based on the themes that were evolved from questionnaires and interviews. This was done for the process of triangulation. The various items included in the checklist for evaluation of teacher educators’ handbook were described and examples were provided wherever applicable.

The next chapter discusses the findings of the study and offers suggestions for the improvement of the D.Ed curriculum in the light of the analyzed data. The data collected from the four tools would also be triangulated in the same chapter.