Chapter 6

Findings and Suggestions

6.1 Introduction

The current study focused on evaluating the English curriculum of the D.Ed course in Kerala. The chapters in this thesis are intertwined with the cardinal theme of evaluation of teacher education curriculum and they contributed to the study by executing their own functions. Chapter one introduced the study. Chapter two reviewed the related literature and established the relevance of the study. Chapter three discussed the theoretical framework used for the study. Chapter four concentrated on describing the methodology adopted for the study. Chapter five described and analysed the data using quantitative and qualitative measures.

The current chapter, which is the final chapter, focuses on the findings of the study and presents the suggestions and recommendations based on those findings. Towards the end, the chapter probes into the limitations of the study and also gives a few suggestions for further research.

6.2 Findings of the Study

The data collected by the tools were analysed and described in detail in chapter 5. The function of this section is to triangulate the data collected by the research tools so that the researcher can verify and ascertain the validity of the data. The data have been triangulated based on the six research questions.
Research Question (RQ) 1: How far does the D.Ed curriculum meet the needs of the primary teacher trainees?

When we analyse the general opinion of the trainees and the teacher educators regarding the effectiveness of the D.Ed English curriculum, we can see that both the groups have a positive opinion of the curriculum. Majority of the trainees in their interviews pointed out that the curriculum is beneficial to them in many ways like:

- it improves their teaching efficiency
- it enhances their communication skills and improves their vocabulary
- it makes them familiar with the various approaches and methods to be followed in primary level English classes
- it provides training to them in designing and selecting activities and tasks that are suitable for the primary level learners
- it familiarizes them with the theories related to child psychology and second language acquisition.

The teacher educators also expressed similar opinions in their interviews. But a major issue which all the teacher educators pointed out was, even though the curriculum is good, the trainees do not have adequate proficiency level in English and are not skillful enough to absorb the merits of the curriculum.

The effectiveness of the D.Ed curriculum can be analysed using the following sub-themes:

- the approaches and methodology adopted by the teacher educators and their effectiveness
- the appropriateness of materials and their availability
➢ the theory-practice balance in the curriculum

➢ the congruence between the D.Ed English curriculum and the primary school English curriculum.

a) **The approaches and methodology adopted by the teacher educators and their effectiveness**

Majority of the teacher educators in their interview claimed that they were following the approaches and methodology suggested in the curriculum. The curriculum suggests communicative/cognitive interactionist approach to be followed in the training classes. Teacher educators pointed out that their classes were mostly activity oriented and activities like discussions, debates, seminars etc were quite frequent in the class. Whereas in the interview with the trainees, nearly half of them pointed out that their teacher educators were using grammar translation method and lecture method in their classes. The other half of the trainees mentioned that their teacher educators were following communicative approach. When we analyse the data collected from the questionnaires of teacher educators, we can see that the teacher educators responded that they are using multiple approaches. 41.66% responded that they use communicative approach, 25% mentioned they use grammar translation method and 25% mentioned that they use cognitive interactionist approach and the remaining 8.33% mentioned that they follow mixed method. Thus, we can see a mismatch in the responses given by the teacher educators in their interviews and questionnaires. In the questionnaire for the trainees, 77% of them pointed out that their teacher educators follow communicative approach. At the same time, as a response to another question, they mentioned that lectures were the most preferred method adopted by their teacher educators. From the classroom
observations, it was clear that the teacher educators adopted a number of teaching methodologies in the training classes. No teacher educator was observed to be strictly following the approach recommended in the curriculum. A mixture of approaches and methods were observed as being used (Refer chapter 5, section 5.4, Analysis of classroom observation).

Since lecture method and dictating the notes were seen as the most preferred methods adopted by most of the teacher educators, the researcher noted that it deprived the trainees of the opportunities to interact in the classroom.

b) The appropriateness of materials and their availability

The majority of teacher educators and trainees agreed that the objectives of the D.Ed course can be achieved through curriculum and suggested materials. At the same time, 52% of the trainees indicated that they face difficulties in collecting, understanding and using materials prescribed in the curriculum. Many of them opined that the books in the suggested reading list are way beyond their comprehension level and the books were not available in the libraries. Lack of internet connection and other ICT facilities were also hindrances that many trainees faced in collecting materials from online sources and using them.

Most of the teacher educators used the materials downloaded from internet (many of them used their own means for accessing internet) and the notes they prepared based on those materials in the classroom. This was ascertained from the trainees’ interviews, questionnaires and classroom observation.

The majority of teacher educators and trainees agreed that there was scope to use authentic materials in the classroom. But due to the unavailability of proper
infrastructure, the use of authentic materials (like videos) was quite problematic. Majority (83.33%) of the teacher educators also pointed out that audio-visual materials suggested in the curriculum are not easily accessible.

c) **Theory-practice balance in the curriculum**

The majority of teacher educators and trainees mentioned that there is theory-practice balance in the D.Ed English curriculum. 30.66% of the trainees had a feeling that there is too much theory and less practice in the D.Ed English curriculum.

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

All the teacher educators and the majority of trainees (83%) were of the opinion that there is proper match between the D.Ed English curriculum and the primary school English curriculum. They pointed out that both the curriculums were following the same methodology and were mutually connected. Trainees mentioned that they were getting practical knowledge to apply in the primary classes and they were also getting training in the approaches and methods followed in the primary classes. All the teacher educators and the majority (81.77%) of trainees pointed out that there were slots in the training programme which make trainees familiar with the textbooks, approaches and methods followed in the primary level English classes.

**RQ.2: What are the problems faced by the primary teacher trainees during classroom interaction?**

The data collected through the responses in the interviews and questionnaires throw light on some of the major problems faced by the trainees during classroom interaction.
The research question can be answered in the light of two sub-themes:

- Trainees’ and Teacher educators’ responses regarding the problems faced by the trainees during classroom interaction
- The importance given to the language skills (especially speaking) in the D.Ed English curriculum

The thematic analysis follows.

a) Trainees’ and teacher educators’ responses regarding the problems faced by the trainees during classroom interaction

All the trainees agreed that they had faced problems while interacting with the learners in the classroom. Trainees identified ‘putting thoughts into words’ as the major problem they faced while interacting with their students in the English classes. In the interview, the trainees also pointed out that many times their communication was getting obstructed because they were thinking in Malayalam and trying to translate their thoughts into English while interacting in the classroom. In such situations, when they are resorting to the process of translation, they are unable to identify the apt/equivalent words in English. This brings an interruption to their process of communication. Grammar (tenses, articles, subject-verb agreement etc.) is another major problem which almost all the trainees face. The question of ‘accuracy’ of the utterances is a troubling factor which hinders the process of interaction. Other problems identified by the trainees include problems with the use of various language functions, pronunciation, choice of appropriate words, lack of confidence etc. The same views were seen reiterated in the interviews also. The researcher also noted that the trainees got quite nervous and frequent interruptions and grammar mistakes occurred while they responded to the questions in the interviews.
The teacher educators in their questionnaires and interviews also pointed out that their trainees’ language competence is at a very low level and the trainees face many problems while interacting with their students during their practice teaching sessions.

Most of the trainees were from regional medium background and the exposure that they received in the English language is inadequate. Even in the D.Ed course, apart from English, all the other papers are taught in the regional language. So the English teacher educator has to put extra effort and time in assisting the trainees to improve their language skills.

b) **The importance given to the language skills (especially speaking) in the D.Ed English curriculum**

While grading the importance given to the language skills in the curriculum, the trainees opined that D.Ed curriculum gives more importance to ‘writing’ compared to other skills. In the interviews, they mentioned that speaking skill needs to be given more importance in the curriculum. They pointed out that when primary teachers are taken into consideration, improvement of speaking skill needs more attention because primary teachers have to constantly interact with their students in the classroom. 48% of the trainees suggested that the D.Ed curriculum needs to include more activities to develop their communication skills, pronunciation and vocabulary. 41.66% of the teacher educators pointed out that the listening/speaking components in the curriculum do not provide adequate inputs to the trainees to develop their communication skills. At the same time only 33.33% of them suggested that the curriculum needs to incorporate more communicative activities. This was because the language competence of the trainees was low and they needed additional time and assistance in completing the tasks and activities.
given in the curriculum. So if more activities are included, the teacher educators would not be able to complete the portions in the stipulated time. 50% of the teacher educators pointed out that the time allotted for teaching English was not adequate. From the classroom observation sessions it was noted that the interaction opportunities provided to the trainees were low and most of the teacher educators adopted lecturing and note giving as the dominant methodology in the training classes.

RQ.3: To what extent does the D.Ed curriculum incorporate the suggestions given in NCFTE 2009?

D.Ed curriculum which was formulated in 2013 has tried to incorporate all the major suggestions given in the National Curriculum Framework for Teacher Education, 2009. The interview with the teacher educator 1.0 (refer appendix VI, Interview with teacher educator 1.0), who was a member in the D.Ed curriculum designing committee, bears testimony to the fact that NCFTE (2009) guidelines were kept as a point of reference when the curriculum was designed. The following are the points which the researcher identified as evidence in this regard.

a) Structuring of the D.Ed English curriculum

From the analysis of the curriculum (chapter 2, section 2.6.3), it can be seen that the D.Ed English curriculum has been structured based on the suggestions given in NCFTE (2009) regarding the three broad curricular areas to be incorporated in a teacher education curriculum, namely (a) Foundations of Education (b) Curriculum and Pedagogy and (c) School Internship.
b) Incorporation of the language proficiency component

The D.Ed curriculum has also incorporated a language proficiency component which is suggested by NCTE (2009). The council further suggests the sub-components of the language proficiency course and points out that the language proficiency course/component should include “language proficiency and communication skills; meta-linguistic awareness; skills of speaking, listening, reading and writing in varying contexts; content area literacy” (NCTE, 2009, p.44). From the analysis of the teacher educators’ handbook, we can see that the second unit titled ‘Learner Proficiency and Language Competence’ in the first semester of the D.Ed English curriculum focuses on the development of LSRW skills of the trainees. The unit has incorporated various activities to improve the language skills of the trainees. After studying the unit, the researcher felt that the unit needs additional support in the form of CDs or DVDs to supplement and improve the listening and pronunciation skills of the trainees. Even though the curriculum suggests the teacher educators and trainees to download authentic videos including great speeches, popular English songs and other videos by experts like Krashen from internet and use it in the training classroom, it is often not materialized owing to infrastructural and other constraints.

Apart from this, unit one in the fourth semester titled ‘Language Elements for Effective Communication’ is dedicated to make trainees familiar with the various grammar items so that they would develop a strong theoretical base in various grammar items required for their level (see evaluation of teacher educators’ handbook, Section 5.5).
c) Approach recommended by NCTE 2009

The D.Ed curriculum is also following the approach recommended by NCTE (2009) i.e. social constructivist approach and views teachers as facilitators, co-constructors of knowledge and reflective practitioners. The new unit on professional development of teachers included in the fourth semester of the D.Ed English curriculum creates awareness in the trainees about reflective teaching and various facets of the professional development of teachers. The unit also familiarizes the trainees with the concept of action research and provides necessary guidelines to them to carry out action research in their classrooms.

d) Evaluation criteria

When evaluation of the trainees is taken into consideration, D.Ed curriculum has identified four major areas for the continuous evaluation of the trainees based on the assessment criteria and evaluation indicators given in NCFTE 2009, pp. 59-62. The concept of continuous and comprehensive evaluation of the trainees is put into practice and the trainees are evaluated continuously throughout the duration of the D.Ed course. Four major areas of assessment includes: reflective journal of the trainees where they keep the record of all their activities (including teaching practice), trainees’ performance in the training classes, portfolio [a collection of their best work(s)], and unit test (conducted after the completion of each unit). The continuous evaluation carries a score of maximum 20 marks. The theory exam which is conducted in alternative semesters carries a maximum of 80 marks. The scores received by the trainees are calculated and are eventually converted into grades at the end of the course.
RQ.4: What are the various problems arising during the implementation of the D.Ed curriculum in the various TTIs?

Identifying the various problems arising during the implementation of the D.Ed English curriculum is one of the main objectives of this study. The problems arising during the implementation phase can be subdivided into four categories/themes:

a) Problems faced by the teacher educators during the implementation of the curriculum

b) Problems faced by the trainees during the implementation of the curriculum

c) Problems pertaining to the availability of proper infrastructure

d) Problems arising due to the inadequacy of training given to the teacher educators.

The themes are described below by triangulating the data received from the research tools.

a) **Problems faced by the teacher educators during the implementation of the curriculum**

Teacher educators were asked to identify and point out the problems that they face during the implementation of the curriculum in the D.Ed training programme. They were asked to keep the two aspects in their mind when they identify the problems:

- The problems inherent in the D.Ed curriculum
- The problems they face in the D.Ed English classrooms

Most of the teacher educators expressed their satisfaction on the quality and design of the new D.Ed curriculum and opined that the curriculum is updated and is satisfactory in many aspects. It does not have any serious flaws apart from certain minor issues. But the implementation part of the curriculum was really problematic due to many reasons.
The absence of a coursebook was pointed out as one of the major problems by 75% of teacher educators. Another problem was the absence of reference materials and books in the suggested reading list. Most of the TTIs do not have well equipped libraries. The books in the suggested reading list (given at the end of each unit in the curriculum) are not available in the libraries. These books are very costly to procure. Apart from this, the books in the suggested reading list are all by foreign authors and most of the teacher educators pointed out that these books do not match the level of the trainees as they would find it extremely difficult to comprehend them. Both the teacher educators and the trainees found it extremely difficult to collect and prepare materials for the class. The same views were expressed in the questionnaires and interviews with the teacher educators. Most of the teacher educators relied on internet for preparing notes and they dictated these notes to the trainees. The fact was ascertained during the classroom observations. The handbook was useful in providing a framework of the topics to be covered in the curriculum. But the teacher educators and trainees needed additional support. The introduction of a well written coursebook was pointed out as one of the immediate requirements to solve the problems related to materials that the teacher educators and the trainees faced.

Regarding the allotment of time, 50% of the teacher educators opined that English needs more time as the syllabus (especially the proficiency component in the 4th semester) is vast and the trainees need more time and support to complete the tasks.

Another problem pointed out by most of the teacher educators is the trainees with low motivation who join the course. Most of such trainees join the course because they could not obtain admission in any other professional course. The lack of adequate
language competence of the trainees is yet another problem that all the teacher educators faced. Even though the trainees have passed higher secondary level, they do not possess the adequate language competence (in English) that is expected from a student of that level. Because of this, the trainees need additional language support, extra time and assistance to complete the activities suggested in the curriculum.

b) Problems faced by the trainees during the implementation of the curriculum

The trainees expressed similar views as that of the teacher educators and pointed out that the absence of textbook/course book was a major problem that they all were facing. Proper reference materials and books are not available in the libraries of their TTIs. The books suggested in the reading list are above their level of comprehension.

Another problem pointed out by the trainees is that the tasks and activities take up too much time to complete because they need additional language support and guidance. Some of them (23.11%) felt that more time needs to be allotted for English classes. 44.88% of the trainees opined that the materials suggested in the curriculum are not matching their level. In most cases, they were relying solely on the notes prepared by their teacher educators.

Even though the curriculum suggested communicative/cognitive interactionist approach, most of the teacher educators preferred giving lectures and notes. The opportunities available for interaction in the training classes were not adequate. This was ascertained during the classroom observations.

The accessibility of the audio-visual materials is another problem pointed out by 42.22% of the trainees. This was mainly due to the unavailability of proper infrastructure.
c) Problems pertaining to the availability of proper infrastructure

The majority (83.33%) of teacher educators and 57.77% of the trainees mentioned that proper infrastructure was not available in their TTIs. This is a major problem that hinders the proper implementation of the D.Ed curriculum as per its objectives. Teacher educators are not able to make proper use of ICT as suggested in the curriculum. The videos, audios and websites suggested in the curriculum are not accessible to the majority of trainees and teacher educators because there is no proper internet connection in many TTIs.

d) Problems arising due to the inadequacy of training given to the teacher educators

A few teacher educators (25%) whom the researcher interviewed were not happy with the training they receive/received on implementing the new curriculum. Various DIETS in charge of imparting training arranges two or three-days programmes for teacher educators which in fact are not comprehensive enough. Most of such training programmes turn out to be the venues where the teacher educators discuss the difficult portions to teach.

RQ.5: What are the major differences between the old TTC English curriculum and the new D.Ed English curriculum?

Teacher educators were asked to specify the major modifications that were made to the TTC English curriculum when it was revised. The majority (75%) of teacher educators, while comparing the TTC curriculum and the D.Ed curriculum, mentioned that D.Ed curriculum is more effective than the TTC curriculum. The comparison that the
teacher educators made between the D.Ed curriculum and the TTC curriculum can be divided into two categories: general and specific.

**General Comparison**

- The workload of the trainees has been significantly reduced in the D.Ed English curriculum. Earlier they had lot of written works and they had to maintain many files for keeping their assignments, projects, teaching manuals, pedagogic analysis etc. In the D.Ed curriculum, the trainees have to keep a reflective journal which would be evaluated during the internal assessment.

- There is proper congruence between the D.Ed English curriculum and the primary school English curriculum. In the TTC curriculum, there was a mismatch.

- The handbook which was introduced along with the D.Ed curriculum is assisting the teacher educators and trainees by giving them a clear framework of what to cover in the curriculum. The handbook also offers concise definitions and explanations of the major topics. But in the TTC curriculum, only a syllabus document was given to the teacher educators and they were left to themselves to prepare the materials.

- Mentoring system introduced in the D.Ed curriculum is helping the teacher trainees while they go for their practice teaching sessions. The mentor will act as a guide and supervise the progress of the trainees during the practice training sessions and offer them necessary assistance and suggestions. Mentoring system was absent in the TTC curriculum.

- There is increased emphasis on the use of ICT in the D.Ed curriculum.
Specific Comparison

➢ The D.Ed English curriculum has incorporated a proficiency component as per the suggestion given in NCFTE 2009. In TTC English curriculum, the proficiency component was not there.

➢ Most of the theories of psychology and education, which got repeated in the other papers, have been removed to reduce the work load of the trainees. The theories of second language acquisition and multiple intelligences have been retained.

➢ New units of the professional development of teachers and action research have been included in the English curriculum.

➢ There were total 18 units (9 per year) in the TTC English curriculum. It has now been reduced to 8 units in the D.Ed English curriculum (2 per semester).

➢ Exams are conducted in the second and fourth semester for English. Earlier it was at the end of the second year. This has reduced the burden on trainees.

RQ.6: What aspects of the D.Ed curriculum need to be restructured?

After examining the opinions and suggestions put forth by the trainees and the teacher educators, the researcher has identified the various aspects in the D.Ed curriculum which need improvement/restructuring. These aspects are as follows.

➢ 41.66% of the trainees were of the opinion that the emphasis on writing in the curriculum has to be reduced and more attention has to be given to the activities that would aid them in developing their interaction skills. Teacher educators agreed with this view to a large extend and also pointed out that the curriculum needs further improvement in the areas of grammar and vocabulary.
Teacher educators suggested the inclusion of activities based on the Kerala primary level English textbooks in the D.Ed curriculum so that the trainees can get a better idea about the school level textbooks and their transactional processes.

The proficiency component (included in the 4th semester) needs improvement and needs to incorporate more activities for speaking. It can be shifted to the first semester so that teacher educators can devote more time to it and the trainees can benefit from it during their practice teaching sessions.

The unit on ‘Planning Classroom Transaction’ in the third semester can be moved to the second semester so that trainees would get a better picture about the preparation of teaching manual and pedagogic analysis.

Teacher Educators pointed out that lower primary teaching practice in the second semester can be shifted to the third semester. Instead of teaching practice, classroom observation/trial out sessions can be introduced in the second semester. The reason is that trainees would be more familiar with the pedagogic analysis, preparation of teaching manual etc by the end of their second semester and would be in a better position to go for teaching practice in the third semester. Teacher trainees also agreed to this view and opined that the practice teaching in the second semester was quite problematic to them.

The majority of teacher educators and trainees pointed out that the books suggested in the reading list do not suit the level of the trainees and the books are not available in the libraries. The trainees are not able to collect the required materials and they are forced to depend on guide books/ bazaar notes or other
sub-standard books. They further opined that introduction of a well-designed coursebook would solve this problem to a large extent. This shows the mindset that is used to a coursebook as a tool in the classroom.

- The audio-visual materials (especially videos) suggested in the curriculum are not accessible to the learners owing to the infrastructural constraints. If the materials are provided in the form of CDs or DVDs, it would be of immense help to the trainees.

- Teacher educators need to use more ICT in the classroom and shift from traditional methods like lecturing.

- More time needs to be allotted for teaching English because trainees require more time in completing tasks and activities.

- The practical board (commission) visit of two times in a year can be reduced to one time in a year (i.e. at the end of the second and fourth semester).

The findings presented in Section 6.2 have been summarized in table 6.1 to give birds’ eye view of the major findings of the study.
### Findings of the Study

**Research Question (RQ).1: How far does the D.Ed Curriculum meet the needs of the primary teacher trainees?**

<table>
<thead>
<tr>
<th>Aspects/ Themes</th>
<th>Teacher Educators (TEs)</th>
<th>Trainees</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Opinion</strong></td>
<td>▪ Positive opinion on the curriculum.</td>
<td>▪ Positive opinion on the curriculum.</td>
</tr>
<tr>
<td>▪ Trainees are not skillful enough to absorb the merits of the curriculum.</td>
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</tr>
<tr>
<td><strong>Approaches and methodology adopted by the TEs and their effectiveness</strong></td>
<td>▪ The majority of TEs claimed that they are using communicative or cognitive interactionist approach.</td>
<td>▪ Opportunities to interact were less in most of the training classrooms.</td>
</tr>
<tr>
<td>▪ In the classroom observation sessions, it was found that they were actually using multiple approaches. Most of them preferred dictating notes and lecture method.</td>
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<tr>
<td><strong>Materials and their presentation</strong></td>
<td>▪ Absence of textbook creates problems.</td>
<td>▪ Materials prescribed in the curriculum are difficult to collect and understand.</td>
</tr>
<tr>
<td>▪ TEs were mostly relying on notes downloaded from internet.</td>
<td>▪ Books suggested in the reading list are beyond the comprehension level.</td>
<td>▪ Lack of internet connection and ICT facilities creating problems in collecting materials.</td>
</tr>
<tr>
<td>▪ Unavailability of proper infrastructure hinders the proper use of ICT.</td>
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</tbody>
</table>
### Theory-practice balance in the curriculum

- The majority of TEs opined that there is theory-practice balance in the curriculum.
- The majority of trainees opined that there is theory-practice balance in the curriculum.

### Congruence between the D.Ed English curriculum and the primary school English curriculum

- All the TEs pointed out that there is proper congruence between the D.Ed curriculum and the primary school English curriculum.
- The majority trainees pointed out that there is proper congruence between the D.Ed English curriculum and the primary school English curriculum.

### RQ.2: What are the problems faced by the primary teacher trainees during classroom interaction?

#### Responses regarding the problems faced during classroom interaction

- All the trainees face problems while interacting in the training classroom and also while interacting with their students during practice teaching sessions.
- Trainees are mostly from regional medium background and their exposure to English is grossly inadequate.

#### The importance given to the language skills (esp. speaking) in the D.Ed curriculum

- 41.66% pointed out that the listening/speaking components in the curriculum are not adequate.
- 50% pointed out that

- Grammar, language functions, pronunciation, choice of appropriate words, putting thoughts into words, lack of confidence etc are among the most problematic areas for trainees.

- Trainees opined that the curriculum gives more importance to writing skills and they need more activities to develop their speaking skills.
time allotted to teach English is not adequate.

- Trainees need additional time and assistance in completing the tasks and activities.

RQ.3: To what extent does the D.Ed curriculum incorporate the suggestions given in NCFTE 2009?

|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------|
| Incorporation of language proficiency component | - Unit 2 titled ‘Learner Proficiency and Language Competence’ in the first semester.  
- Unit 2 titled ‘Language Elements for Effective Communication’ in the fourth semester. | <similar findings> |
| Approach | Recommended by NCFTE 2009: Social Constructivist Approach. | <similar findings> |
- Areas of assessment: Reflective Journal, Trainee’s performance in the classroom, portfolio and unit test. | <similar findings> |
RQ.4: What are the various problems arising during the implementation of the D.Ed curriculum in the various TTIs?

<table>
<thead>
<tr>
<th>Problems faced during the implementation</th>
<th>Absence of the coursebook and reference materials.</th>
<th>▪ Trainees were in agreement with most of the problems pointed out by their teacher educators.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Books in the suggested reading list are not available and they are above the comprehension level of the trainees.</td>
<td>▪ TEs mostly preferred lecture method and dictating notes.</td>
</tr>
<tr>
<td></td>
<td>Allotted time to teach English is not sufficient.</td>
<td>▪ The opportunities given for interaction in the training classes were less.</td>
</tr>
<tr>
<td></td>
<td>Less motivated trainees.</td>
<td>▪ Trainees also pointed out the same problems mentioned by their TEs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problems pertaining to the availability of proper infrastructure</th>
<th>No proper infrastructure in many TTIs.</th>
<th>▪ Teacher educators need to be given comprehensive training in the revised curriculum so that they can handle the curriculum effectively.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TEs are not able to make proper use of the ICT.</td>
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<tr>
<td></td>
<td>Videos and audios prescribed in the curriculum are not accessible.</td>
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<tr>
<td></td>
<td>No proper internet connection.</td>
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</table>

<table>
<thead>
<tr>
<th>Problems arising due to the inadequacy of training given to the teacher educators</th>
<th>Teacher educators need to be given comprehensive training in the revised curriculum so that they can handle the curriculum effectively.</th>
</tr>
</thead>
</table>

RQ. 5: What are the major differences between the old TTC English curriculum and the new D.Ed English curriculum?

<table>
<thead>
<tr>
<th>General Comparison</th>
<th>Reduction in the workload of trainees.</th>
<th>▪ Proper congruence with the primary school English curriculum. It was</th>
</tr>
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<tbody>
<tr>
<td>(D.Ed Curriculum VS TTC Curriculum)</td>
<td>▪ Proper congruence with the primary school English curriculum. It was</td>
<td></td>
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</tbody>
</table>
absent in TTC curriculum.

- Introduction of handbook.
- Introduction of mentoring system
- Increased emphasis on the use of ICT.
- Reduction in the theory portions.

**Note:** Responses were not collected from the trainees for this research question as the trainees were not familiar with the TTC curriculum

<table>
<thead>
<tr>
<th>Specific Comparison</th>
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</thead>
<tbody>
<tr>
<td>Incorporation of language proficiency component.</td>
</tr>
<tr>
<td>Exams at the end of second and fourth semester. In TTC, exam was there only at the end of second year for English.</td>
</tr>
<tr>
<td>New units on professional development and action research.</td>
</tr>
<tr>
<td>A total of 8 units (2 per semester). In TTC curriculum, it was 18 units.</td>
</tr>
</tbody>
</table>

RQ. 6: What aspects of the D.Ed curriculum need to be restructured?

- TEs opined that curriculum needs further improvement in the areas of grammar and vocabulary.
- Inclusion of activities based on Kerala primary level English textbooks.
- Shifting the proficiency component in the 4th semester to the first semester so that trainees can benefit from it during their

- 41.66% of trainees pointed out that more emphasis needs to be given for developing interaction skills.
- Audio visual materials suggested in the curriculum needs to be made available in the form of CDs or DVDs.
- TEs need to use more ICT in the classroom
<table>
<thead>
<tr>
<th></th>
<th>Practice teaching sessions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>The unit on ‘Planning Classroom Transaction’ needs to be moved to the second semester so that trainees would get a better picture about pedagogic analysis and writing teaching manuals.</td>
</tr>
<tr>
<td>-</td>
<td>LP teaching practice in the second semester needs to be shifted to the third semester. Classroom observation or trial out sessions can be introduced in the second semester.</td>
</tr>
<tr>
<td>-</td>
<td>A well designed course book needs to be introduced</td>
</tr>
<tr>
<td>-</td>
<td>More time needs to be allotted for teaching English</td>
</tr>
<tr>
<td>-</td>
<td>The practical board visit of two times a year can be reduced to one time in a year.</td>
</tr>
</tbody>
</table>

Table 6.1: Findings of the Study

6.3 Suggestions and Implications

In the light of the findings made by the current study, the researcher attempts to give suggestions and recommendations to further improve the D.Ed programme and its curriculum (especially D.Ed English Curriculum).

The suggestions are divided into three main areas:

- Suggestions for curriculum developers and material designers
Suggestions for policy makers and administrators

Suggestions for Teacher Educators

6.3.1 Suggestions for Curriculum Developers and Material Designers

The following are the suggestions to the curriculum developers and materials designers.

1. Materials

   a) Need for a course book

   The absence of a well designed course book is creating many problems for both teacher educators and trainees. Even though teacher educators’ handbook provides a framework, both teacher educators and trainees have to rely upon other sources for preparing the materials. The absence/unavailability of reference books suggested in the reading list aggravates the problem. Apart from this, the books suggested in the reading list are pitched at a very high level and the trainees are not in a position to comprehend them properly. SCERT can think of designing a course book for the D.Ed course to solve all these problems. If not, a course book can be introduced for at least the initial two semesters to induce the learners into the course and give them a broad understanding of the various theoretical concepts. Referencing can be introduced in the first semester alongside the course book and the intensity of the need for referencing can be gradually increased in the subsequent semesters. This will help the trainees to develop the skill of referencing in a balanced way. The coursebook could provide adequate scope for extensive as well as independent learning.

   A well designed coursebook would also put a check on the flourishing of the guide books lobby or other sub-standard books written by third parties.
b) Need for the audio-visual materials

The audios and videos suggested in the curriculum are not accessible to the learners due to various reasons like lack of internet facilities, teacher educators’ unfamiliarity in the use of technology etc. Teacher educators are forced to download the videos at their own expense and bring them to the class and show them to the trainees using alternate equipment like mobile phones. SCERT can provide the videos and audios in the form of CDs/DVDs to the TTIs so that it will form as an additional support to the teacher educators and trainees and reduce their burden of downloading these materials from the internet.

The introduction to phonetics given in the first semester also needs to be supplemented with opportunities to listen to the pronunciation of the various consonants and vowels. Trainees can also be given opportunities to practice in listening and the changes that occur to the pronunciation during the connected speech.

2. Allotment of topics in the curriculum

Some topics (like theories of psychology) are getting repeated in the English curriculum, which the learners are learning in the other papers. These topics can be avoided or removed and those slots can be utilized for introducing activities for developing the communication skills of the trainees. Curriculum designers can also think of cross-referencing certain topics which will lead to opportunities for inter-disciplinary teaching/learning. Curriculum designers can undertake a comparative study and list out all the topics appearing in the various papers of the D.Ed course and remove unnecessary topics that are getting repeated.
The language proficiency section which is included in the fourth semester can be shifted to the first or the second semester so that the trainees can benefit from it during their practice teaching sessions.

3. Allotment of teaching practice

Practice teaching can be conducted in a phased, graded manner and the trainees need to maintain a reflective portfolio to understand their own progress.

The first spell of teaching practice comes in the second semester, which creates problems for the trainees. As they have not received adequate training to handle the classes, they face difficulties in preparing teaching manuals, pedagogic analysis and in other areas like classroom management. Trainees get training in pedagogic analysis, preparation of teaching manual etc. in the third semester. Instead of the teaching practice in the second semester, trainees can be assigned observation sessions/try out sessions so that they will get an idea and feel of the real classroom. The theory portions like pedagogic analysis, preparation of teaching manual etc. can be shifted to the second semester and teaching practice can be shifted to the third semester. The fourth semester is also very heavy for the trainees in terms of work load. They have their second phase of teaching practice in the fourth semester. They also have to prepare for the commission (practical board) visit. They have semester end theory examination for English in this semester. Due to the heavy workload, the teacher educators and trainees are not able to devote enough time to the proficiency component which is placed in the fourth semester.

4. Remodeling the language proficiency component

The language proficiency component which was introduced in the new curriculum is intended to develop the language proficiency of the trainees. The section mostly
focuses on teaching grammar to the trainees. The various structural patterns are introduced to the trainees. On one hand, the trainees get to know about the various structures, but on the other hand they do not get chances to improve their communication because the structures are taught in the structural approach and less practice is given to the trainees. The researcher personally felt that the proficiency section must be remodeled as to take a more functional approach where the trainees are given lot of activities and tasks to practice the structures they have learned. There is also a need to supplement the proficiency section with DVDs or CDs which contain samples from the real life communicative situations. The trainees could also be introduced to English pertaining to classroom interaction.

5. Designing modular curriculum targeting the enhancement of the language skills of the trainees

When D.Ed trainees are taken into consideration, most of them are quite comfortable with the language skills in the first language (Malayalam). But when the language skills in second language are considered, they lag behind. Being able to function effectively in the second language is an essential requisite for all the SL teachers. From the responses of the teacher educators and the observation carried out by the researcher, it was noted that the trainees need a lot of support and assistance to develop their language skills that are quite crucial for them. SCERT can think of designing modular curriculum aiming at developing the language skills (in English) of the trainees which may be introduced as a regular course or a self-directed course.

While developing the modules for such a modular curriculum, two key factors can be considered:
The various classroom situations in a primary English classroom and the teacher talk necessary for those situations

- The various language items occurring in the English textbooks of primary classes and the language support needed for handling those language items.

The handbooks given to the teachers of primary English classes carry the necessary language support for the primary language teachers. The modular curriculum for the D.Ed trainees can integrate itself with the handbooks of primary classes so that the trainees can be prepared much before they enter the real classroom situations.

A sample modular curriculum framework along with a sample unit for developing the proficiency of the trainees have been designed and can be found in Appendix X.

6.3.2 Suggestions for Policy Makers and Administrators

The following are the suggestions for the Administrators.

1) Providing necessary infrastructure

Lack of proper infrastructure is a major problem that many TTIs face. In many TTIs, the necessary audio-visual equipment like LCD projectors, laptops/computers, speakers etc are missing. Internet connectivity is also not available in most of the TTIs. The available equipment in the TTIs are not utilized properly and are not taken care of. Lack of funding is often cited as a reason for this. Because of this, proper implementation of the curriculum does not happen in many TTIs as it is envisioned in the curriculum. The administrators have to ensure the availability of proper infrastructure in their training institutes especially for the reason that with the intention of making the curriculum ICT friendly, syllabus and materials are sourced online.
2) **Need for the reference books**

SCERT can take the necessary measures to ensure the availability of the books given in the suggested reading list and other reference materials in the libraries of the various TTIs. The commission (practical board) which visits the TTIs to evaluate the trainees’ performance can check the availability of relevant books in the library and enlist them as one of the factors in grading the quality of the TTIs.

3) **Need for teacher educators who are specialized in English**

An important factor that needs attention is that there is no post for an English teacher in a TTI as per the current employment guidelines or faculty recruitment guidelines of the TTIs. The post is for the language teacher. The person who takes the post has to teach both Malayalam and English. Since mostly teachers who are specialized in Malayalam occupy the post of language teacher, other teachers who are specialized in science, social science or mathematics handle English. The notion is that since they have done B. Ed, they can easily handle the pedagogy of English. This is a mistaken notion and it leads to teacher educators who are not trained to handle the English language pedagogy. Out of 11 TTIs and one D.I.E.T visited by the researcher, only two TTIs and the D.I.E.T had English specialized faculty. One was a private TTI, where a retired English teacher from a high school was appointed as the English faculty. The other one was a government institution where the teacher was specialized in English but she had to teach Malayalam also (which was in fact very problematic for her).

The Education Department should consider the urgent need for appointing the faculty who are specialized in English and are capable of handling the English pedagogy well. The Education Department can also consider the option of appointing adjunct faculty for
English with the required qualification till the process of the appointment of permanent faculty is accomplished.

4) **Need for training the existing teacher educators**

Adequate training was not given to the teacher educators when the curriculum was revised. Various DIETS who are in charge of giving training arranged two or three day programmes for teacher educators which was in fact not sufficient and lacked focus on the required areas of difficulty. SCERT has to chalk out extensive training programmes to give specialized training (subject specific) to the teacher educators. These training programmes are to be conducted at regular intervals.

5) **Reducing the work load of the teacher educators**

Even though the new curriculum significantly reduced the work load of the trainees, it has increased the work load of the teacher educators. Many of them are quite unhappy about it. Most of the teacher educators in the government and aided TTIs have to handle more than one subject. They have to go for practical board visits in each semester. They have to go for exam duty and attend the valuation and re-evaluation camps in each semester. Due to this over burdening, most of them are not able to finish their portions on time or devote ample time necessary for handling the classes effectively.

6) **Reducing the practical board visit to once in a year**

The Practical Board (Commission) visit which happens at the end of each semester creates unnecessary problems for both teacher educators and trainees.

The Board is constituted by the regular faculty members of various government and government-aided TTIs. The board members have to visit the TTIs designated to them and evaluate the trainees’ performance. In the process of constituting the Board and...
visiting other TTIs, a lot of time (of teacher educators and trainees) gets wasted which could have been otherwise utilized for handling the training classes. Instead of Practical Board visits, SCERT can think of arranging expert teachers’ classes for each TTI so that trainees can benefit more from such activities. The Practical Board visit can be reduced to once in a year.

6.3.3 Suggestions for the Teacher Educators

The following are the suggestions for the teacher educators.

a) Modification in the methodology and providing maximum opportunities for interaction

In the light of the classes observed and the responses received from the trainees, the researcher would like to suggest modification in the methodology adopted by the teacher educators. The Curriculum recommends communicative and cognitive interactionist approach to be adopted in the training class. But the teacher educators’ claim is that the trainees’ language competence is at a very low level. Because of this they are forced to resort to grammar translation in the classes. Most of the classes are dominated by lectures and note giving sessions. Teacher educators should make a conscious effort to make the training classes more communicative and should give adequate opportunities to the trainees to practice speaking. The interaction happening in the class will have a positive impact on the trainees and would boost their confidence.

b) Giving exposure/practice to the trainees on the application of various theories

There seems to be a mismatch between the objectives in the classroom and the ultimate objectives of the assessment. In the training classes, most of the teacher educators give notes based on the theories. The trainees learn them and appear for the
examination. The examinations are mostly focused on application oriented questions and the trainees have to answer them based on their knowledge of the theories. The trainees get confused at this point because they are not familiar with the application of many theories. Teacher educators have to give orientation to the trainees and prepare them in the application of each theory that they teach to bridge the gap between the objectives of the classroom and the objectives of the examination.

c) Use of ICT

The D.Ed curriculum recommends extensive use of ICT in the training classes. But most of the teacher educators are reluctant to use technology in their classes. This can be due to two reasons: unavailability of proper infrastructure and teacher educators’ lack of knowledge in using aids like PowerPoint, Prezi etc. Some teacher educators are very reluctant to come out of their comfort zones and they wish to stick on to the traditional methods of teaching. If the teacher educators are given proper training in the use of ICT, it would really benefit them. Teacher educators should also give training to their trainees in the use of ICT.

6.4 Limitations of the Study

Due to the constraints of time and other resources, the study limited itself to 12 TTIs and 225 trainees. Being an evaluative study having an exploratory nature, the researcher wanted to collect data from more institutes. The perspective of the alumni (who are working in primary schools) could not be collected as the course was newly launched and only one batch had just completed the course during the time of data collection. The study could not collect a comprehensive picture of the process of evaluation (especially the examination) other than the views expressed by the teacher
educators and trainees on evaluation during their informal discussion sessions. At the
time of data collection, the first batch of trainees had just appeared for their final
examination and the results were not declared and they were also not available for their
responses.

6.5 Scope for Further Research

The present study involved 225 trainees and 12 teacher educators from 12 TTIs,
covering 3 educational districts. Another study can be done after a gap of 1-2 years
including a much larger sample size and more number of TTIs across the state. Along
with that, other stakeholders like practicing teachers, alumni, policy makers and material
producers can be included to collect different perspectives on the curriculum, its
implementations and problems. Detailed exploratory or evaluative studies are possible
taking each aspect of curriculum into consideration like materials, methods, evaluation
etc and other aspects like trainees’ attitudes, teacher educators’ beliefs etc. The need for
training the teacher educators (trainer training) and chalking out a training curriculum for
them can be another study in connection with the present study.

6.6 Conclusion

Curriculum evaluation is an indispensable part in the process of curriculum
development and it assists in ascertaining the worth of a curriculum (teacher training
curriculum in this context) and its effectiveness. It provides feedback to the curriculum
developers whether the objectives of the curriculum have been realized and whether the
curriculum has met/ is meeting the needs of the target group. The current study focused
on the evaluation of the newly introduced D.Ed English curriculum and studied its
effectiveness. The D.Ed English curriculum was found to be better than the previous TTC English curriculum in many ways. Still there is scope for improvement in the D.Ed English curriculum. The implementation part of the curriculum was identified to be problematic and it is an area where SCERT needs to concentrate.

The function of the current chapter is to provide a conclusion to the present study. The chapter began by triangulating the findings made by the study. Followed by that, the researcher presented his suggestions and recommendations to further improve the curriculum and its implementation. Towards the end, the chapter analysed the limitations of the study and also looked at the scope for further research.