Chapter 1

Introduction

1.1 Introduction

Teachers play a crucial role in the education system of our country. The professional preparation of teachers is taken care of by the various teacher education courses. The success of a teacher education course depends on the well crafted training curriculum that develops the teaching skills of the student teachers, provides them with a strong base in pedagogical theory and enhances their professional skills. There are different levels of teacher education courses concentrating on preparing teachers to cater to the needs arising from the education sector.

The present study focuses on the primary teacher training programme in Kerala which is awarded as Diploma in Education (D.Ed). It aims at evaluating the newly introduced D.Ed curriculum (English) and studying the implementation of the curriculum in the various Teacher Training Institutes (TTIs). The study also analyses to what extent the curriculum has incorporated the suggestions given in National Curriculum Framework for Teacher Education 2009.

The current chapter attempts to give an introduction to the study. The background to the study is discussed in the beginning of the chapter and it examines the history of teacher education programmes in India and Kerala. The section also looks at the development of the major national curriculum frameworks for teacher education and examines the present scenario of teacher education in India and Kerala. The subsequent sections state the research problem, assumptions, objectives and research questions.
Towards the end, the chapter discusses the significance of the study and presents a brief picture of the procedure adopted for the study and the design of the thesis.

1.2 Background to the Study

This section examines the history of teacher education in India, development of the major national curriculum frameworks for teacher education and teacher education in Kerala. Towards the end, it presents the picture of the current scenario of teacher education and gives a brief overview of the D.Ed course in Kerala.

1.2.1 History of the Teacher Education in India

When we examine the history of teacher education in our country, it can be observed that the field of teacher education did not have a proper structure or system until the modern period of education.

The history of teacher education can be divided into two phases: teacher education before independence and teacher education in the post independence India.

1.2.1.1 Teacher Education before Independence

The European missionaries who came to India much before the Britishers had established centres for training teachers. One such centre was the Normal School started by the Danish missionaries near Calcutta.

In 1826, with the assistance of the British government, a Normal School was started in Madras, to train teachers. After a few years, this Normal School developed and became the Presidency College in Madras.

Woods Despatch, released on 19th July, 1854, gave some valuable suggestions for the improvement of teacher education in India. It suggested the establishment of training
schools in each presidency in India and also suggested the introduction of pupil teacher system. The Indian Education Commission of 1882 suggested permanent employment for teachers and also recommended a short training course for prospective graduate teachers. Pedagogical courses were given importance in the training programme. The commissions like Calcutta University Commission of 1917, the Hartog Committee 1929, The Sergeant Report of 1944 etc. made recommendations and suggestions to improve teacher education.

1.2.1.2 Teacher Education in Post Independence India

The emerging socio-economic and political situations after the independence had a major influence on the field of teacher education in the country. Efforts were made to modernize the teacher education curriculum along with the school curriculum. The government of India initiated special measures to address various issues related to education and teacher education and set up different committees and commissions. The University Education Commission 1948 and the Secondary Education Commission 1952, which were among the first education commissions after independence, laid emphasis on the significance of teacher education and the pivotal role it plays in the field of education in India. The commissions expressed their concerns over the various problems associated with the teacher education in the country and suggested several measures to reform the teacher education scenario. Followed by this, the Education Commission (1964-66), popularly known as the Kothari Commission, made comprehensive recommendations on modifying and reforming the teacher training programmes. The Commission pointed out the link between the general education and teacher education and opined that for improving the quality of the general education sector, teachers must be professionally
trained and for this, effective programmes for professional education of teachers need to be formulated. Regarding teacher education the Commission stated, “The essence of programme of teacher education is quality and in its absence, teacher education becomes not only a financial waste but a source of overall deterioration in educational standards” (cited in Pandey, 2009, p.46). The recommendations on teacher education made by the Commission were comprehensive. The Commission also observed the fact that the teacher education programmes were not in congruence with the realities of the school.

The National Council of Educational Research and Training (NCERT), which was established in 1961, initiated the Intensive Teacher Education Programme (ITEP) in 1964. The teacher education curriculum was restructured and reformulated to be implemented through this programme.

The National Commission on Teachers (1983-85), with Professor Chattopadhyaya as its chairman, also recommended reforms related to the duration of training programmes and its curriculum. The Commission advocated skill based approach for professional preparation of teachers at elementary level and pointed out that pedagogy has to offer a broad perspective on education to the student teachers and also should help them to connect those principles with the school practices. (Pandey, 2009)

The National Policy of Education (NPE) 1986 stressed the importance of teacher education and suggested to restructure the pre-service and in-service training programmes for elementary and secondary school teachers. NPE opined that teacher education should be viewed as a total process covering pre-service and in-service as a continuing process (Pandey, 2009). The Programme of Action (POA) 1986 reinforced the significance of the
several measures suggested by NPE 1986. The Department of Education in the Ministry of Human Resource Development carefully analysed and studied the reforms suggested by NPE 1986 and implemented a centrally sponsored scheme to rejuvenate the field of teacher education. The scheme was proposed to be implemented through five year plans. The various aspects included in those programmes were:

1. Large-scale orientation of the teachers
2. Establishment of District Institute of Education and Training (DIETs)
3. Strengthening of colleges of teacher education and upgrading some of them as institutes for advanced studies in education
4. Strengthening of SCERTs
5. Strengthening some university departments to become Department of Education Studies.(Ramachandran and Ramkumar, 2005, pp. 280-281)

The POA played a key role in the launch of a nationwide programme for training teachers at the district level through DIETs. DIETs were in charge of providing training to teachers at the pre-service and in-service levels.

Yashpal Committee (1993) also expressed its concerns over poor quality of teacher preparation programmes and suggested restructuring of the source content of teacher education programmes to make it relevant towards “the changing needs of school education, longer duration of training, emphasis on self-learning and independent thinking and making whole teacher education programme more practicum-oriented” (cited in Pandey, 2009, p.49 ).
NCERT initiated large scale teacher training programmes all over the country. SCERTs were established in states to impart training to primary teachers as well as secondary teachers. Programme of Mass Orientation of School Teachers (PMOST) initiated by Ministry of Human Resource Development in 1986 with the collaborative effort of NCERT assisted in providing training to around 5,00,000 teachers.

The National Council of Teacher Education (NCTE), established in 1971, made several recommendations to reform the quality of teacher education in the country. In 1995, NCTE received statutory status. At present, NCTE acts as the apex body which networks the various national and state level institutions or bodies of teacher education. It recommends the structure and content for the various teacher education curriculums, lays down norms for governing various teacher education courses, grants recognition to institutions, conducts surveys, research etc related to the field of teacher education.

1.2.1.3 National Curriculum Frameworks for Teacher Education

There is always a need to restructure and evaluate the various teacher education / training programmes to meet the changing demands and needs of the education sector. Teacher education is having a direct relationship with the school education. Developments and changes in school education should be in congruence with teacher education. Whenever there is a change in the curriculum framework for school education, we find subsequent efforts to adjust or restructure the teacher education curricula accordingly. Till now, four such major attempts have been made by the policy planners so as to improve and provide quality and professionalism to the various teacher education programmes in line with school education. The first comprehensive attempt in
this direction was made by National Council of Teacher Education (which was a non-statutory body located in NCERT) in 1978 with the publication of Teacher Education Curriculum: A Framework. Major recommendation of this framework included:

- Relevance of the curriculum to the personal and social needs of children and schools; as well as aspirations of people and ideology of nation.
- Flexibility within the framework of acceptable national goals and values. The framework suggested that ‘flexibility is urgently required not only to break the barriers between the stage wise teacher education programmes, but also, between different disciplines’. Flexibility for relevance, mobility and continuing education was emphasized.
- Interdisciplinary and integrated approach in teacher education curriculum should be so designed that integration among theory courses takes place, and this integrated pedagogical understanding flows into the skill-dominated areas of methodology of teaching various subjects as well as into the attitude-building areas of work experience, health, physical and recreational education, along with social service.
- Task-oriented teacher education. Teacher education must be treated as an “exercise of training a teacher for handling a variety of tasks inside and outside the classroom.”
- Reform in practice teaching. The framework suggested that student teachers should be put through a series of simulating, microteaching situations before being pushed into actual classroom.
- Semester system was suggested to replace the year wise course.
• Evaluation system to be made more reliable and valid.

• Promotion of research and experimentation in teacher education institutions (cited in Pandey, 2009, p. 59)

The Curriculum Framework of 1978, when compared to the existent models of that time, was unique in many ways. TECF 1978 separately visualized curriculum structure for different stages of teacher education. It recommended an explicit task-oriented approach for teacher education and suggested various core and special courses to address the context specific and stage specific requirements of various teacher education programmes. The document also suggested semester approach to the curricula to replace the year-wise system.

The Curriculum Framework for Teacher Education (1988) was another important step to bring qualitative improvement and professionalize teacher education curricula. It was developed against the backdrop of the National Policy of Education (NPE) 1986 and had recommendations for modifying and restructuring the teacher education curriculums at all stages. The framework stressed on the importance of bringing in elements of technology in the teacher education curriculum so as to keep the various programmes updated. It also tried to address the suggestions put forth by the National Curriculum Framework for Elementary and Secondary School Education (1988) brought out by NCERT and emphasized on learner-centered approach and interactive style of teaching. It advocated the need to have a proper balance between theory and practice in teacher education. The framework also gave appropriate weightage for the fieldwork. The course content as per this framework included:
a) **Foundation Courses**, emphasizing mainly the philosophical and social perspectives, and psychological bases of education at the stage concerned;

b) **Stage – relevant specialization**, emphasizing understanding of the professional functions of the teacher in a general way relevant to the stage and competencies and skills of teaching relevant school subjects.

c) **Field Work or Practicum**, emphasizing application of theory in classroom teaching and in the practical activities involving students, parents and the community. (Pandey 2009, pp. 60 – 61)

In 1998, NCTE brought out Curriculum Framework for Quality Teacher Education. This framework preceded the school curriculum framework of 2000 which was developed by NCERT. The framework suggested that the curriculum of teacher education should have the following characteristics:

- reflects the Indian heritage, acts as an instrument in the realization of national goals and fulfills aspirations of the people;
- responds to the latest developments in the field of education;
- establishes integration of theory and practice of education;
- provides multiple education experience to teachers;
- enables teachers to experiment with new ideas;
- ensures inseparability of pre-service and in-service education of teachers;
- sets achievable goals for various stages of teacher education; and
- provides for use of communication technology. (NCTE, 1998, pp. 25-26)
1.2.1.4 Restructuring and Rejuvenation of Teacher Education: NCFTE, 2009

National Curriculum Framework (2005) was an attempt to rejuvenate and modernize school education. NCFTE (2009) was developed based on the recommendation made by NCF (2005), and it is an attempt to bring about professionalization and modernization in the field of teacher education so that the teachers would be prepared to meet the demands of the education system. The framework suggests that the whole pedagogical approach of teacher education programme needs to be reoriented from traditional behaviourist to constructivist approach. The framework also brings out the need for inclusive education, role of community knowledge in education and the significance of ICT in schools and e-learning in tune with NCF (2005). The framework recommends redesigning of the initial teacher preparation programmes and carries blueprints of the suggested curricular changes. The framework advocates for the need of a “carefully crafted curriculum design that draws upon theoretical and empirical knowledge as well as student teachers’ experiential knowledge” (NCTE, 2009, p.24). The document enlists three broad curricular areas for the teacher education curriculum:

A. *Foundations of Education* which include courses under *three broad rubrics*, namely, Learner Studies, Contemporary Studies and Educational Studies;

B. *Curriculum and Pedagogy* which include courses under *two broad rubrics*, namely, Curriculum Studies and Pedagogic Studies; and
C. School Internship leading to the development of a broad repertoire or perspective, professional capacities, teacher sensibilities and skills. (NCTE, 2009, p.24)

The framework attempts to organize the entire teacher education curriculum as an organic, integrated whole. In tune with the suggestions made in the earlier teacher education frameworks, it envisages a two year teacher preparation programme because longer duration of teacher preparation can provide enough time and opportunity for self-study, reflection, pedagogic activities and practice teaching.

1.2.2 Teacher Education in Kerala: A Brief History

Before being formed as a separate state, Kerala was part of the Madras Presidency. Normal Schools were setup for training teachers during 1856 in many parts of Madras Presidency. Being part of the Madras Presidency, one such Normal School for training teachers was established in Kannur (formerly Cannanore) and it is the first institution of teacher training in Kerala (George, 2008). Similarly in 1896, an English Normal School was opened in Trivandrum on the basis of Hunter Commision Report. In 1911, the institution was upgraded as a Teacher Training College named ‘His Maharaja’s Training College’ and was affiliated to Madras University. Later on the affiliation was transferred to University of Kerala in 1957. At present, it is known as the Government College for Teacher Education. (Eapen, 1986)

After the formation of Kerala as a separate state in 1956, the number of teacher training institutions also increased.
1.2.3 Teacher Education at Present

India has an extensive system of teacher education handling both pre-service and in-service education of teachers. The following sub-section briefly examines the difference between pre-service and in-service teacher education.

1.2.3.1 Pre-service Teacher Education

Pre-service programmes prepare the teachers to teach in various levels like pre-primary, primary, elementary, secondary and higher secondary. These programmes equip the student teachers with necessary skills, knowledge and attitude to function effectively in their teaching profession.

The various teacher education institutions in our country offering pre-service teacher education programmes can be categorized into three levels: primary, secondary and tertiary. The teacher education institutions at primary level prepare teachers for teaching in LP-UP section (classes 1-7) of primary schools. Courses like Diploma in Education (D.Ed), Diploma in Elementary Education (D.El.Ed), Teacher Training Certificate Course (TTC) etc are offered at this level. The candidates who apply for these courses need to have completed twelve years of school education, i.e., intermediate or higher secondary level. In the secondary level, the teacher education institutes/colleges offer courses like Bachelor of Education (B.Ed), Bachelor of Elementary Education (B.El.Ed), etc. The candidates who opt for courses at this level are expected to have completed their degree in B.A, B.Sc or equivalent. In the tertiary level, we find institutions for advanced studies in education which offers courses like M.Ed, M.A Education, M.Phil and Ph.D in Education.
Pre-service teacher education of special groups is now offered leading to the B.Ed special education followed by M. Ed special education. The special education programmes would develop skills and competencies in teachers to teach the differently abled children and would also help the teachers to get specialized training in areas like hearing impairment, learning disability, mental retardation and visual impairment.

The National Council of Teacher Education (NCTE) and Universities Grants Commission (UGC) recommend the frameworks for the teacher education programmes across the country. The various teacher education institutes, training colleges, regional colleges of education, colleges of education, and university department of education are expected to cover the training requirements of teachers needed for teaching at different levels.

When we analyse the various pre-service teacher education programmes across the country, several common features can be observed in terms of duration, curriculum, and practice of examination because all the programmes are expected to adhere to the suggestions and recommendations given by the national level bodies like NCTE.

1.2.3.2 In-service Teacher Education

In-service teacher education programmes are mainly aimed at developing the skills of the practicing teachers and making them professionals. The national level agencies like NCTE, NCERT, EFLU, Kendriya Vidyalaya Sangathan etc arrange in-service training programmes for teachers at regular intervals. In-service training is currently offered in various modes like face-to-face mode, distance/correspondence mode or tele-conference mode. Various certificate and diploma level in-service training programmes like Post Graduate Certificate Course in Teaching of English (PGCTE), Post
Graduate Diploma in Teaching of English (PGDTE), Post Graduate Diploma in Communicative English etc are offered by Central Universities like EFLU, UoH, IGNOU and some other state universities for the continuous professional development of teachers. Various organizations also arrange seminars and conferences periodically which aim at the development of practicing teachers and providing them a platform for the exchange of ideas.

At the state level SCERTs, DIETS, ELTIs organize in-service training programmes. Seminars and conferences are also arranged periodically for practicing teachers which would assist them in their continuous professional development.

1.2.3.3 Teacher Education in Kerala at Present

As per the statistics (General Education Department, Government of Kerala, 2011), the total number of schools in Kerala is 14,479 (which include L.P, U.P, High Schools, Higher Secondary and Vocational Schools). This figure shows us the large number of teachers required in the teaching field.

At present, there are more than 200 Teacher Training Institutes (TTIs) and B.Ed colleges providing training to primary and secondary level teachers. More than 100 M.Ed colleges are offering courses at post-graduate level. The various teacher education programmes like Diploma in Education (D.Ed, formerly TTC), Bachelor of Education (B.Ed) and Master of Education (M.Ed) are the most popular programmes of teacher education in the state. The B.Ed course was previously known as B.T (Bachelor of Teaching) and L.T (Licentiate in Teaching). The four major universities in Kerala (Mahatma Gandhi, Kerala, Calicut and Kannur University) are offering B.Ed and M.Ed programmes.
National Policy of Education (1986) paved the way for the establishment of DIETS in various districts of the state. DIETs are in charge of in-service training programmes at district level and they provide academic guidance and resource assistance to the various TTIs and primary schools in the 14 districts across the state. Apart from these, the Department of Teacher Education (DTE) of SCERT organizes both in-service and pre-service teacher training programmes, orientation and refresher courses for teacher educators.

1.2.3.1 D.Ed (Formerly TTC) Course in Kerala

Diploma in Education (D.Ed) course is the primary teacher training programme in Kerala. It is a two year pre-service training programme and is conducted in more than 200 Teacher Training Institutes (TTIs) in the state. Pre-degree / plus two with minimum 50% marks is the minimum requirement for getting admission to the course. After completing the course, the trainees are expected to enter into more than 9,500 primary schools spread over the state. The trainees who join this course are mostly from regional medium background and their exposure to language is relatively poor.

The curriculum for the course is designed by the experts in the State Council for Educational Research and Training (SCERT), Trivandrum, on the guidelines given by the National Council for Teacher Education (NCTE). The curriculum of the course mainly covers the major theoretical dimensions in the field of education. The trainees have to learn other subjects like Mathematics, Science, Social Studies, Arts, Malayalam etc. along with English. The regional language (Malayalam) is used as the medium of instruction in the course and except English all other subjects are taught in Malayalam. So the regional language predominates over the course.
The two year intensive programme involves projects, preparation of teaching aids, pedagogic analysis, practice teaching sessions, etc. where the trainees get training and hands-on experience of teaching primary and upper primary (LP-UP) learners. Trainees are also given chance to observe the classes of expert teachers.

The D.Ed curriculum underwent revision in 2013 and it is divided into 4 semesters. The paper in semester I is titled ‘Proficiency in English Language’, the paper in semester II is titled as ‘English Language Teaching: Theory and Practice’. The paper in semester III is titled ‘Pedagogy of English Language’ and the paper in semester IV is titled ‘Teacher-Professional Development’. (SCERT, 2014)

D.Ed course in Kerala comes under the direct supervision of SCERT, Kerala. SCERT also functions as a regulatory body which monitors the functioning of the TTIs in the state. The various District Institutes of Education and Training (DIETs) under the guidelines given by SCERT provide training to the staff members (teacher educators) of the TTIs whenever there is a revision in the D.Ed curriculum.

1.3 Research Problem

In accordance with the Kerala Curriculum Framework (KCF) 2007, English was introduced as a compulsory subject from class I onwards in Kerala and communicative approach was recommended as the approach to be followed in the primary schools across the state. Two years later, the impact study (2009) conducted by Regional Institute of English (RIESI), Bangalore, on the achievement of learners in English in primary classes after the implementation of the new curriculum mentioned that there existed a gap between the intended primary school curriculum and the transacted curriculum. The study pointed out that most of the primary teachers/trainees are not proficient enough in
English and effective classroom interaction is not taking place as envisioned in the primary school curriculum. This has led to a gap between the intended primary curriculum and the transacted curriculum (RIESI, 2009).

The primary teacher training (TTC) curriculum which was revised in 2005 was not in congruence with the revised primary school curriculum and the teacher trainees were not properly trained to meet the demands of the primary school curriculum and transact the curriculum effectively. In 2013, SCERT (Kerala) went for a thorough revision of the TTC curriculum and introduced a new curriculum with many changes. The TTC programme was renamed as D.Ed (Diploma in Education) and semester system was introduced. The earlier English paper for TTC course was titled as *English Language Learning- Approach and Practice* and the units in the paper were divided for the first and second year trainees of the TTC course. Exam was conducted only at the end of the second year for the English course. In the D.Ed curriculum, there is a separate paper for English in each semester. Each paper is divided into two different units. So all together there are 4 different papers and 8 units to be covered in the English curriculum of the D.Ed course. Exams for English are conducted in the second and fourth semester. The details of the papers are given in chapter 2, section 2.6.3.

In May 2015, the first batch of D.Ed trainees graduated. SCERT Kerala, at present, has invited studies and data pertaining to the new D.Ed curriculum and its implementation so that they can get a clear idea regarding the effectiveness of the new curriculum and can take the necessary steps to improve the curriculum further.
In this backdrop, the researcher contacted SCERT and conveyed his interest to undertake an evaluative study of the D.Ed English curriculum to assess its effectiveness in training the primary teacher trainees and SCERT offered its full support to him.

1.4 Assumptions

The following are the various assumptions for the current study:

- Teacher trainees face various problems with regards to language skills (especially speaking) in the D.Ed English curriculum
- The D.Ed curriculum has scope for improvement in various aspects like:
  a) Implementation of the curriculum at various TTIs
  b) Training given to the teacher educators to transact the curriculum
  c) Allotment of content
  d) Materials and Methods
  e) Practice teaching
  f) Evaluation
- The new curriculum is better than the old curriculum in terms of selection and allotment of content, congruence with the primary school English curriculum and workload for the trainees.

1.5 Objectives of the Study

The main objectives and sub objectives of the present study are:

1. To evaluate the D.Ed English curriculum and to study whether it addresses the needs of teacher trainees
Sub objectives:

➢ To analyse the approaches and methodology adopted by the teacher educators in the D.Ed English classroom and study its effectiveness

➢ To examine the appropriateness of materials (and its availability) used in the D.Ed English classroom and its presentation

➢ To analyse the theory-practice balance in the curriculum

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

2. To identify the problems faced by the teacher trainees during classroom interaction.

3. To study the extent to which the new curriculum has incorporated the suggestions given in NCFTE 2009.

4. To analyze the implementation of the D.Ed curriculum at the various teacher training institutes.

Sub objectives

➢ To identify the problems faced by the teacher educators during the implementation

➢ To analyze the availability of proper infrastructure in the TTIs

➢ To examine the in-service training received by the teacher educators to transact the new curriculum.

5. To undertake a comparative study of the old TTC curriculum and the D.Ed English curriculum.
6. To give suggestions to improve the D.Ed English curriculum and its implementation.

1.6 Research Questions

The current study tries to find answers for the following questions:

1. How far does the D.Ed curriculum meet the needs of the primary teacher trainees?
2. What are the problems faced by the primary teacher trainees during classroom interaction?
3. To what extent does the D.Ed curriculum incorporate the suggestions given in NCFTE 2009?
4. What are the various problems arising during the implementation of the D.Ed curriculum in various teacher training institutions?
5. What are the major differences between the old TTC English curriculum and the new D.ED English curriculum?
6. What aspects of the D.Ed English curriculum need to be restructured?

1.7 Significance of the Study

This study will analyse and evaluate the new D.Ed English curriculum and examine how far it is following the suggestions given in NCFTE 2009 and whether the new curriculum equips the primary teacher trainees with the necessary skills to transact the school curriculum effectively. The study will also attempt a comparative analysis of the old TTC English curriculum and the new D.Ed curriculum. The study will point out the merits of the new curriculum and will also give suggestions for its further
improvement. The study will also examine the implementation of the new curriculum in various teacher training institutes.

1.8 Research Procedure

The current study is an exploratory evaluative study and it proceeds in a qualitative framework. It has adopted both quantitative and qualitative methods for the analysis of data. The study can be broadly divided into three stages:

Stage 1: Designing and validating the tools for the study

This stage comprised of designing and validating the research tools which comprises of questionnaires for teacher educators and teacher trainees, interviews for teacher educators and trainees, classroom observation and checklist for analyzing the teacher educators’ handbook. The tools were designed and shown to the experts in the field in order to standardize them. Based on their suggestion the tools were modified.

Stage 2: Collecting data

The second stage consisted of collecting data. Data were collected from 12 teacher training institutes spread across 3 educational districts in Kerala. The sample size comprises of 225 D.Ed trainees and 12 teacher educators. The process of data collection lasted for around two months. Questionnaire data were collected from 225 trainees and 12 teacher educators. Interviews were conducted for 10 teacher educators and 20 teacher trainees. A total of 5 D.Ed English methodology classes were observed and extensive field notes were prepared based on those classes. The teacher educators’ handbook was analyzed using a checklist.
The detailed picture of the procedures adopted for data collection is presented in chapter 4.

**Stage 3:** This stage comprises of two phases:

(a) **Analysis, description, and triangulation of the data**

(b) **Describing the findings and presenting the suggestions and recommendations.**

In stage three of the study, the collected data were analyzed, described and triangulated. The data collected through the questionnaires were analyzed and frequency, percentage and values were calculated. The open ended questions in the questionnaire were subjected to thematic analysis. The interviews were semi-structured in nature and the responses collected from the teacher educators and teacher trainees were subjected to thematic analysis. For this, the responses were transcribed, colour coded and categories were identified. The field notes collected during the classroom observations were converted into observation reports. The observation reports were analyzed based on the themes evolved from the questionnaires and interviews. This was done with the purpose of triangulating the data. The analysis of the teacher educators’ handbook supplemented the process of triangulation. Based on the findings made after the analysis, description and triangulation of the data, the researcher has given suggestions and recommendations to improve the D.Ed curriculum and its transaction. The diagrammatic representation of the research design can be found in figure 1.1.
Figure 1.1 - Research Design

Evaluative Study of D.Ed English Curriculum

Stage 1
- Designing and Validating the Tools for the Study
  - Questionnaires
  - Interviews
  - Classroom Observations
  - Checklist
  - Analysing Teacher Educators’ Handbook

Stage 2
- Collecting Data
  - Visiting TTIs (12 No.s)
  - Teacher Educators (12)
  - Teacher Trainees (225)
  - Classroom Observation (5 Classes)
  - Checklist
  - Questionnaires (225)
  - Interviews (20)
  - Questionnaire (12)
  - Interviews (10)

Stage 3
- Part I
  - Analysis of Data
  - Triangulation of Data
  - Describing Findings
- Part II
  - Suggestions and Recommendations

Teacher Educators
Teacher Trainees

1.9 Design of the Thesis

The thesis is divided into six chapters. The first chapter gives an introduction to the study by describing the background to the study, and stating the research problem, assumptions behind the study, objectives of the study, research questions, and significance of the study. The chapter also presents a brief picture of the research methodology adopted for the study.

The second chapter attempts to review the literature related to the main concepts associated with the study. The chapter reviews the concepts of teacher education, curriculum, curriculum evaluation and renewal, English language curriculum at primary level, and teacher education curriculum. Towards the end the chapter presents the reviews of similar studies in the area.

The third chapter tries to establish the theoretical framework for the present study. The chapter begins by examining the general models of L2 learning. Following that, the chapter reviews the theories of teacher education, teacher development and Andragogy. The final part of the chapter reviews the concept of evaluation of the teacher education curriculum and studies some of the prominent models of curriculum evaluation which gave insights to the researcher to develop his model of curriculum evaluation.

The fourth chapter discusses the research design of the study. The chapter describes the sample, tools used for data collection, and procedures used for data collection in detail.
The fifth chapter presents the analysis of the data collected through the various research tools namely questionnaires, interviews, classroom observation and checklist. The data is analyzed using qualitative and quantitative methods.

The sixth chapter, which is the final chapter, concludes the study by presenting the findings of the study. An attempt has been made to triangulate the data collected from the four research tools in this chapter. The chapter also presents the recommendations and suggestions to improve the D.Ed English curriculum and its transaction. The chapter concludes by discussing the limitations of the study and scope for further research.

1.10 Conclusion

The present chapter attempted to give an introduction to the study. The chapter began by establishing the background to the study by looking at the history of teacher education in India and Kerala, the development of the major national curriculum frameworks for teacher education and also the present scenario of the teacher education. Followed by that, the chapter examined the research problem and stated the assumptions, objectives and research questions. Towards the end, the chapter discussed the significance of the study and presented a brief picture of the procedure adopted for the study and the design of the thesis.