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Aloor Venkata Rao Centre for Languages

**COLLEGE FOR TEACHER EDUCATION (CTE). CHITRADURGA**

Department of State Educational Research and Training. Bangaluru

Research Report

**‘A study of the need analysis of  
English Language teachers’**

Under the Guidance of

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**Researcher**

**Smt Renuka S.  
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## PREFACE

“To speak from Knowledge in the most complete sense is to say something which you know to be the case and say it intending that your utterance be received as grounded on and thus expressing knowledge” Welborn



Learning is a beautiful accident which takes place at some point of time, but the learnt knowledge needs clear expression and meaningful interaction for further reconstruction of knowledge. Acquisition of Language skills is the only powerful media through which all learning, interaction would take place.

“English is the window of the world knowledge”. We get all the access to the knowledge available either through English or in English. Thus it has become one of the powerful tools for technical advancement.

Now a days parental demand for English language development at school has been so intense that very survival of any school in particular depended on it. By looking at the importance of it, Government of Karnataka has taken new initiative for empowering Primary and Secondary school teachers with English Language skills. Aloor Venkata Rao centre for Language is established by the Karnataka government at different divisions for focusing upon language learning enhancement. CTE Chitradurga is one of such centres in Bangalore Division. CTE Chitradurga has assigned our DIET to conduct study on English Language & its impact in our district. I express my gratitude for CTE Chitradurga for reposing such faith in us.

Smt Renuka S Lecturer DIET has undertook this study for which I congratulate her and our DIET owe her for completing the same in time. I also thank my concerned faculty members of DIET who helped to complete this study.

Regards,

**Dr Sumangala P. Kuchinad**  
DDPI(Development)& Principal  
DIET SHivamogga.

## **CERTIFICATE**

This is certified that the work contained in the study entitled “**A study of the need analysis of English language teachers**” submitted by Smt Renuka S Lecturer DIET Shivamogga under Aloor Venkata Rao Centre for Languages CTE Chitradurga is a bonafide Research work carried out under my supervision. The result embodied and the data analysis have not been submitted elsewhere.

**Dr. Sumangala P Kuchinad**

DDPI (Development) & Principal

DIET Shivamogga

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## I Introduction

**Title of the study: "A study of the need analysis of English language teachers"**

### 1.1 Introduction

Languages are important in the life of any nation. The members of a social group need language to communicate with each other, for all social purposes, for public administration, for commerce and industry, for education and so on.

Ours is a country with Multilingual, Multicultural, and pluralistic milieu. Social aspirations can best be fulfilled when they are allowed to function through the mother tongue. Therefore it is natural to think of mother tongue for the purpose of education. But the necessity to have a common language for interaction has led to the learning of English.

The English language is a powerful force not just for economics, business, and trade, but for mutual respect and progress. It is also becoming the common future of human commerce and communication. English is the best tool to provide good opportunity for the learner to learn. This is also the language of instruction in all the Universities and colleges across the country. The scenario is such that one needs to polish the skills of English to obtain a job. Mere knowledge of subjects is no more the only criteria to secure a job in today's date. With the growing globalization, one must definitely be able to communicate in English and should have a good English vocabulary, if one wants to go across the country for educational or job purposes.

Thus, though a foreign language, English occupies a unique position in the Indian educational system. Even after independence, it continues to be a major language having a prestigious position in our society. This study attempts to focus attention on the role of the English language, the changing needs of English Language Teaching and Learning, the needs of English teachers at primary and secondary level in Shimoga Dist.

English speaking and English listening are given a very high priority in Indian educational system. Most of the people send their children to English-medium schools, and even the poorest of the poor aspire to send their children to the same since English is seen as a language that provides upward economic and social mobility.

English is the only language which is understood by educated people all over the country. English speaking and English listening are needed not just for operational purposes but also for identifying oneself with those who use the language in India and abroad.

According to Dr. S. Radha Krishnan Commission on Education “English is the only means of preventing our isolation from the world and we will act unwisely if we allow ourselves to be enveloped in the folds of a dark curtain of ignorance”.

English is one of the most used languages in the world. The study of the English language in this globalization is essential. English language is the most important language of communication between different countries. In India people of different state have their own language. English has come to us as a connecting link among various states of India.

English is the universal language of business in the world and is the medium of communication across the globe. It's imperative that we teach English at the Primary and the Secondary level and equip students with the necessary skills to use the language for communication. As this language is widely used and linking language in India, It has to be learnt by the children not only to communicate but also re-invent themselves with knowledge available in the English Source. Thus Aloor Venkata Rao Centre of Chitradurga has taken up this special Initiative to study, experiment, Conduct survey for needs to facilitate this language learning. As per this initiative DIET Shivamogga is conducting this study of teachers' need analysis and the statement has been proposed as below.

**1.2 Statement of the study:** “A study of the need analysis of English language teachers for facilitating English language among the schools of Shivamogga district”

**1.3 Objectives of the Study:**

1. To find the needs of teachers for facilitatning English language effectively
2. To know whether the teachers are aware of comprehensive strategy for teaching English at the Primary and Secondary level.
3. To understand teachers' ability to transact the language skills through learner centric approach.
4. To come up with innovative practices adopted by teachers in their classroom.

#### **1.4 Rationale**

English is one of the most used languages in the world. The study of the English language in this globalization is essential. English language is the most important language of communication between different countries. In India people of different state have their own language. English has come to us as a connecting link among various states of India.

English is the universal language of business in the world and is the medium of communication across the globe. It's imperative that we teach English at the Primary and the Secondary level and equip students with the necessary skills to use the language for communication.

English as a Language is not learnt by the students in the expected level in many of the schools. Even the results of CSAS and NAS data have proved that students have not achieved even the basic competencies which are very important to have language mastery. Any language would act as base for learning other subjects. Mastery over the language would help in comprehending whole other body of knowledge. Thus it has become imperative to conduct this study.

Through this study the researcher wants to know the real problems existing in the schools in making students to learn language, Challenges of teachers in facilitating English, students' problems in learning English. The needs are identified by teachers themselves may be different from trainer identified needs. Thus observation of CRPs, BRPs and other supporting staff would help in pin pointing teachers' needs.

CRP's as immediate supporters would have greater say about schools, Teachers and Students. The study would also help in understanding the nature of support provided by CRPs and Knowing the scenario through the lens of them.

The other primary stakeholders are parents whose aspirations many a time force the schools, Staff to conduct other activities which may be against the philosophy. Often parental aspirations are driven with market forces, which naturally pressurize teachers to conduct English classes more and more. The detail study would also help in understanding all these factors.



### **1.5 Limitations of the study:**

The instruction to this study was communicated in the month of February. Though the researcher was very much keen on taking note of many aspects, there were certain limitations due to the time, nature of the title, the month in which one has to conduct study and many other factors. Thus there are certain limitations for this study which are listed as below. (If given the chance, the study could be expanded during next academic year)

1. The study is limited to Shivamogga District.
2. The study is limited to teachers who teach English as second language.
3. Time has been another limiting factor. One month was given to conduct study. But due to Corona COVID 19 factor, schools were locked down and data from ground level could not be secured. But this limitation has been attempted well by conducting FGD from different stakeholders involved in facilitating second language.
4. As already said the timing was not suitable to conduct Experimentation and Impact analysis. Thus it is another limitation of the study.
5. Since it is the need analysis and through needs attempt has been made to identify the trends and status. The present achievement status is available with CSAS results.
6. The sample selected from each block represented the mass group/large group
7. The findings and recommendations listed are derived from the qualitative data rather than quantitative data
8. The research mainly focused up on the qualitative components and there is lesser use of statistical representation of the data.

## Chapter II

### 2.1 Review of related literature:

Various studies have been conducted across the globe about facilitating English language. There are also various survey reports upon the needs of pupils, Teachers for learning and facilitating learning this language. Some the studies have been reviewed as below.

#### 1. **Carl Hendrick: Teachers your guide to learning strategies that really work**

In this research article Carl Hendrick focuses that core element of effective language learning is that :

1. A class should be exposed to new information number of times.
2. Teacher should encounter on new concept at least three separate occasions in order to learn it properly.
3. He upholds the concept of revisiting previous learning. The beginning of a lesson is an excellent place to consolidate previous learning and to createsense of continuity.
4. He stresses on giving feedback – A key aspect of successful classroom is that feed back is given to improve the students rather than the work.

#### 2. **Cary S (2000) Working with second language learners**

In this paper the researcher speaks about

1. The emphasis on teaching strategies and integration of four language skills viz Listening, speaking, reading and writing.
2. Reflects on pedagogical aspects as well as teaching strategies could be used to deal with classroom challenges.
3. Discussion on theoretical rationale is presented.
4. An ideal classroom is communicative, constructivist and colloborative.
5. He addresses teaching language in content classroom the need for engaging content, strategies, realia and collaborative learning is stressed.

### **3. Crandall J Jaramillo A Olen & Peyton J.K (2002)) Using cognitive strategies to develop English language learning and literacy**

In this research paper the author describes the way to develop student language and literacy skills while engaging in academic content need to focus five major strategies :

1. The use of Schema or interpretative frames eg. graphic organizers
2. Teacher must identify the strategy explain its relevance and demonstrate.
3. Teachers must identify the strategy, explain its relevance, demonstrate its use, provide
4. Opportunity for practice and provide tools for students to evaluate its effectiveness.
5. Developing language is not enough and must be extended to literacy development across the curriculum.

### **4. Genesee F (1995)Integrating Language and content**

Genesee discusses effective practices identified in immersion programs in Canada and the United States

He highlights three important themes like:

- 1.Integration of language and content, creation of classroom environments rich in discourse, and systematic planning for language and content.
2. Integrated instruction was deemed more effective than language learning in isolation because, when integrated with content, language is used for authentic communication.
3. In content-based language classes there are rich opportunities for language practice in an activity-centered environment with increased attention to language forms.

**5. Gianelli, M. C. (1997). Thematic units: Creating an environment for learning. In M. A. Snow & D. M.**

Brinton (Eds.), *The content-based classroom: Perspectives on integrating language and content*

(pp. 142–148). White Plains, NY: Longman.

The author discusses thematic teaching in light of its benefits for language learners. She provides the following step-by-step approach for the development of appropriate themes.

1. Selection of theme: broad enough to encompass a number of subunits.
2. Identification of concepts: the most important or critical concepts must be singled out for development.
3. Identification of skills: objectives for both language and content must be gleaned from various standards such as curriculum and benchmarks.
4. Identification of strategies: learning strategies must be appropriate and integrated into the content.
5. Gathering of materials: textbooks as well as supplementary materials that will best suit learner needs and course objectives must be collected.
6. Writing of model lesson plans: detailed lesson plans that follow a model must be written to incorporate the many complex objectives.

## 2.2 Analysis of the literature and justification for this study:

Many researchers have discussed on the issues of ELT (English Language teaching) so far. BC British Council has conducted teacher need analysis survey in Madhya Pradesh, It was the need analysis of primary school English teachers and in Andhra Pradesh the same organization conducted the same need analysis for secondary school English teachers. But till now need analysis of primary and secondary teachers have not been done systematically. Thus the Researcher found it very essential for taking up need analysis of teachers related to ELT in Karnataka in general and Shivamogga in particular. This would provide insights for taking up road maps for the institutions who design training for teachers in future.

A sincere attempt has been made by the researcher to get the data from classroom practitioners. The study found that most of the training which are cascaded at the block or district level have not catered the gross root needs of the teachers. Many of their questions regarding teaching learning process, pedagogical aspects have not been focused in the trainings. These opinions are expressed and review of related literature has not focused these aspects pertaining to Shivamogga district.

## Chapter III

### Research Method

#### 3.1 Introduction

The study was conducted upon the need analysis of English language teachers for facilitating English language among schools of Shivamogga district. The study had following objectives.

#### Objectives of the Study were

1. To find the needs of teachers for facilitating English language effectively
2. To know whether the teachers are aware of comprehensive strategy for teaching English at the Primary and Secondary level.
3. To understand teachers' ability to transact the language skills through learner centric approach.
4. To come up with innovative practices adopted by teachers in their classroom.

#### 3.2 Research Methodology:

This study comprises of more qualitative data rather than quantitative data, but attempt has also been made to identify few responses through codes, which are discussed in the chapters of interpretation of data.

##### 3.2.1 Sample of the study:

The sample are selected through random sampling method from the selected GHPS and GHS of seven taluks of Shimoga district exclusively English teachers of Nalikali, EMTIP school teachers, ELEP trained teachers, Resource persons of Higher primary schools, English teachers of High schools and Resource persons and Cluster Resource persons selected randomly.

##### 3.2.2 Tools:

To get the actual data from English teachers working at different levels like Nalikali English trained teachers, EMTIP teachers, ELEP trained teachers, Primary school English RP's, High Schools English teachers, High school Rp's, CRPs', questionnaire was prepared separately to take their personal opinion regarding Facilitating English.

A separate questionnaire was also made for collecting parental aspirations and students' opinion.

Opinionaire was also prepared to collect Data while conducting FGD.

### 3.2.2 Procedures planned.

The Researcher consulted few experts and the practioners for carrying out this study. A small blue print was prepared which is provided as below:

#### Tentative Time frame

SI no	Name of the Activities Planned	Nature of participants	Number of participants	Probable days and dates	Budget
1	Consultation workshop 1( To discuss regarding the study)	Principal, Sr Lecturers, & Lecturers	08	1 day 28-02-2020	
2	Consultation workshop( To finalize the topic of the study)	Principal, Sr Lecturers, & Lecturers	08	1 day 2-3-2020	
3	Tool preparation	Researcher & Experts	03	3 days 5-3-2020 to 7-3-2020	3000
4	Fgd ( Stake holders of all the seven taluks)	Researcher, Dr Hariprasad, Mr. Ashwin& 5 co-Researchers	03 days	1. 10-3-2020 (Shimoga & Bhadravathi tq) 2. 11-03-020(Soraba & Shikaripura) 3. 12-03-2020(Sagar, Hosanagara&Thirthalli)	
5	Collection of data	Researchers & Co-Researchers	08	13-03-2020	
6	Group discussion	Researcher & Experts	03	14-03-2020	
8	Data analysis	Researcher	03	15-03-2020 to 20-3-2020	
7	Draft the Report	Researcher	03	21-03-2020 to 24-3-2020	
8	Expert		02		
9	Preparation of report	Researcher & Experts	03	25-03-2020	15000
10	Submission	Researcher		30-03-2020	
11	Presentation	Researcher	01		

## Chapter IV

### Implementation of the design

#### 4.1 Implementation of the design

As it was very big area suggested for study like status study, need analysis, experimentation and impact study I found it difficult to consolidate all the above said areas I personally had a discourse with the Research experts Dr G V Hariprasad and C.R. Ashwin and also consulted DIET Co-Research team members of the study and finally came to conclusion that conducting FGD would give better data(The participants of FGD) as they are real practitioners. Taking into consideration all the constraints we had like time, field experimentation, (conducting pre-test and Post test) etc finalized the dates for FGD from 10-3-2020 to 12-3-2020 including all the blocks- Shimoga Bhadravathi on 10<sup>th</sup> March, Shikaripura and Soraba on 11<sup>th</sup> March and finally Sagara, Hosanagara and Thirthahalli on 12<sup>th</sup> March.

#### **Why Focus Group Discussion?**

Researcher felt that FGD is a research tool for collecting qualitative data for the research study hence the rationale for selecting this tools is as below:

**A focus group discussion (FGD) is a good way to gather together people from similar backgrounds or experiences to discuss a specific topic of interest.** The group of participants is guided by a moderator (or group facilitator) who introduces topics for discussion and helps the group to participate in a lively and natural discussion amongst themselves.

**The strength of FGD relies on allowing the participants to agree or disagree with each other so that it provides an insight into how a group thinks about an issue, about the range of opinion and ideas, and the inconsistencies and variation that exists in a particular community in terms of beliefs and their experiences and practices.**

**FGDs can be used to explore the meanings of survey findings that cannot be explained statistically,** the range of opinions/views on a topic of interest and to collect a wide variety of local terms. In bridging research and policy, FGD can be useful in providing an insight into different opinions among different parties involved in the change process, thus enabling the process to be managed more smoothly



## 4.2 Process adopted to collect data

### Process :

In FGD the discussion was on five important components like :

As the time constraint was mentioned below researcher & the Experts finalized the areas in which opinions can be taken from all the stakeholders involved in the study.

1. Training: Regarding training the discussion was lead on by the moderator focusing on the topic including the components of training like, training content, training methodology, resource related to training, training assessment, training follow-up and training feedback, platform for sharing their experiences in training.
2. Teaching learning process: This area focused on the discussion regarding the context/ diversity, teaching environment, Resources available (Textbook, workbook, TLM's), challenges faced during classroom facilitation and finally regarding assessment.
3. Personal qualities/professional qualities : The discussion focused on personal qualification, content knowledge, communicative ability, knowledge of grammar, and Training, courses will enhance the quality of teaching ( training-like TPD (Teacher Professional Development),ELEP( English Language Empowerment Programme. PSDP( Professional & Soft skills development programme etc)
4. ICT Usage: Regarding the ICT usage Moderator focused on the Mindset of teachers regarding usage of ICT mediation for Language development, knowledge of the available resources and skill of using those resources in their classroom facilitation.
5. Data base assessment: Regarding the Usage of available Data (CSAS/NAS survey & other assessments including FA/SA) how for the teachers are able to analyze and using the data for Assessment for learning. Whether teachers are able to make decisions regarding conducting Remedial programmes etc.

## Chapter V

### Collection and Interpretation of data

**5.1 Collection of data :** The collection of data is done through FGD (FOCUSS GROUP DISCUSSION) and through giving questionnaires to the people concerned for the study like Nalikali teachers, EMTIP (English Medium teachers Induction program) teachers, ELEP (English Language Empowerment Program) teachers, Primary English resource persons, High school English teachers, High school resource persons and Cluster Resource Persons, selected parents, selected students to get their personal opinion regarding teaching of English.

The data was collected from different stake holders on following areas.

- I. Opinions regarding Training
- II. Teaching learning process
- III. Personal qualities
- IV. ICT usage
- V. Decisions based upon data
- VI. Opinions on policy issues

The collected opinions are presented as below.

**Table Showing different opinions on 5 areas**

SL NO	OPINIONS	Fq
I	<b>Opinions regarding Training</b>	
1	training should be need based	
2	training should focus on content and methodology(new trends)	
3	training should focus on simple techniques	
4	training should not be of long duration (3 to 5 days Maximum)	
5	need CD'sand some handouts and other resources	
6	training need frequent follow-up	
7	there should be scope/platform for sharing success and challenges	
8	training should help us in designing simple techniques of training	
9	Usage of ICT need to be focused	
10	Root level teachers need to be taken	

11	Usage of authentic material need to be focused	
12	text book orientation need to be done first	
13	Instead of lecturing participatory approach will involve teachers	
14	training should focus on developing language skills	
15	Experts should be called for training to get solution to specific problems	
16	soft skills need to be focused	
17	pyschological aspects need to be focused	
18	for primary subject teachers need to be called	
19	prior information about training/intimation should reach in advance	
20	high schools teachers demand the choice of training	
21	willingness to be taken	
22	Crps, Brps Diet faculty should give training rather than teachers	
23	phase wise training and follow-up /sharing meeting at block level	
24	scope for collaborative learning in training	
25	interlink of trainings	
26	attitude change	
<b>II</b>	<b>Teaching learning process</b>	
1	how to handle slow learners & problematic students	
2	more focus on content rather than Methodology	
3	result is ultimate	
4	more focus on documentation to please officers	
5	lack of parental support	
6	lack of support from other subject teachers	
7	lack of (teaching)periods due to other programmes	
8	irregularity of students	
9	Lack of confidence among teachers(forced to teach)	
10	lot of programmes to implement	
11	English is limited to English period	
12	preparing students for exams	
13	lack of resources	
14	Lack of interest among teachers	
15	teaching English as core subjects	

16	Teachers competence	
17	work book activity is less taken care of	
18	completion of portion	
19	4 th std text very tough no link between third and fifth std	
20	Tlms are rarely used	
21	PTR ratio many subjects less interest	
22	text is not framed considering the regional importance	
23	no integration among LSRW skills	
24	Lack of expert teachers	
25	Un-phonetic-pronunciation, reading writing problems	
<b>III</b>	<b>Personal qualities</b>	
1	academic qualification is important	
2	content mastery is very important	
3	communicative ability of the teachers is very important	
4	grammatical knowledge is very important	
5	active and encouraging	
6	positive attitude	
7	thurst for learning	
8	open mind to receive and doing innovative practices	
9	attending training/workshops	
10	techno friendly/ up-dation	
<b>IV</b>	<b>ICT usage</b>	
1	less techno friendly	
2	Introduction of apps	
3	less usage of technology	
4	mindset(more time/time consuming)	
5	High school teachers TALP training	
6	challenges-passive, power cut, no co-ordination	
<b>V</b>	<b>Decisions based upon data</b>	
1	CSAS survey not focusing on content	
2	analysis not done seriously	
3	regular assessment differs from CSAS/NAPS survey	
4	MCQ's will not test one's ability fully	

5	Mal practice	
6	Bright students fail ordinary students pass( sanity)	
7	Remedial teaching not focused	
8	Follow-up of CSAS	
<b>VI</b>	<b>Opinions on policy issues</b>	
<b>1</b>	<b>Only English teachers appointment should be made</b>	
<b>2</b>	<b>Text books excercises should be prepared according to competencies</b>	

#### 4.1.2 Status learning second language : -

The scenario of learning and teaching English is not to the expected level as the CSAS data reflects that from class

#### Presentation of CSAS Data

##### Census Based Students Assessment Survey in Shimoga

Before discussing on CSAS, NAS has also been conducted in 10% of the schools in Shimoga during 2017. As per NAS 2017 Karnataka academic achievement is better when compared to national level.

In class 3 an average children are responding questions correctly –  
(mathematics 75%, EVS 74%, Language 78%)

In class 5 an average children are responding questions correctly –  
(mathematics 67%, EVS 68%, Language 71%)

In class 8 an average children are responding questions correctly –  
(mathematics 51%, Science 53%, Social Science 51% & Language 63%)

#### NAS- Result Shimoga District average

Subjects	Class 3	Class 5	Class 8
Kan	89	86	81
Math	77	59	60.6
EVS/ Science/ Social Science	88	64	72
TOTAL	84.6	69.6	71

All classes average

The programme places great emphasis on building the capacity of teachers for teaching, through regular training programmes.

**CSAS- Classwise Result 2018-19**

Class/ Subject	4	5	6	7	8	9	10	All 2018	All 2017
Lang 1	70	64	70	72	63	69	66	68	65
<b>Lang 2</b>	<b>65</b>	<b>68</b>	<b>66</b>	<b>69</b>	<b>50</b>	<b>45</b>	<b>46</b>	<b>58</b>	<b>58</b>
Lang 3			63	61	54	60	48	57	61
Maths	68	70	60	61	54	52	49	59	59
EVS/Science	69	74	64	60	48	44	53	59	57
SS			65	63	54	61	64	61	58
All 2018	68	69	65	64	54	55	54	60	
All 2017	65	66	65	65	51	50			60

Source: KSQAC 2018

**Competency List of Below 40 % achievement  
(5<sup>th</sup> and 8<sup>th</sup> Standards have no such competencies)**

**Class: 6<sup>th</sup> standard**

**Subject :English**

No.	Competency
ENG 607	Identifies the term of the ongoing actions
ENG 627	arranges the words in an alphabetical order

**Class: 7**

**Subject :English**

No.	Competency
ENG709	Engages in informal conversation
ENG710	Engages in informal conversation

Class 8<sup>th</sup>

CLASS:- 9

Subject : English

No.	Competency
ENG901	Can arrange words in direction
ENG913	Can ask a relevant question based on the poster
ENG916	Can identify appropriate adjectives from the given sentences
ENG918	Can identify appropriate synonyms that can be used in a sentence
ENG926	Applies correct gender in framing new sentences
ENG927	Can arrange words in direction
ENG928	Uses appropriate punctuation in a poem/rhyme
ENG930	Solves word puzzles

Class: 10

Subject : English

No.	Competency
ENG0104	Answers simple questions based on a biography
ENG0105	Completes the mind map given on the basis of a biography
ENG0106	Identifies the central theme of the poem
ENG0110	Completes an incomplete conversation/dialogue
ENG0112	Completes an incomplete conversation/dialogue
ENG0114	Interprets the main idea of the letter
ENG0116	Infers specific details from the letter.
ENG0124	Converts sentences from active to passive voice
ENG0125	Uses appropriate prefix to form opposite words
ENG0126	Identifies the appropriate homophones from a given set
ENG0127	Replaces select words in a sentence with the appropriate synonyms

## 5.2 Interpretation of data:

The opinion collected through FGD is analyzed and interpreted as below:

The FGD focused on five important areas like, **Training, teaching learning process, teachers' personality development, Usage of ICT in facilitating learning English, CSAS/NAS or data base assessment.** The views shared by different groups were consolidated as below:

I. **TRAINING:** Teachers were moderated to discuss and share their opinions regarding the training related components informally but the participants who are working at different levels shared their views regarding content, methodology, resource, assessment, feedback, follow-up and platform for sharing success and challenges and gave their perspectives regarding training.

1. **NALI KALI TEACHERS:** Regarding training Nalikali teachers gave their opinion that training should be need based, some simple techniques of teaching English need to be focused, as they teach English for beginners they expect some ready resources from the department (CDs, & other resources) so that they can teach better English to their students, Training should be given in the beginning of the academic year so that they can immediately execute the training components which they have learnt.
2. **EMTIP TEACHERS:** Many ideas of Nalikali teachers were accepted and retold by the teachers who teach in English medium from first standard this year. They also suggested that training should be need based and training should be conducted before the commencement of the academic year. They agreed qualification will definitely has impact on one's teaching and attending training will boost their confidence to execute the training components into their class room teaching.
3. **ELEP trained primary teachers:** they also agreed to the opinion given by other teachers like training should be need based the duration o the training should be not exceed more than five days and training should focus on simple techniques to teach English Language, focus on grammar components and phonetics need to be



addressed in trainings, They shared that follow-up of training need to be done more frequently so that they can share their opinions regarding their challenges at their level.

**4. RP's of Primary schools:** FGD was also conducted for RPs to collect opinion and perceptions up on the topic. Different opinions of the RPs has been listed below.

- Even RP's felt that training should be need based.
- They also said when RP's are selected there should be substitute for teachers for their work if not, their classes will not be engaged by anyone. Subject teachers need to be called for the training. In many trainings subject teachers will not come for the training and it's a huge loss for English teachers.
- Teacher's willingness need to be taken before issuing the deputation orders. Even RP's demanded CDs & other materials for training sessions.
- Intimation of the training should reach in advance.
- Teachers are of the opinion that the supervisory officers need to give constructive feedback rather than finding faults.

**5. CRP's :** As CRP's are the immediate root supervisory officers they felt that they have rarely observed the classroom teaching and gave feedback. but their observations are very valid because they gave the opinion that teachers after getting training when they come back the circumstances prevailed limits their execution and sustaining their spirits. Hence frequent follow-up is very much needed. One more thing they addressed was Primary teachers are given different training and they won't implement any of this as they are burdoned with lot of works, less number of teachers teaching many subjects is one of the major problem.

CRP's demanded that they are not given training but they need to follow-up hence they should be also involved in the training process as RP's or as participants.

**6. High school teachers :** High school teachers are also of the opinion that training should be need based. They also demanded that teachers willingness to be considered instead of calling all the teachers. They suggested that like TPD training

for primary teachers the liberty of selection of the topic is given to the teachers of their choice the same need to be taken into considered for High schools teachers. Immediate training follow-up need to ensure whether teachers are executing the learnt components in their real classroom situations.

- 7. High School RP's:** High school Rp's also demanded that training need to be given well in advance so that teachers can implement immediately and can see the impact of the training. Alternate teacher arrangement is one great demand they raised, in their absence when they are engaged in the trainings, because SSLC result is very important. SDMC and parents question their absence. Even Rp's supported the view of teachers that need based training should be given to them. They also shared the opinion that resources need to be given well in advance and there should some experts in trainings to address specific issues what teachers encounters in the class. Training designs /modules should give scope for collaborative learning. Teachers should come with their choice to address their problems or training should provide a platform for sharing their experiences.

## **II TEACHING LEARNING PROCESS :**

- 1. NALI KALI TEACHERS:** (ENK-English Nalikali) Nalikali teachers shared that the training was given in the month of November and they are implementing the process as it is too short time for them to execute many things they demanded that trainings should be in the beginning of the academic year. In order to improve their teaching learning process they need trainings including the components of enriching their knowledge regarding the methodology, Simple techniques of teaching prose, poetry etc. Many of the teachers are not well versed in English language. English is restricted to only English period.
- 2. EMTIP Teachers:** they are encountering lot of problems in facilitating English like lack of parental support and students are irregular, English teachers efficiency is very important and they expect that trainings should boost their level of confidence by giving more focus on spoken English and focus on methodology and basic grammar inputs. They also shared that some ready resources like " Hello

English” supplied from the department is useful and also expect few resources for better facilitating English in their classrooms. Individual attention cannot be given when the PTR is more. More focus is given to content and less for competencies developing. Lack of trained teachers is again a big issue that quality gets limited .They stressed more focus on pedagogical aspects need to be addressed in the training rather than sharing lot of inputs at a time.

3. **ELEP TRAINED TEACHERS:** Many points shared by NaliKali and EMTIP were retold by teachers who teach at higher primary level that training should lack of confidence of among teachers to teach English effectively. Too many classes to handle (single teacher handling more subjects) where teacher is not meant for teaching only hence they suggest specific subject teachers need to be given to teach English if not real justice will not be given to students. Lack of teaching periods is one big constraint as many programmes are to be implemented focus is less regarding language development and more focus on completing the portions. Teachers also teach English like core subjects without giving importance to language development. Many teachers who teach class 4<sup>th</sup> is bit difficult and they opined that it is bit high to the level of learners at that age group and no connectivity between previous class text. Phonetic and grammatical knowledge is very important to facilitate language Learning.
4. **PRIMARY RP's:** Primary School RP's agreed to many of the points like teacher's confidence need to be boosted instead of pouring more information and giving more focus on documents. They told many supervising staff demand documents rather than checking or ensuring the learners performance .Work book is less utilized and teacher give more focus to complete the syllabus instead of integrating work book activity and text books . This need to be focused more in trainings. Immediate follow-up of training is very important to keep teachers' on track. Immediate feed back is very essential.
5. **CRP's:** CRp's felt that training without follow-up and feedback is of less use. Teachers will be benefited more if they are given immediate feedback so that it

will help in improving their teaching ability. Crp's observation regarding developing English is that more focus on question and answer writing and completing few text book exercises not giving importance to language skills.

6. **HIGH SCHOOL TEACHERS:** High school teachers mainly raised their voice the departmental, students, parents expectations is to complete the syllabus as soon as possible rather than any other things. As result is the only criteria which teachers and schools are rated everyone is beyond results instead of developing language skills though they expect to do. In many school Arts teachers teach English and they say that they have less expertise to teach English and they will complete the portions and give focus to results.
7. **HIGH SCHOOL RP's :** In many trainings teachers of English and teachers who are forced to teach English needs are entirely different, some teachers show less activeness in training class and in turn they are not much confident to bring change in their facilitation. Hence teachers need to be taken care of and if they oriented according to their needs it would be more beneficial. Many teachers do not know how to integrate LSRW skills. Tlms are rarely used in High schools hence innovative teaching practices are not done in due respect to develop Language competencies.

### **III PERSONAL/ PROFESSIONAL QUALITIES:**

**NALIKALI TEACHERS:** ENK teachers felt that academic qualification is very important to facilitate better English but unfortunately many teachers will not possess higher degrees as they wont get benefit (financial benefits, promotion etc) teachers who teach for lower class need to be more competent in their language use and communicative ability because they teach beginners. Communicative ability is more important. Attending training and workshop have their own limitations that all their needs will not be catered.

**EMTIP TEACHERS' :** EMTIP teachers agreed to all the opinions shared by NaliKali teachers as they are also experimenting to teach English and other subjects in English this year, they have encountered lot of problems like lack of confidence because when

they are not fluent to speak and if they wont shed their inhibition's facilitation will not be to the expected level. Communicative ability need to be improved by themselves. Negative attitude is one important component of some teachers for not doing the things on right track. Many teachers are not techno friendly to improve their classroom facilitation.

**ELEP TEACHERS:** ELEP teachers retold the opinions shared by Nalikali and EMTIP teachers and also told attending training and workshop will definitely enhance one's knowledge to improve their professional skills but not to full extent. Hence certain certificate courses need to be done by teachers to improve their professional skills which in turn will have greater impact in real classroom teaching.

**CRP's:** All CRPS agreed that one should continue to possess higher degrees because one day or the other that knowledge will certainly help them to teach better because of their rich content knowledge. As their observation in many schools less interested teachers will opt for taking English for lower classes that teaching English at elementary level will be easy which is not satire. Many teachers does n't have open mind to receive feedback and trying out innovative things in their classrooms.

**HIGH SCHOOL TEACHERS:** High schools teachers agreed that Educational qualification may not benefit financially or for getting some other benefits but definitely gives confidence to them. They agreed for teaching in High one should have the mastery of the content , communicative ability and grammatical knowledge is very very important as the syllabus demands this qualities because lot of exercises given in the text are not easy to transact to students. Lot of communicative ability need to be developed among students. Techno friendly is a must because they help teachers to create conducive atmosphere in the class and students enjoy learning and it breaks the monotony.

**HIGH SCHOOL RP'S:** As the RP'S are also real classroom practitioners they agreed the opinions of teachers and also reflected trainings and workshops will again focus more on exam related issues rather than developing teachers professional skills some certificate courses are inevitable for teachers to improve their professional skills. Though in many trainings we focus on innovative ideas to break their sterio type teaching methods but many teachers will not show open mind to receive new or innovative ideas.

**IV. ICT USAGE:** Regarding ICT usage participants gave their opinions according to their needs. Every one accepted that technology adaptation will enhance learning . their opinions are consolidated below:

1. **NALIKALI TEACHERS:** Nalikali teachers demanded that at least they should be given Laptop for using and making their classroom teaching more effective as every teachers have android mobiles they can connect it to the laptop and show lot of activities which definitely kindles the interest of the learners to learner English.
2. **EMTIP TEACHERS:** they fairly demanded that training should focus even on ICT usage in the classroom for not only improving one's ability to teach but also helps learners in turn to learning effectively. They expected that they need to oriented to the usage of few apps which really boosts their confidence level.
3. **ELEP TRAINED TEACHERS:** Many of the ideas given by Nalikali and EMTIP teachers regarding ICT skills was agreed and they also told some resources which will really help the teachers to improve their professional ability need to be focused in trainings ,. They appreciated the resource developed by RIE Bangalore named "HELLO ENGLISH" has helped them in many ways in improving their classroom facilitation. They demanded some handouts and other resource materials need to be given by the department for better teaching.
4. **PRIMARY RP'S :** Knowledge of phonetics can English accent can be better practices if we have the resources in our hand. Introduction of APPS will really help teachers to use them in their really classroom situation and help better of their students.
5. **CRP's:** As they are field workers they have the knowledge of using many Apps for updating the information of their cluster but they are less aware of the available resources to develop English language among learners. Their gave very important observation point that ICT usage is misunderstood by many teachers like playing

rhymes and stories will definitely have impact on learning unless it is substituted by teachers talk.

6. **HIGH SCHOOL TEACHERS:** In High it's the better case that majority of the teachers are techno-friendly and majority use it in their classroom like in ICT schools as they have all the necessary resources with them. There was a voice from the teachers that as they go beyond result they use hardly use this medias to develop language learning because in many rural school though they have all this Power cut is the major issue. Many teachers are of the opinion that TALP training has improved their tecno-ability but it consumes lot of time they use it rarely in their classroom.
7. **HIGH SCHOOL RP'S:** They accepted the views of teachers and they gave one opinion that many resources will definitely influence the learners but many a times it makes passive . Interactive lessons or activities will definitely help both teachers and learners to get engaged in the process, but teachers' readiness is very important. Even co-ordination of other teachers is also a matter of concern.

#### **V DATA BASE ASSESSMENT:**

Regarding the assessment the participants opinion is consolidated as below:

1. **NALIKALI TEACHERS:** They told in Nalikali the assessment is wonderful every child assess its progress and marks in the progress sheet and even teachers records the progress of the students in their dairy, no fear of fail or pass. Every child learns on its own phase.
2. **EMTIP TEACHERS:** Regarding the availability of the data they sincerely accepted many a times assessment is not done objectively when they are loaded with lot of subjects they cannot concentrate on one subject hence the data is not valid.
3. **ELEP TEACHERS:** They too accepted that the assessment is carried through CSAS /NAS is not realistic because they train their students testing content knowledge as the text book demands . Even the data of the result is not valid because if the

child copies from others the sanity is questionable. They agreed that they are orienting their learners to the exams.

4. **PRIMARY RP'S** : RP'S accepted the words of the teachers that CSAS/ NAS survey result are not taken very seriously to improve their teaching and it is base for remedial teaching, They sincerely agreed that it will not help the learners because the textbook questions demands different ability. Hence many teacher neglect this point, To their surprise they say bright students have failed and the dullard in the class have passed. This again a matter of question for introspection for teachers.
5. **CRP's**: CRPs agreed that even at their cluster level the data is not analyzed properly and regular follow-up of this is not done at the school levels. Hence teachers have neglected to train/prepare their students for any exams in this level. They also supported that classroom routine assessment differs from the other surveys least importance is given to that area. teachers need to be trained/oriented to frame questions.
6. **HIGH SCHOOL TEACHERS** : High school teachers raised their voice that all the date that they get is not valid and based on that if remedial teaching is done its of no use. CSAS/NAS questions focus more on competencies where as their regular assessment demands the content testing. Hence they give least importance to that data. Analysis is not done seriously and the follow-up of this also not done properly. They agreed the opinion given by primary teachers that MCQs will not test one's real ability.
7. **HIGH SCHOOL RP'S** : High school Rps accepted the views of the teachers and agreed that data is not taken into consideration that it reflects their own teaching are where they need to give focus, but agreed result is not taken seriously to improve their own teaching and making the learners to learn better. As the SSLC result is the main focus they neglect these areas. Even follow-up CSAS/ NAS is not taken up seriously by the higher authorities, till then this will be neglected.



## Chapter VI

### 6.1 Introduction

The study was conducted upon the need analysis of English language teachers for facilitating English language among schools of Shivamogga district. The study had following objectives.

### 6.2 Objectives of the Study were

1. To find the needs of teachers for facilitating English language effectively
2. To know whether the teachers are aware of comprehensive strategy for teaching English at the Primary and Secondary level.
3. To understand teachers' ability to transact the language skills through learner centric approach.
4. To come up with innovative practices adopted by teachers in their classroom.

### 6.3 Research Methodology:

This study comprises of more qualitative data rather than quantitative data, but attempt has also been made to identify few responses through codes, which are discussed in the chapters of interpretation of data.

### 6.4 Key findings of the Study:

1. By observing the opinions given by different stake holders it is proved that many of the training conducted at different levels are not need based and the issues addressed are less helpful in solving their classroom problems related to language learning. Hence they are of the opinion that the needs of the teachers need to be taken care of and it would definitely help them to facilitate English better.
2. Regarding the training design the focus was on the enrichment of content, more importance to methodology ( simple techniques to develop language skills, pedagogical areas etc)
3. Regarding the methodology of the training they focused more that participatory approach need to be where in all participants should get some space to involve

themselves and learn which directly helps in improving their strategy of teaching and using different methods in facilitating English better.

4. One major finding which Researcher felt very interesting is that everyone demanded that in training one session need to be provided exclusively for sharing their success and failure stories which directly helps them to get innovative ideas of other teachers to solve their problems at their school level because many insights they will get from good practitioners when there is scope for sharing. Even good practices can be recorded for documentation and can be shared to many teachers.
5. Regarding the ICT usage everyone in the FGD demanded that technical know how is need of the hour and everyone is eager to update their teaching strategies and they demand that in exclusively in training the usage of technology need to be addressed and the apps available to improve their language skills should be shared so that indirectly it helps them to improve their own proficiency and benefit their learners directly.
6. The stakeholders are of the opinion that especially when text book gets changed orientation of text book need to be given, they say even today many of the teachers are not facilitating as per the expected level because many of them doesn't understand the aspirations of the textbook writers and one major voice raised by teachers is that class 4<sup>th</sup> text is bit of high standard and teachers feel difficult to transact them.
7. One valid point Researcher noticed was that they all demanded that frequent follow-up of training is not done and even if teachers have doubts they cannot address them and immediate feedback is not given to correct themselves.

8. Primary teachers exclusively raised their voice regarding different training and linkage of trainings, they are of the opinion that many trainings are given one after the other for ex; Odu Karnataka, ganitha kalika andolana etc where they cannot find the impact of one programme/activities another programme intervention will come and sincerely they regretted that we can't give proper justice and full fill the aspirations of the department.
9. Different stake holders gave different opinion regarding the components like soft skills need to be focused, few demanded approaches & methods pedagogical knowledge, many of them demanded spoken skills need to be given very much importance .
10. Regarding the training process many teachers demanded that there should be scope for learning even in the training process and training should be assessed daily instead of conducting post test at the end.

**11. Policy issues:**

All the participants in the FGD gave few suggestions they fall in the group of policy and administrative matter hence they are listed separately:

1. Training should be given in the month of June instead of giving in middle of the year or at the year end.
2. Regarding primary teachers felt that subject wise teachers should be recruited because one teacher teaching different subjects cannot give quality in all the subjects they teach.
3. Interested teachers need to be called rather calling uninterested teachers.
4. High school teachers raised their voice that result is focused mainly and even Department expects result improvement rather than developing language ability.
5. Primary school teachers told that there is no proper gradation of text books from one class to another class.(ex fourth standard text is bit high)
6. Every subject teacher should be given one session training regarding the importance of English and in turn they should help English teachers to create English atmosphere in schools.

7. CRP's demanded that they should also be given training in important areas as they are immediate follow-up persons.
8. Majority of the teachers demanded that training should be given at the Cluster level preferably if not at Block level because If training is called at the district level it will be too far for many teachers to attend the training in time.
9. 50% of teachers demanded training should be residential and 50% teachers demanded non-residential training.
10. Training orders need to be dispatched well in advance instead of calling them at the last moment.
11. Training should be given from CRP's, BRP's or DIET faculties( RP's)
12. Follow-up of training is very important.

#### **6.5 Recommendations of the Study**

By observing all the above finding the Researcher recommends the following suggestions to be taken care of while planning the design for trainings.

1. The training needs must be collected in advance from the teachers before planning any training activities so that the needs of the teachers will be catered.
2. Usually teachers express needs they know, but trainers and academic support staff identifies some other need which teachers may not be aware of themselves, thus the scientific approach needs to be adopted to collect trainer identified teacher needs
3. The needs collected need to be consolidated and analyzed before developing a package.
4. The ongoing training needs process evaluation. This must be made inbuilt in any training package so that corrections would take place on the spot.
5. Follow-up of training is one important thrust area. This follow up would take place if the package would be planned with slice or sandwich model.
6. The frequent follow-up of support staff would help in getting actual ground realities, also help in hand holding to sink in, and also foresee whether the teachers are executing the aspirations of the Department.
7. No child will learn what is taught, and no teacher will learn what is trained unless one involves and connect with past experience and knowledge is constructed.

Thus teachers must be asked with how can they be helped ? at the ground or in the training. Thus our system of conducting classes must go in line with Hunt's Androgogy method suggested in 1983. The stage of teachers (5 stages) needs to respected before conducting the uniform package.

8. Cluster level training would really help teachers in involving the training rather than selecting blocks or Districts for cascading the training.
9. Exclusive Space for sharing their success and failure stories in training session need to be given, it would help many teachers to get motivated to execute the same in their schools and discuss challenges and finding solutions to their classroom problems.
10. Language learning covers all the subjects. Thus focus must be given for language learning in formative years including in High Schools, this would result in quality learning and it automatically improves result. But now a days symptomatic rote method is being followed for results which must be replaced.



ANNEXURE

**DISTRICT INSTITUTE OF EDUCATION AND TRAINING SHIMOGA**  
**Teacher's Opinionnaire**

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1. Do you feel qualifications enhances ones teaching efficiency? If so justify
2. Does communication ability helps teacher in facilitating the class effectively.
3. Does Grammar plays vital role in classroom interaction if yes/ if No justify
4. Whether content knowledge is important for an English teacher If so state reasons
5. Attending trainings help teachers to improve one's professional skills, if yes /No, justify
6. What are the important areas do you feel that need to be addressed in training sessions?
7. Do you think training will be effective when teacher needs are addressed
8. What type of activities do you think need to be included in training modules based on your experience?
9. Do you think remedial teaching need to be done very effectively to improve students competencies?

10. What are the essential content , activities that need to be focused in classroom facilitation?
11. CSAS/NAS result does not reflect the expected performance of the students what may be the reason list few
12. Do you think usage of ICT will enhance students ability to use language skills ? List few APPS that you use in the classroom?
13. Do you think Bi-lingual methods will help learners in comprehending English effectively? justify if yes
14. What modifications do you suggest to improve trainings in the future
15. Have you analyzed CSAS and NAS results and designed remedial activities to improve students competencies.

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**Name of the Teacher :**

**sign :**

**School :**

**Date :**

**DISTRICT INSTITUTE OF EDUCATION AND  
TRAINING SHIMOGA**  
**Resource person opinionnaire**

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- 1 . How many trainings you have worked as RP
  
2. Were you a part of module preparation, if yes list
  
3. What do you suggest to improve the training design based on your experience as a trainer
  
4. Do you think follow-up of training is very essential, if so why?
  
5. How for our training modules catered to the needs of the teachers
  
- 6 . What's your experience as a learner in the training ?
  
7. Do you think some important areas need to be addressed in the training if yes list them
  
8. What are the issues and challenges you faced while imparting training?
  
9. Do you think a trainer need to analyze one's own SWOT

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Name of the Teacher :

sign :

School :

Date :



**DISTRICT INSTITUTE OF EDUCATION AND  
TRAINING SHIMOGA**

**Student opinionnaire**

- 
1. Do you feel English is difficult ?
  2. Do you speak English in the class?
  3. What are the activities conducted in the class are very interesting to you?
  4. Do you feel happy when teacher talks informally in the class?
  5. Does your teacher gives lot of opportunities to use English in the class?
  6. What are the other activities your teacher conducted in the class?

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Name of the Student :

sign :

School :

Date :

**DISTRICT INSTITUTE OF EDUCATION AND  
TRAINING SHIMOGA  
Parent opinionnaire**

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1. Do you think your children are getting good exposure to learn English?

2. Does your child use English in their day today activities?

3. Do you think your children needs to learn English ? If so why ?

4. Do you feel proud and happy when your kids speak English?

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Name of the Student :

sign :

School :

Date :

## ಜಿಲ್ಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ತರಬೇತಿ ಸಂಸ್ಥೆ, ಶಿವಮೊಗ್ಗ

ಸಿ ಆರ್ ಪಿ ಗಳ ಅಭಿಪ್ರಾಯ ಸಂಗ್ರಹಣಾ ಪ್ರಶ್ನಾವಳಿ

1. ನಿಮ್ಮ ಶಾಲಾ ಭೇಟಿಗಳಲ್ಲಿ ಇಂಗ್ಲೀಷ್ ತರಗತಿ ಪಾಠ ವೀಕ್ಷಣೆ ಮಾಡಿ, ಶಿಕ್ಷಕರಿಗೆ ಹಿಮ್ಮಾಹಿತಿ ನೀಡಿರುತ್ತೀರಾ ?
2. ಶಿಕ್ಷಕರು ತರಗತಿ ಪಾಠವನ್ನು ವೀಕ್ಷಿಸಿದಾಗ ಗಮನಿಸಿದ ಪ್ರಮುಖ ಅಂಶಗಳು (ಋಣಾತ್ಮಕ & ಧನಾತ್ಮಕ )
3. ತರಬೇತಿಯಲ್ಲಿ ಕಲಿತ ಅಂಶಗಳನ್ನು ಶಿಕ್ಷಕರು ತರಗತಿಯ ಅನುಕೂಲಿಸುವಿಕೆಯಲ್ಲಿ ಬಳಸಿಕೊಳ್ಳುತ್ತಿದ್ದಾರೆಯೇ ? ಇಲ್ಲವಾದಲ್ಲಿ ಕಾರಣಗಳೇನು ...
4. ಶಾಲಾ ಭೇಟಿ ಸಂದರ್ಭದಲ್ಲಿ ಇಂಗ್ಲೀಷ್ ತರಗತಿಯನ್ನು ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಅನುಕೂಲಿಸುವಲ್ಲಿ ಶಿಕ್ಷಕರು ಎದುರಿಸುತ್ತಿರುವ ಸವಾಲುಗಳಾವುವು ?
5. ತರಬೇತಿಯ ಅನುಪಾಲನೆ ಅಗತ್ಯತೆ ಇದೆಯೇ ? ಇದ್ದಲ್ಲಿ ಕಾರಣಗಳೇನು ?
6. ತರಬೇತಿಗಳನ್ನು ಯಾವ ರೀತಿಯಲ್ಲಿ ನೀಡಿದಾಗ ಶಿಕ್ಷಕರ ಪಾಲ್ಗೊಳ್ಳುವಿಕೆ ಉತ್ತಮವಾಗಿರುತ್ತದೆಂದು ನಿಮ್ಮ ಅಭಿಪ್ರಾಯ ?
7. ಈಗಾಗಲೇ ನಲಿ-ಕಲಿ ಇಂಗ್ಲೀಷ್, ಎಮ್‌ಟಿಪ್, ಇಎಲ್‌ಇಪಿ ತರಬೇತಿಗಳನ್ನು ನೀಡಿದ್ದು ಇವುಗಳು ಶಿಕ್ಷಕರ ಸಾಮರ್ಥ್ಯಭಿವೃದ್ಧಿಯನ್ನು ಹೆಚ್ಚಿಸುವಲ್ಲಿ ಹಾಗೂ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಹೆಚ್ಚಿಸುವಲ್ಲಿ ಸಫಲವಾಗಿವೆಯೇ ? ವಿವರಣೆ ನೀಡಿ.
8. ನಿಮ್ಮ ಕ್ಲಸ್ಟರ್‌ಗಳಲ್ಲಿ ಇಂಗ್ಲೀಷ್ ಕಲಿಕೆಯನ್ನು ಪರಿಣಾಮಕಾರಿಯಾಗಿಸಲು ಇಲಾಖಾ ಅಧಿಕಾರಿಗಳಿಂದ ಯಾವ ರೀತಿ ಸಹಕಾರ ಬಯಸುತ್ತೀರಿ ?

Name of the CRP :

Cluster :

sign :

Date :

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# PHOTOS





















