



TEACHER EDUCATION AND ENGLISH PEDAGOGY: REGIONAL PRACTICES, CHALLENGES AND INSIGHTS IN ODISHA

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RESEARCH ARTICLE



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Abstract

This study investigates the multifaceted issues related to teacher education and English pedagogy instruction within Odisha. It highlights several critical areas of concern through a comprehensive analysis, including infrastructural deficiencies, faculty shortages, outdated pedagogical methodologies, limited technology integration, and socioeconomic disparities. Employing a qualitative method, the research integrates findings from literature reviews, policy analyses, and triangulated interview responses from 30 prospective English teachers across the state to provide a nuanced understanding of these challenges. The study reveals that inadequate infrastructure in Teacher Education Institutes (TEIs), especially in rural areas, severely impacts the quality of teacher training. The persistent shortage of qualified faculty and reliance on guest lecturers further undermines the consistency and effectiveness of English language pedagogy. Additionally, the dominance of outdated teaching methods, such as the Grammar Translation Method (GTM), hampers students' communicative competence development. The lack of technology integration exacerbates these issues, widening the educational gap between urban and rural areas. Socioeconomic disparities also contribute to unequal access to quality education and resources, further complicating the teaching and learning of English. The article offers targeted recommendations to address these challenges, including upgrading TEI infrastructure, expanding faculty recruitment, modernizing pedagogical approaches, enhancing technology integration, and addressing socioeconomic inequities. These recommendations aim to improve the overall effectiveness of teacher education and English language teaching in Odisha, fostering a more equitable and robust educational environment.

Keywords: *Teacher Education, English Pedagogy, Infrastructural Deficiencies, Technology Integration, Socioeconomic Disparities*

Introduction

Teacher Education Institutes (TEIs) are instrumental in shaping the quality of education in Odisha, particularly in the training and developing future teachers. Since establishing the Directorate of Teacher Education and the State Council of Educational Research and Training (SCERT) in 1990, these institutions have been at the forefront of delivering both pre-service and in-service teacher training programs. TEIs in Odisha offer various courses such as the Bachelor of Education (B.Ed.), Diploma in Elementary Education (D.El.Ed.), three-year Integrated B.Ed.-M.Ed., and the Bachelor in Hindi Education (B.H.Ed.), four-year Integrated Teacher Education. Additionally, specialized institutions like the English Language Teaching Institute (ELTI) focus on enhancing English education through targeted programs (School & Mass Education Department, Government of Odisha, 2015; SAMS, 2023).

The current state of Teacher Education Institutes (TEIs) in Odisha presents a complex scenario where systemic challenges hinder the effectiveness of these institutions despite ongoing reforms. As of 2023, Odisha is home to 36 National Council for Teacher Education (NCTE)-recognized TEIs offering secondary-level B.Ed. programs, categorized into two-year B.Ed., three-year B.Ed.-M.Ed., and four-year B.A. B.Ed. programs. The intake for Arts (Humanities) students in these programs during the 2020-24, 2021-24, and 2022-24 academic sessions is 1,450, of which 268 students have opted for English pedagogy as their specialization (SAMS, 2023). However, these numbers mask the deep-rooted issues affecting TEIs across the state.

A significant turning point for TEIs came in June 2021, when they were brought under the purview of the Higher Education Department, aligning their management with the objectives of the National Education Policy (NEP) 2020. This transition marked an effort to transform these institutions into multidisciplinary centres capable of producing well-rounded teachers. The NEP 2020 underscores the integration of digital literacy, communicative language teaching, and reflective practices into the teacher education curriculum, which is essential for addressing the linguistic and pedagogical demands of diverse classrooms in Odisha (Higher Education Department, 2021).

One of the foremost issues facing TEIs is the shortage of qualified faculty, which has been a persistent problem. The National Council for Teacher Education (NCTE) withdrew recognition from several TEIs in 2021 due to significant staffing shortages. This led to suspending admissions in these institutions, exacerbating the lack of trained teachers (Higher Education Department, 2021). Despite recruitment drives, the faculty shortage has not been resolved, as many institutions still rely heavily on guest faculty. This reliance has resulted in inconsistent teacher education, as guest instructors often lack the long-term commitment and experience required for high-quality teacher training programs (Sahu, 2023).

Furthermore, the inadequate infrastructure in many TEIs, particularly those in rural areas, hampers the quality of teacher education. According to research by Satapathy (2016) and Panda (2024), rural TEIs often lack basic facilities such as well-equipped libraries, language laboratories, and digital learning tools, essential for preparing trainee teachers to meet the demands of modern classrooms. The absence of language laboratories is particularly concerning, as only 0.78% of TEIs in Odisha are equipped with language and communication labs, vital for improving English language proficiency among trainee teachers (Activities Report, Department of Higher Education, 2013-2014). This inadequacy severely limits the ability of teacher trainees to acquire the necessary language skills and digital literacy needed for effective English teaching in contemporary classrooms.

The oversight and monitoring mechanisms within TEIs also remain insufficient. Although recent initiatives by the Higher Education Department, such as tracking faculty attendance and improving teaching engagement, are steps in the right direction, more robust reforms are needed to consistently ensure academic standards are met (Sahu, 2023). Many TEIs still fail to adhere to the necessary standards for teacher preparation, resulting in the production of underqualified teachers who struggle to handle the diverse and multilingual classrooms they will encounter. As Sahoo and Kharwar (2023) point out, the lack of rigorous oversight and uniformity across TEIs significantly impedes improving the overall quality of teacher education in Odisha.

Despite these challenges, efforts have been made to modernize the teacher education system in Odisha. For instance, the National Education Policy (NEP) 2020 envisions transforming TEIs into multidisciplinary institutions by 2025, aligning them with global best practices in teacher education (Higher Education Department, 2021). The NEP aims to integrate digital literacy, communicative language teaching, and reflective practice into the curriculum to prepare teachers effectively. However, the successful implementation of these reforms is contingent upon addressing systemic issues, including faculty shortages, infrastructural inadequacies, and disparities between urban and rural institutions.

Objectives of the study

Following the comprehensive introduction that outlines the current state and challenges of Teacher Education Institutions (TEIs) in Odisha, the study aims to delve deeper into the specific aspects of English pedagogy training. This investigation is structured into two broad areas of focus, which are critical for understanding and addressing the issues identified.

1. Literature Review and Theoretical Framework: The initial objective is to critically review the existing scholarly literature on teacher education and English pedagogy in Odisha and globally. This review will serve as a foundational framework for the study, helping to contextualize the challenges and practices observed within Odisha's TEIs. The study will identify key themes and theoretical approaches relevant to English pedagogy by examining regional and international literature. This phase also includes assessing how well theoretical frameworks align with the practical experiences of trainee teachers. This objective will provide insights into the broader context and identify gaps between theory and practice, which is essential for formulating effective reforms.

2. Empirical Investigation and Reforms: The second broad area focuses on gathering and analyzing empirical data from prospective teachers. This phase aims to identify specific challenges and areas for improvement in English pedagogy training through interviews with 30 trainee English teachers from Odisha's TEIs. By triangulating these findings with the literature review, the study will offer a comprehensive perspective on the current issues English pedagogy trainees face. The ultimate goal is to propose actionable reforms based on the combined insights from both theoretical and practical perspectives. This approach ensures that the proposed solutions are grounded in real-world experiences and aligned with scholarly recommendations.

The study will thoroughly examine the challenges and potential improvements in English pedagogy training by structuring the study into these two broad areas. This approach allows for a nuanced understanding of the issues and supports the development of targeted reforms to enhance the effectiveness of teacher education programs in Odisha.

Scholarly Reviews

1. Role of Teacher Education Institutes (TEIs)

TEIs in Odisha are particularly crucial for preparing English language teachers, given the state's linguistic diversity and the disparities in English language proficiency across different school types. According to Farmer (2024), teachers must deeply understand subject matter and pedagogical knowledge to foster meaningful learning experiences. TEIs are responsible for equipping trainee teachers with content knowledge and pedagogical strategies to address the unique challenges of teaching English in a multilingual context. Shulman's (1987) framework of "knowledge base for teaching" underscores the importance of integrating subject knowledge with pedagogical skills, a balance that TEIs must strive to achieve.

However, the effectiveness of TEIs in fulfilling this role is contingent upon their ability to provide trainee teachers with practical, hands-on experience. Practical teaching experiences and mentoring are pivotal in developing the pedagogical skills of pre-service teachers. As Genc (2016) notes, real-world teaching experiences allow trainee teachers to apply theoretical knowledge in classroom settings, thereby enhancing their readiness for the challenges they will face in the future. Integrating extensive hands-on training into teacher preparation programs is further supported by studies from Debreli (2012) and Polat (2010), who argue that practical experience helps pre-service teachers develop a nuanced understanding of teaching and learning.

Reflective practice also plays a vital role in teacher education. According to Richards and Lockhart (1994), ongoing reflection allows teachers to align their instructional methods with learners' expectations, enhancing their teaching efficacy. TEIs are expected to cultivate a culture of reflective practice among prospective teachers, helping them develop a professional identity and pedagogical competence. Integrating field experiences, reflective practices, and feedback mechanisms within TEIs is crucial for preparing knowledgeable and adaptable teachers to the evolving educational landscape.

In conclusion, TEIs in Odisha are central to preparing prospective teachers, particularly in English language education. However, for these institutions to fulfill their role effectively, it is essential to address the persistent issues of faculty shortages, infrastructure inadequacies, and resource disparities. The success of recent reforms, such as those introduced under the NEP 2020, hinges on overcoming these challenges. By fostering a comprehensive approach that integrates content knowledge, pedagogical strategies, and practical experience, TEIs can play a transformative role in enhancing the quality of English language education in Odisha.

2. Teacher Training and Pedagogical Competence

Despite ongoing reforms and implementation of the National Education Policy (NEP) 2020, Odisha's Teacher Education Institutes (TEIs) face persistent challenges. These include staff shortages, inadequate infrastructure, and limited compliance mechanisms, all of which impact the effectiveness of teacher preparation, particularly in English language education. Addressing these systemic issues is critical to ensuring that prospective English teachers in Odisha are equipped with both subject knowledge and pedagogical competence to meet the diverse needs of their students.

The National Knowledge Commission (2009) and other seminal works, such as Shulman's (1987) concept of pedagogical content knowledge, emphasize the importance of a strong foundation in subject matter alongside teaching skills. Prospective teachers must develop theoretical knowledge and practical competencies to manage classrooms and facilitate meaningful discourse effectively. However, research indicates that many teachers in Odisha lack these competencies due to insufficient teacher education programs (Panda, 2024).

3. Subject Expertise and Pedagogical Training

One of the primary concerns with current teacher education programs in Odisha is the emphasis on outdated teaching methodologies, particularly in the context of English language instruction. Many teacher education programs focus on traditional methods, such as the Grammar Translation Method (GTM), which prioritizes memorization over communication (Nalla & Pani, 2018). These methods limit students' ability to develop communicative competence, a critical skill in today's globalized world where English is a lingua franca (Tickoo, 2004).

In contrast, the NEP 2020 envisions a shift towards learner-centered pedagogy and emphasizes the need for subject knowledge (SK) alongside innovative teaching methods. The policy proposes a multidisciplinary B.Ed. program that integrates content and pedagogy with a strong practicum component to prepare teachers for real-world classroom settings. Studies by Fazel and Ali (2022) highlight the effectiveness of learning-oriented assessment practices in language education, reinforcing the need for teacher preparation programs that go beyond rote learning and encourage critical thinking and active learning.

4. Practical Experience and Internships

Researches underscore the importance of practical teaching experience in shaping pedagogical beliefs and skills. Mohapatra et al. (2022) and Meijer et al. (1999) emphasize that internships and hands-on teaching experiences are critical for developing teachers' professional vision and practical knowledge. Unfortunately, many TEIs in Odisha lack the infrastructure or resources

to provide meaningful field experiences for trainee teachers. As a result, prospective teachers are often ill-prepared to handle the complexities of modern, multilingual classrooms (Behera et al., 2024).

Internships can be transformative, particularly those that expose trainee teachers to rural and resource-limited settings. They offer future educators the opportunity to apply theoretical knowledge in practice, reflect on their teaching methods, and adapt to the diverse needs of students. However, the lack of well-structured internship programs in many TEIs in Odisha limits the opportunities for prospective teachers to engage in reflective practice and gain practical teaching skills (Kumaravadivelu, 2003). This gap between theory and practice contributes to a workforce of teachers who are unprepared to implement learner-centered pedagogies effectively.

5. Integration of Technology in Language Teacher Training

As the world of education rapidly evolves, digital literacy and technology integration into the classroom have become essential components of effective teaching. However, studies reveal that many teacher educators in Odisha lack the necessary ICT skills and training to incorporate technology into their teaching (Rout, 2013). This deficiency is particularly concerning, given the increasing importance of online learning platforms and digital resources in language education.

To bridge this gap, the NEP 2020 and other policy frameworks advocate for integrating Information and Communication Technologies (ICT) into teacher education programs. A study by Prasanna & Thiyagu (2021) highlights the positive impact of virtual internships in fostering digital literacy among teacher trainees. These initiatives promote a culture of techno-pedagogy, preparing future teachers to navigate digital learning environments and enhance their instructional practices through technology.

While technology has become an integral part of modern education systems globally, its integration into English language education in Odisha remains limited, particularly in rural and under-resourced areas. Studies indicate that technology can enhance language learning through tools like Computer Assisted Language Learning (CALL), mobile apps, and AI-powered language platforms (Darda et al., 2024). However, due to economic constraints and lack of access to proper infrastructure, such tools are not widespread in Odisha (Pattanaik, 2012). The limited technological integration exacerbates the digital divide and continues to hamper students' language development, particularly in rural and tribal regions.

6. Contextualized Pedagogy and Language Teaching

Effective English language teaching in Odisha also requires a contextualized approach that considers the linguistic diversity and socio-cultural realities of students. The National Knowledge Commission (2009) and Meganathan (2019) emphasize the importance of context-based pedagogy, which aligns language learning with real-life situations and everyday experiences. Teachers must be equipped to connect language instruction to students' realities, fostering linguistic competence, critical thinking, and problem-solving abilities.

Unfortunately, many TEIs in Odisha fail to incorporate culturally relevant teaching practices into their curriculum. As a result, teachers often resort to rigid, decontextualized methods that do not resonate with students' experiences. Kumaravadivelu's (2006) call for tapping into local resources to solve local problems remains unaddressed mainly, leaving teachers underprepared to engage students in meaningful, culturally relevant language learning activities.

7. The Role of Language Skill Development

As outlined by the Board of Secondary Education (BSE, 2013, Government of Odisha, 2017/2019), the framework for English language education in Odisha is designed to cover all four language skills comprehensively. However, despite this broad curriculum, its practical implementation often focuses primarily on completing the syllabus rather than enhancing students' language proficiency (Nayak, 2019). Consequently, the prevalent instructional approach in Odia medium schools—where English texts are frequently explained in Odia—restricts students' exposure to English and hampers effective language development (Pattanaik, 2020; Nayak, 2019).

Teacher training and ongoing professional development are critical to ensuring teachers remain current in their pedagogical practices and subject knowledge. However, opportunities for continuing education are limited in Odisha, particularly for teachers in rural areas. Studies by Behera et al. (2024) and Pattanaik (2020) highlight the disparities in professional development opportunities between private and government schoolteachers, further exacerbating the proficiency gap in English language education.

By focusing on subject knowledge, practical experience, and ongoing professional development, Odisha's teacher education programs can better equip future teachers to meet their classrooms' linguistic and pedagogical demands. Addressing these challenges will improve English language proficiency among students and foster a more dynamic and engaging learning environment across the state. This limited exposure directly impacts student outcomes. Specifically, students from tribal and rural backgrounds struggle significantly with English due to inadequate exposure and support during their formative years (Pradhan, 2018; Kujur & Krishnan, 2019). As a result, they face challenges such as poor performance in English assessments

and difficulty in developing comprehensive language skills. Moreover, ineffective instructional methods and insufficient resources exacerbate these challenges (Rana, 2018; Satapathy, 2017).

Moreover, the effectiveness of English education is further undermined by the lack of teacher specialization and training. Many secondary school teachers lack specialization in English and do not have the necessary training and expertise to teach the language effectively (Arul Kumar, 2012; Padwad, 2017; Tickoo, 2004). This lack of specialization leads to less effective teaching practices, which, in turn, impedes the successful implementation of the curriculum and pedagogical strategies.

In addition, the reliance on traditional pedagogical methods, such as the Grammar Translation Method (GTM) and the use of Odia for instruction, further hampers students' language development (Nayak, 2019a; Singhal & Vernekar, 2018). These methods prioritize translation and rote learning over communicative competence, while outdated teaching materials fail to support the development of comprehensive English skills (Behera et al., 2024). Consequently, these pedagogical limitations contribute to students' persistent difficulties in mastering English.

Furthermore, systemic and structural issues aggravate the challenges students and teachers face. The educational system suffers from inadequate infrastructure, poorly designed curricula, and insufficient professional development opportunities (Batra, 2023; Choudhury et al., 2023). This systemic inadequacy is reflected in ineffective teaching practices and reduced student proficiency (Behera et al., 2024). The legacy of inadequate pedagogical preparation among teachers perpetuates these issues.

Additionally, while multilingual education (MLE) models show potential for improving educational outcomes, socioeconomic constraints often hinder their effectiveness. Marginalized and tribal students face significant barriers, including limited access to quality education and resources, which leads to higher dropout rates and lower educational attainment (Sachdeva, 2015; Mohanty, 2008). Pradhan and Sreenivasan (2022) found that "multilingualism affects learning the English language," particularly in Western Odisha, where students often speak "one language at home, another language outside the home, and another language when he goes to school." The integration of multilingual education is, therefore, challenged by these disparities, impacting students' ability to achieve proficiency in English.

These challenges are evident in students' performance, particularly in rural and tribal areas. Poor comprehension, inadequate English exposure, and systemic inequities contribute to lower performance and dropout rates (Sachdeva, 2015; Mohanty.S., 2017). Pratham's Annual Status of Education Report (ASER) of 2022 indicates significant disparities in English language proficiency between government and private school students. Only 22.9% of class V students from vernacular government schools could read English sentences, compared to 68% of their peers in private schools. This gap persists as students' progress; only 46.9% of class VIII vernacular government school students can read English sentences, showing minimal improvement from 44.3% in 2016 (ASER Centre, 2022). Consequently, students struggle with mastering English, reflecting broader issues within the educational system.

Moreover, significant language-related adjustment issues among pupil-teachers underscore broader concerns in teacher preparation. Approximately 82.9% of trainee teachers report language-related challenges, indicating that current training programs do not adequately address these issues (Sahoo & Kharwar, 2023). This gap in teacher preparation reflects systemic problems affecting English instruction across schools.

Furthermore, students encounter considerable difficulties in learning English, including challenges with vocabulary comprehension and inconsistent learning experiences due to frequent teacher absences (Sahoo, 2022). Notably, 55% of students find English textbooks' vocabulary and sentence structure challenging, and 45% struggle with reading assignments (Rao et al., 2024). Alternatively, most teachers have graduated from educational systems with deficient pedagogical approaches and training, leading to ineffective teaching of English grammar, pronunciation, and vocabulary. This adversely affects students' learning outcomes (Behera et al., 2024). Economic constraints and limited parental support further exacerbate these difficulties, limiting students' ability to effectively acquire and develop English language skills. Besides this, other factors, such as teachers' administrative and extracurricular duties, further interfere with effective teaching-learning (Singhal & Vernekar, 2018).

Finally, implementing the Three Language Formula under NEP 2020 faces significant hurdles due to inadequate teacher training and multilingual resources. Although there is substantial parental desire to get English as a second or third language in their wards, the scarcity of localized training materials and resources in multiple languages undermines the effectiveness of these multilingual education initiatives (Ray et al., 2023). Thus, the quality of English instruction and the success of educational reforms are adversely affected.

8. Impact of Socioeconomic Disparities on English Proficiency

Socioeconomic factors significantly influence English language acquisition among students in Odisha. Research suggests that students from economically disadvantaged backgrounds, particularly those from tribal and rural areas, are less likely to access quality education and learning materials, including English textbooks (Choudhury et al., 2023; Bhattacharya et al., 2015). The lack of resources and inadequate parental support further inhibits students' opportunities for language practice and exposure

outside the classroom. Economic constraints often compel students to prioritize immediate financial needs over their education, leading to higher dropout rates and lower language proficiency (Mohanty, 2008; Singh & Jani, 2019).

Methodology

This study adopted a qualitative research design (Figure 1), combining a systematic review of scholarly literature with qualitative data collection methods. The research was conducted in two phases to thoroughly investigate the challenges and reforms in teacher education, specifically focusing on English pedagogy within Odisha's Teacher Education Institutions (TEIs). This mixed approach allowed for a comprehensive understanding by triangulating data from multiple sources.

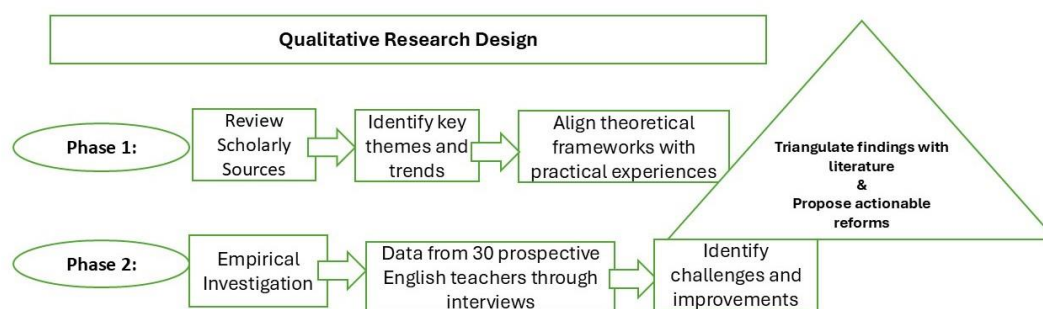


Figure 1: Qualitative Research Design

Phase 1: Scholarly Literature Review

A systematic review of regional and global literature on teacher education and English pedagogy was conducted to build a theoretical foundation. This phase focused on identifying key themes such as reforms, challenges, and best practices by reviewing peer-reviewed journal articles, policy documents like NEP 2020, government reports, and empirical studies. Sources included educational data from ASER, NCTE, and NGOs. This review framed the study's objectives and provided context for understanding the teacher education landscape in Odisha.

Phase 2: Data Collection and Triangulation

In this phase, interviews with 30 prospective English teachers from Odisha's TEIs captured qualitative insights into their training experiences. Open-ended questions were used to explore challenges and benefits, and the data was analyzed to uncover recurring themes. These findings were then triangulated with the literature review to assess alignment between theory and practice, ensuring a comprehensive and grounded analysis.

3.1 Sampling Strategy and Procedure

This study employs a comprehensive sampling strategy to capture a representative cross-section of prospective English pedagogy teachers from Odisha's 36 functional Teacher Education Institutions (TEIs). All institutions are recognized by the National Council for Teacher Education (NCTE) and offer various teacher education programs. Given the heterogeneity of these programs, the sampling strategy was meticulously designed to ensure proportional representation across the different types of teacher education programs offered within these TEIs, while also reflecting diversity in institutional and geographical contexts.

The study employed a stratified random sampling approach (Figure 2) to ensure that the 268 prospective English pedagogy teachers enrolled in three distinct types of programs were adequately represented. These programs include:

- 2-Year B.Ed. Programs offered by 26 TEIs, with a total of 211 trainees.
- 3-Year Integrated B.Ed.-M.Ed. Programs offered by 4 TEIs, with 30 trainees.
- 4-Year Integrated B.A.-B.Ed. Programs offered by 6 TEIs, with 27 trainees.

The sample size of 30 participants was determined to maintain the study's qualitative focus while ensuring sufficient variability to reflect English pedagogy trainees' different experiences and contexts. The sampling procedure followed a proportional allocation model, where the sample was drawn following the relative size of each program's enrollment. As a result, 24 participants were selected from the 2-Year B.Ed. Programs, 3 participants from the 3-Year Integrated B.Ed.-M.Ed. Programs, and 3 participants from the 4-Year Integrated B.A.-B.Ed. Programs.

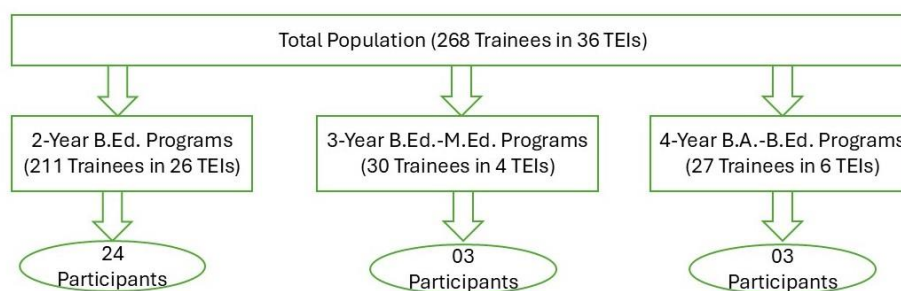


Figure 2: Sampling Strategy and Procedure

This stratified sampling approach allows for equitable representation across different TEIs, which is critical to understanding the specific challenges and reforms required in teacher education. As depicted in Figure 2, this method ensures that the sample is both diverse and manageable, making it feasible to conduct an in-depth qualitative analysis of the participant's responses. Furthermore, this method enhances the generalizability of the findings, while still capturing the unique dynamics of each program type.

3.2 Participants

The study involved 30 prospective English teachers selected randomly from 268 students enrolled in various Teacher Education Institutions (TEIs) across Odisha. These participants were drawn from three types of English pedagogy programs: 2-year B.Ed. programs, 3-year integrated B.Ed.-M.Ed. programs, and 4-year integrated B.A.-B.Ed. programs. All participants were between the ages of 22 and 23, and most came from similar socio-economic and cultural backgrounds, predominantly from rural, Odia-speaking families. The participants had access to comparable educational resources and learning environments within their respective TEIs, ensuring uniformity in academic exposure and infrastructure. These consistent conditions contributed to a shared educational experience across the sample. All participants had successfully passed a mandatory entrance examination, meeting the academic requirements set by the Higher Education Department of Odisha, thus ensuring a baseline of academic proficiency. This shared level of proficiency served as a foundation for evaluating their experiences in English pedagogy training throughout the study.

3.3 Instrument

The data collection instrument was an interview to gather prospective English teachers' experiences and perspectives on their English pedagogy training. The interview consisted of two broad, open-ended questions, focusing on:

Q1. *What aspects of your English pedagogy training have been most helpful to you?*

Q2. *What challenges or areas for improvement have you encountered in your English pedagogy training?*

Initially, five questions were proposed, but after receiving expert feedback, two questions were modified, and three were removed, resulting in the final two-question format. This process helped validate the interview schedule. The Content Validity Index (CVI) was calculated at 0.77, compared to a critical value of 0.99 for a panel of five experts, indicating strong content validity for the instrument.

3.4 Data Analysis Procedure

The data analysis for this study is rooted in a qualitative synthesis of the existing literature related to English language education and teacher training in Odisha, and the findings are validated through a face-to-face interview with trainees. The data analysis occurred in three stages:

(1) The data analysis for this study was conducted through a qualitative synthesis of existing literature on English language education and teacher training in Odisha. The first author led the collection of academic sources, policy documents, and government reports. In contrast, the second author identified recurring themes, such as socioeconomic disparities, infrastructure issues, teacher preparedness, and limited technology integration. Both authors collaborated to categorize these themes and cross-reference them with policy reforms, particularly those in the National Education Policy (NEP) 2020. This thematic analysis revealed significant gaps between the challenges identified in the literature and the policy responses, forming the basis for the study's recommendations.

(2) A thematic content analysis was applied to the responses of 30 prospective English teachers to code, categorize, and analyze the data. Notes independently taken by the first and second authors during interviews were later reviewed by both authors to familiarize themselves with the aspects of the English pedagogy training that were most beneficial to trainees, as well as the challenges they encountered. Initial coding was performed independently, resulting in an inter-coder agreement of

89%. Discrepancies in coding were discussed and resolved, with analogous codes grouped under broader thematic categories. Upon further refinement, the inter-coder agreement rose to 96%. Both authors cross-checked the coding structures to ensure consistency and resolved any remaining mismatches. The finalized coding structure was then applied to the interview notes to derive insights, and the data was analyzed and presented in line with these thematic categories.

(3) Data triangulation was employed to enhance the validity and reliability of the findings by integrating multiple data sources and perspectives. The triangulation process involved comparing the themes and patterns from the literature review with the responses from the 30 prospective English teachers. This cross-verification allowed for a more nuanced understanding of the challenges faced in Odisha's English pedagogy and teacher education. The consistency of findings across different sources confirmed the significance of critical issues, such as infrastructural deficiencies, faculty shortages, and outdated teaching methodologies. This triangulated approach also helped validate the proposed recommendations, ensuring they were grounded in empirical evidence from the field and theoretical insights from the existing literature.

This process ensured rigorous analysis, capturing a specific understanding of the training experiences and challenges faced by the participants.

Results

Since the research methodology relies exclusively on a comprehensive literature review, the analysis involves identifying recurring themes, patterns, and critical insights from various academic sources, policy documents, government reports, and educational organization publications. This analysis aims to draw connections between the identified challenges and the proposed reforms in English language education while addressing specific factors such as socioeconomic disparities, infrastructure, teacher preparedness, and the role of technology.

1. Key Themes and Challenges

Common challenges recurring across multiple studies, reports, and reviews were classified under specific categories, which include:

- **Teacher Education Institute (TEI) Infrastructure:** Several studies, such as those by Satapathy (2016) and Panda (2024), consistently highlighted infrastructural inadequacies in Odisha's TEIs. The lack of well-equipped libraries, language laboratories, and digital tools was cited as a significant impediment to the quality of teacher training, particularly in rural areas.
- **Faculty Shortages and Teacher Preparedness:** Reports from the Higher Education Department (2021) and Sahu (2023) detailed the persistent issue of unqualified or insufficient faculty in TEIs. The data pointed to an over-reliance on guest faculty and a shortage of permanent teaching staff, leading to inconsistent educational outcomes.
- **Outdated Pedagogical Practices:** The data analysis revealed that traditional methods, such as the Grammar Translation Method (GTM), still dominate English language instruction in many schools, particularly rural areas. Sources like Nalla & Pani (2018) emphasized the limitations of these practices in fostering communicative competence among students.
- **Socioeconomic and Geographic Disparities:** The literature, including reports from ASER (2022) and studies by Pradhan and Sreenivasan (2022), consistently underscored the disparity between urban and rural students regarding English language proficiency. Students from tribal and economically disadvantaged backgrounds were found to struggle the most due to limited exposure to English, poorly equipped schools, and a lack of specialized teachers.

2. Comparing Policy Frameworks and Proposed Reforms

- **The second analysis stage** focused on evaluating the effectiveness of policy reforms, particularly those introduced through the National Education Policy (NEP) 2020. The policy framework review was cross-referenced with findings from academic studies to understand the gaps between policy recommendations and practical implementation.
- **NEP 2020's Vision for Teacher Education:** The data analysis compared NEP 2020's aims, such as integrating digital literacy, communicative language teaching (CLT), and reflective practices into teacher training, with the current TEIs in Odisha. Studies indicated that while the policy provided a forward-looking framework, implementation has been slow, particularly in rural and under-resourced TEIs.
- **Role of Digital Literacy:** Reports from Prasanna & Thiyagu (2021) and Rout (2013) were analyzed to determine how much digital literacy had been integrated into teacher training programs. The analysis revealed that, despite NEP 2020's emphasis on ICT integration, the lack of digital infrastructure and teacher training in the use of technology remains a significant barrier.

3. Cross-referencing with Student Outcomes

- The analysis also involved cross-referencing teacher training challenges with student outcomes in English language proficiency. Data from reports such as ASER (2022) and studies on English language acquisition provided insights into the consequences of ineffective teacher training and underprepared teachers.

- Student Performance in English: Data from ASER (2022) indicated that students in government schools, mainly rural areas, performed significantly worse in English than their peers in private schools. Only 22.9% of Class V students in government schools could read English sentences, compared to 68% in private schools. This data highlighted a correlation between the lack of trained English teachers and poor student outcomes in government schools.
- Impact of Teacher Competence on Student Learning: Studies by Farmer (2024) and Richards & Lockhart (1994) emphasized the role of teacher competence in shaping student outcomes. The analysis revealed that schools with more qualified teachers who utilized modern pedagogical practices had higher student proficiency levels in English, supporting the argument that better teacher training leads to improved student performance.

4. Synthesis of Socioeconomic and Cultural Factors

Lastly, the analysis delved into socioeconomic and cultural factors affecting English language learning. Studies like those by Pradhan and Sreenivasan (2022) and Mohanty (2008) highlighted the difficulties faced by students from tribal and economically disadvantaged backgrounds.

- Language Barriers: The data underscored that, students from multilingual backgrounds face added challenges when learning English. These challenges are further exacerbated by inequitable access to learning materials and teachers not trained to handle multilingual classrooms.
- Impact of Economic Disparities: Students from lower-income families often attend poorly resourced schools, which impacts their ability to practice English both in and out of school. This socioeconomic divide was consistently linked to lower performance in English language proficiency assessments, as highlighted by data from ASER (2022).

The data analysis clearly shows the systemic challenges facing English language education in Odisha. By synthesizing findings from multiple sources, the study identifies that, issues such as faculty shortages, inadequate infrastructure, and socioeconomic disparities are deeply interconnected. Moreover, while policy reforms such as NEP 2020 provide a framework for improvement, significant gaps remain in their implementation, particularly in rural and tribal regions of the state.

The analysis concludes that addressing these challenges requires multi-level reforms, including:

- Strengthening infrastructure in TEIs.
- Improving teacher training programs by integrating modern pedagogies.
- Addressing the socioeconomic and geographic disparities that limit students' ability to acquire English proficiency.

4.1 Empirical Evidence from Interviews

The analysis of interview responses (Table 1) revealed six main themes and 18 corresponding sub-themes, highlighting the most challenging aspects of English pedagogy training for trainees and their beneficial aspects. The findings are summarized in the table below and elaborated in the subsequent section.

Table 1

Aspects of the English pedagogy training that were most beneficial to trainees and the challenges they encountered.

Theme	Subthemes	Examples from Respondents
1 Infrastructural Deficiencies in TEIs	a) Lack of ICT and language labs b) Poor classroom facilities c) Insufficient educational visits and resources	R2: "We lack facilities like an ICT lab and a language laboratory, which limits our ability to incorporate technology in teaching." R18: "We lack proper classroom facilities, and this scarcity affects the quality of our learning experience." R5: "We don't have educational visits to nearby language institutions like ELTI at state capital, Bhubaneswar."
2 Faculty Shortages and Reliance on Guest Faculty	a) No specialized English pedagogy teachers b) Overemphasis on administrative duties c) Reliance on guest lecturers	R1: "There is no English pedagogy teacher educator, and other subject teachers, like the Social Science educator, take our language pedagogy class." R19: "Our teacher's overemphasis on administrative duties often leaves our classes unattended, compromising our learning." R26: "Without a dedicated English pedagogy teacher, we often feel lost when it comes to understanding the syllabus fully."
3 Outdated Teaching Methodologies	a) Reliance on Grammar Translation	R11: "There's a heavy reliance on traditional grammar-translation methods, with little emphasis on

		b) Method (GTM) Lack of innovative methods	newer pedagogical approaches.” R27: “Our lessons are limited to traditional approaches, with no encouragement to innovate or apply creative methods.”
		c) Heavy focus on theoretical knowledge	R17: “We simply undergo annual exams with a heavy focus on theoretical knowledge, without sufficient practical application.”
4	Limited Integration of Technology in English Language Education	a) Insufficient digital tools and resources	R14: “Despite the lack of formal technology training, I’ve learned to utilize tools like YouTube and PowerPoint presentations to support my teaching.”
		b) No formal technology training	R15: “Even if we have a smart board installed in our department, educators never use them.”
		c) Limited use of multimedia and modern tools	R30: “Our educators tend to rely on outdated content, with little effort to incorporate modern developments in language teaching.”
5	Socioeconomic Disparities and Their Impact on English Proficiency	a) Low English proficiency in schools	R10: “Students in the schools we teach often don’t understand English, and we are pressured to teach them in Odia.”
		b) Disparity between government and private schools	R24: “Students in the schools we are assigned to have very low English proficiency, making it difficult to apply the strategies we’ve learned.” R25: “There is a clear gap between what we are taught theoretically and the reality of teaching in rural schools.”
		c) Limited access to quality resources	
6	Challenges in Implementing Policy Reforms	a) Difficulty in integrating NEP guidelines	R12: “Our educators are not updating their knowledge of English pedagogy and often speak to us in Odia during English pedagogy classes.”
		b) Lack of infrastructure and trained educators	R13: “The lack of demonstration lessons and practical strategies by our educator makes applying pedagogical principles in rural schools difficult.”
		c) Resistance to change	R23: “Our pedagogy classes are often cancelled or delayed, leading to a rushed internship experience without proper preparation.”

Findings

The findings of this study, based on a thorough review of existing literature and data on English language education and teacher training in Odisha, reveal several significant challenges and areas for potential reform. The issues range from inadequate infrastructure and faculty shortages in Teacher Education Institutes (TEIs) to the impact of socioeconomic disparities on students' ability to acquire English language skills. Additionally, the analysis highlights gaps in policy implementation and the lack of technology integration in rural schools, further impeding educational outcomes.

Infrastructural Deficiencies in Teacher Education Institutes (TEIs)

The literature consistently emphasizes infrastructural shortcomings in Odisha’s Teacher Education Institutes (TEIs), particularly in rural areas. Studies by Satapathy (2016) and Panda (2024) reveal that many TEIs lack essential facilities like language labs, ICT tools, and digital learning resources. This deficiency severely affects the quality of teacher training and the ability to equip future educators with modern pedagogical skills.

Interview responses from prospective English teachers corroborate these findings. For instance, R2 highlighted, “We lack facilities like an ICT lab and a language laboratory, which limits our ability to incorporate technology in teaching.” At the same time, R14 added, “There’s no focus on using multimedia or modern teaching tools, and our syllabus doesn’t emphasize this either.” Moreover, R18 mentioned, “We lack proper classroom facilities, and this scarcity affects the quality of our learning experience,” further echoing the infrastructural challenges documented in the literature. R15’s observation, “Even if we have a smart board installed in our department, educators never use them,” underscores the underutilization of available resources.

This triangulation of data from scholarly sources and trainee teachers' lived experiences confirms that the infrastructural deficiencies significantly hinder the quality of English pedagogy training in Odisha’s TEIs. Urgent reforms are needed to bridge this gap and enable future teachers to effectively engage with modern teaching methods.

Faculty Shortages and Reliance on Guest Faculty

The literature review highlights a significant concern regarding faculty shortages across many Teacher Education Institutes (TEIs) in Odisha, especially in rural areas. Reports by the Higher Education Department (2021) and Sahu (2023) reveal that TEIs struggle to maintain sufficient full-time, qualified faculty members. As a result, these institutions heavily rely on guest faculty, who often lack the necessary commitment and pedagogical expertise to provide high-quality teacher education. This shortage directly impacts the quality of teacher preparation, particularly in English language teaching, where consistent mentorship and subject expertise are critical for trainee development.

The interview responses from the trainee teachers reinforce this finding. Several respondents pointed out the absence of dedicated English pedagogy faculty has hindered their learning experience. For instance, R1 remarked, "There is no English pedagogy teacher educator, and other subject teachers, like the Social Science educator, take our language pedagogy class." This reliance on non-specialist teachers, as noted by R26, has created confusion: "Without a dedicated English pedagogy teacher, we often feel lost when it comes to understanding the syllabus fully."

Similarly, R3 stated, "Our English pedagogy teacher struggles with teaching phonetics, a part of our syllabus, because his background is in English literature," which underscores the impact of the lack of specialized educators. R7 added that due to administrative overload, "Most of the time, our pedagogy teacher is busy with administrative work, leaving us with little guidance." This issue aligns with the findings of the broader literature that temporary or overburdened faculty cannot provide consistent, in-depth guidance for effective English teacher education.

Thus, the triangulation of the literature and interview data validates the finding that faculty shortages and reliance on guest faculty are detrimental to the quality of English pedagogy training in Odisha's TEIs. Both the scholarly sources and first-hand experiences of trainees reflect the need for more qualified, full-time educators to ensure that future English teachers receive the comprehensive training and mentorship necessary for their professional development.

Outdated Teaching Methodologies

The prevalence of outdated teaching methodologies, specifically the Grammar Translation Method (GTM), has been consistently noted in the literature. Nalla and Pani (2018) point out that the continued emphasis on rote memorization and translation in Odisha's English language instruction impedes students' ability to develop communicative competence. This finding aligns with interview responses from prospective English teachers, who highlight similar concerns about outdated pedagogical practices.

For instance, R11 remarked, "There's a heavy reliance on traditional grammar-translation methods, with little emphasis on newer pedagogical approaches," reflecting how English language pedagogy in many TEIs remains stuck in traditional methods, without integrating communicative language teaching (CLT) approaches. This is further reinforced by R27, who stated, "Our lessons are limited to traditional approaches, with no encouragement to innovate or apply creative methods," pointing to the lack of exposure to more dynamic, learner-centred strategies in their training.

Moreover, R9's practice teaching experience emphasizes how rigid adherence to outdated methodologies negatively impacts the quality of teaching in real-world scenarios. R9 noted, "In the practice teaching schools, we are forced to cover the syllabus without following the 5E lesson plans," highlighting the disconnect between theoretical training and its practical application.

This triangulation of literature and interview data underscores that the persistence of GTM and other outdated methodologies in Odisha is not only a systemic issue but also directly experienced by prospective teachers. Both the literature and interviewees stress the need for reforms incorporating modern teaching techniques such as CLT, emphasising interactive, communicative competence and practical language use.

Limited Integration of Technology in English Language Education

The literature reveals a significant gap in integrating technology within Odisha's teacher training programs and classrooms. Rout (2013) and Prasanna & Thiyagu (2021) highlight that despite the National Education Policy (NEP) 2020's push for digital literacy, many Teacher Education Institutions (TEIs) and schools, particularly in rural areas, lack essential technological infrastructure. This inadequacy limits the ability of both teachers and students to benefit from technology-enhanced learning tools, thereby widening the educational gap.

This finding is corroborated by the interview responses from prospective English teachers, who consistently express concerns about the lack of technological resources and training. For example, R2 noted, "We lack facilities like an ICT lab and a language laboratory, which limits our ability to incorporate technology in teaching." Similarly, R14 mentioned, "Despite the lack of formal technology training, I've learned to utilize tools like YouTube and PowerPoint presentations to support my teaching," underscoring the personal effort to overcome institutional limitations.

R15's comment, "Even if we have a smart board installed in our department, educators never use them," further illustrates the disconnect between available technology and its practical application in education. This response reflects a broader issue of inadequate integration and utilization of technological tools, aligning with the literature's portrayal of a digital divide.

Furthermore, R28 observed, "Even though our teachers stress the importance of Teaching-Learning Materials (TLMs), the lack of resources in our university prevents us from effectively using them." This sentiment resonates with the documented scarcity of technological resources and support, reinforcing teachers and students' challenges in leveraging digital tools for language learning.

Together, these interview responses validate the literature's findings on the limited integration of technology in English language education. They highlight a systemic issue where the gap between policy expectations and practical implementation results in significant barriers to effective technology use in rural educational settings.

Socioeconomic Disparities and Their Impact on English Proficiency

The literature highlights that socioeconomic disparities significantly affect students' English language acquisition, particularly in rural and tribal areas. ASER (2022) and studies by Pradhan and Sreenivasan (2022) point out that economically disadvantaged students face numerous obstacles, including limited exposure to English, inadequate learning materials, and poorly resourced schools. This results in a marked disparity in English proficiency between students in government and private schools.

Triangulating this finding with the interview responses from prospective English teachers reveals a similar pattern. Several respondents indicated how socioeconomic factors impact their educational experience and the effectiveness of their training.

For instance, R4 expressed, "There are no workshops, seminars, or any other activities of such kind to hone our skills," highlighting the lack of additional learning opportunities often exacerbated by socioeconomic constraints. R5's comment, "We don't have educational visits to nearby language institutions like ELTI at state capital, Bhubaneswar," further reflects the limited access to external resources and exposure that could enhance learning.

R10 noted, "Students in the schools we teach often don't understand English, and we are pressured to teach them in Odia," which illustrates the challenges faced by students in less affluent areas who struggle with English due to insufficient resources and support. R24's response, "Students in the schools we are assigned to have very low English proficiency, making it difficult to apply the strategies we've learned," aligns with the finding that government schools, in particular, suffer from lower English proficiency due to resource limitations.

Additionally, R25 pointed out, "There is a clear gap between what we are taught theoretically and the reality of teaching in rural schools," which underscores the disconnect between educational theory and practice, further affected by socioeconomic factors. R26's observation, "Without a dedicated English pedagogy teacher, we often feel lost when it comes to understanding the syllabus fully," reflects how the lack of qualified teachers in under-resourced areas contributes to the proficiency gap.

These responses corroborate the literature's findings, revealing that socioeconomic disparities create significant barriers to effective English language acquisition and contribute to the observed proficiency gaps between students from different educational backgrounds.

Challenges in Implementing Policy Reforms

The literature reveals that significant challenges impede effective implementation, while the National Education Policy (NEP) 2020 aims to advance teacher education through digital tools, communicative teaching methods, and reflective practices. According to Farmer (2024) and Kumaravadivelu (2006), faculty shortages, inadequate infrastructure, and socioeconomic barriers in rural areas undermine the success of these reforms.

Triangulating this finding with interview responses from prospective English teachers sheds light on how these policy implementation challenges are experienced at the ground level:

- i. **Faculty Shortages:** Several respondents highlighted the impact of inadequate faculty on their training experience. For instance, R1 noted, "There is no English pedagogy teacher educator, and other subject teachers, like the Social Science educator, take our language pedagogy class," indicating a lack of specialized faculty which aligns with the literature's emphasis on faculty shortages as a barrier to implementing NEP reforms.
- ii. **Inadequate Infrastructure:** The challenges associated with infrastructure were echoed by multiple respondents. R15 mentioned, "Even if we have a smart board installed in our department, educators never use them," reflecting the disconnect between available technology and its practical application. R18's comment, "We lack proper classroom facilities, and this scarcity affects the quality of our learning experience," further aligns with the literature's findings on inadequate infrastructure.

- iii. Socioeconomic Barriers: Socioeconomic issues also emerged from the responses. R24's statement, "Students in the schools we are assigned to have very low English proficiency, making it difficult to apply the strategies we've learned," highlights the challenges faced by students in resource-poor settings, reflecting the literature's point about socioeconomic barriers impacting the implementation of policy reforms.
- iv. Outdated Teaching Methods: R11's observation, "There's a heavy reliance on traditional grammar-translation methods, with little emphasis on newer pedagogical approaches," underscores the difficulty in shifting from outdated methodologies to more modern, communicative approaches as prescribed by NEP, mirroring the literature's concern about entrenched teaching practices.

These responses illustrate how prospective teachers directly experience challenges in implementing NEP reforms. The issues of faculty shortages, inadequate infrastructure, and socioeconomic barriers reflect the broader systemic problems identified in the literature, highlighting the need for more effective strategies to overcome these obstacles and fully realize the goals of the NEP.

The study reveals a complex interplay of infrastructural deficiencies, faculty shortages, outdated methodologies, limited technological integration, socioeconomic disparities, and implementation challenges. Addressing these issues is crucial for improving English language education and achieving the goals of recent policy reforms.

Recommendations

Based on the comprehensive analysis of the study's findings, the following recommendations are proposed to address the identified challenges and enhance the quality of English language education and teacher training in Odisha:

1. Strengthen Infrastructure in Teacher Education Institutes (TEIs)

- Upgrade Facilities: Collaborate with the Higher Education Department to prioritize infrastructure improvements in TEIs, especially in rural areas. This includes establishing well-equipped language laboratories, libraries, and digital learning tools to support effective teacher training and modern classroom practices.
- Ensure Equitable Distribution: Address disparities by ensuring that rural TEIs receive adequate resources and support comparable to their urban counterparts. This involves financial investments and logistical support to enhance facilities and digital infrastructure in underserved regions.

2. Increase Recruitment and Training of Qualified Faculty

- Expand Recruitment: Implement regular and comprehensive faculty recruitment drives to fill vacancies in TEIs, focusing on hiring permanent staff with expertise in English pedagogy and modern teaching methodologies.
- Incentivize Rural Teaching: Introduce incentive programs such as higher salaries, housing allowances, and career development opportunities to attract and retain qualified educators in rural TEIs. This will help balance the distribution of qualified teachers across the state.

3. Modernize Pedagogical Approaches in Teacher Training Programs

- Integrate Communicative Language Teaching (CLT): Revise teacher training programs to include CLT methodologies emphasising interactive and student-centred learning. This approach supports the development of practical language skills and communicative competence.
- Promote Reflective and Active Learning: Encourage reflective practices among teacher trainees to assess and improve their teaching methods continuously. Incorporate active learning techniques into the training curriculum, such as real classroom experiences and feedback from experienced mentors.
- Regular Curriculum Updates: Ensure that the curriculum for teacher training programs is updated to incorporate contemporary pedagogical practices and technology integration into teaching.

4. Promote Technology Integration in Teacher Training and Classrooms

- Enhance Digital Infrastructure: Invest in expanding digital infrastructure across TEIs and schools, particularly rural areas. Provide necessary equipment, such as computers and reliable internet access, to support modern educational practices.
- Incorporate ICT Training: Include ICT training as a core component of teacher education programs. Train prospective teachers to use digital tools like language learning apps and multimedia resources to enhance their instructional methods. Offer regular ICT training workshops for in-service teachers.
- Develop Virtual Learning Platforms: Establish virtual learning platforms to provide equitable access to educational content. These platforms should offer online resources, digital textbooks, and virtual classrooms to bridge the digital divide and support remote learning.

5. Address Socioeconomic Disparities in English Language Education

- **Expand Resource Access:** Provide subsidized English textbooks, language learning tools, and supplementary materials to students in economically disadvantaged and rural areas. This will ensure equitable access to quality learning resources, regardless of socioeconomic status.
- **Adopt Multilingual Education Models:** Implement multilingual education models that integrate students' native languages into the English learning process. This approach respects linguistic diversity and enhances accessibility for students from tribal and rural communities.
- **Offer Targeted Support:** Design and implement special programs to support students facing socioeconomic barriers to English proficiency. This could include after-school programs, free tutoring, and access to language labs for additional practice.

By implementing these recommendations, the quality of English language education in Odisha can be significantly improved. These measures will address infrastructural deficiencies, enhance faculty training, modernize pedagogical approaches, promote technology integration, and mitigate socioeconomic disparities, ultimately fostering a more equitable and effective education system.

Conclusion

The findings regarding the benefits of training programs for prospective English teachers revealed some unexpected outcomes. While the programs were anticipated to offer substantial advantages, the actual impact was more moderate. This discrepancy is closely linked to trainee teachers' significant challenges, particularly regarding English pedagogy choices. A critical issue lies in the infrastructural deficiencies within the Teacher Education Institutes (TEIs), which obstruct the effective preparation of future English educators. These deficiencies are not confined to the TEIs but extend to the rural schools where trainees conduct their teaching internships. The lack of sufficient resources and facilities in both settings further hampers the overall quality of their training and teaching experience. Faculty shortages and the reliance on temporary instructors further exacerbate the problem, resulting in inconsistent and often subpar education. Addressing this requires robust recruitment strategies and incentives for qualified educators to serve in underserved regions.

The persistence of outdated teaching methodologies and the minimal integration of technology in classrooms reflect the need for modernization in pedagogical practices. Adopting contemporary methods like Communicative Language Teaching (CLT) and enhancing digital infrastructure can significantly improve instructional quality.

Socioeconomic disparities also play a crucial role, limiting students' access to quality education and resources. Expanding access to learning materials and implementing multilingual education models are essential to bridge these gaps.

Finally, challenges in implementing the National Education Policy (NEP) 2020 highlight the need for a systematic approach to policy integration. By addressing these multifaceted issues through targeted reforms, Odisha can enhance teacher education and English pedagogy, ultimately improving educational outcomes for all students.

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