



DISTRICT INSTITUTE OF EDUCATION AND TRAINING

MANGALURU

DAKSHINA KANNADA DISTRICT KARNATAKA.



RESEARCH STUDY TE PLAN 2017-18

**A STUDY ON THE IMPACT OF 30 DAYS ENGLISH
LANGUAGE EMPOWERMENT PROGRAMME ON THE
PRIMARY SCHOOL TEACHERS OF DAKSHINA
KANNADA DISTRICT**

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Foreword

Syprian Monteiro
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This is for the first time in the history of our department such a lengthy training has been implemented for the government primary school teachers. In the year 2016-17, one hundred and fifty teachers have undergone this thirty days English Empowerment residential training. During 2017-18, two hundred teachers received this training. The Department of Education has given an opportunity under Teacher Education (TE) Plan, to make an impact study of this English empowerment residential training. Lots of efforts has been put by resource persons and the nodal officer to prepare questionnaire and test items to get feedback from parents, teachers and students of respective schools.

This training has helped the teachers to improve their teaching skills, vocabulary language functions and in turn has helped to improve quality of English teaching at primary level. English teaching has become more activity oriented and child friendly. Children are able to use English language fluently and have good impact on student's vocabulary too.

I hope this training helps us to improve the competencies of student in English language and enhance the quality of primary education in our district.

It is my foremost duty to extend thanks to the Director, DSERT and all officials for their kind co-operations and guidance throughout the year. I also thank RIES Bangalore for their kind support and guidance. I extend my gratefulness to all BEO, BRC, and HMs of concerned schools for co-operating to undertake this study. I extend a hearty thanks to Mrs. Praveena Kumari, Nodal officer for successful implementation of training programmes and for under taking this study.

Acknowledgement

The Researcher wishes to express sincere gratitude to:

- **God Almighty**, for his enlightenment, health, grace and showers of blessings to undertake this study.
- **Mr. Syprian Monterio** – Principal, District Institute for Education and Training for providing me an opportunity to undertake this Research study.
- I express my sincere gratitude to **Mrs. Sumangala Nayak**, lecturer DIET, Mangalore, **Dr. Prashanth Kumar**, HM, Government High School, Pavor, Harekala and **Ms. Sumangala S.**, Principal, Morarji Desai Residential School, Neerumarga, Mangalore for validating the tool and their constant guidance, personal interest, availability and ability have made it possible to complete the present study within the stipulated time.
- I express my sincere gratitude to resource persons of ELEP - **Mr. Shambhu Shankar, Mr. George, Ms. Wilma Nirmala Rodriguss, Ms. Kumudini, Mr. VijayaKumar, Mr. Dharmanand, Ms. Chandini, Mr. Subrahmanya K N** and **Mr. Sandesh Naik** for helping me to prepare research tools for the study and collect data from the schools.
- My sincere thanks go to all the members of the **teaching** and **non teaching** faculty of DIET Mangalore

Praveena Kumari

(Researcher)

CONTENTS

CHAPTER ONE: INTRODUCTION

		Page
1.0.0.	Introduction	
1.1.0.	Background of the Study	
1.2.0	Training Content	
1.3.0	Teachers' Selection	
1.4.0	Special Features of the Training	

CHAPTER TWO: METHODOLOGY

		Page
2.0.0	Need for the study	
2.1.0	Objectives of the study	
2.2.0	Limitations of the study	
2.3.0	Methodology	
2.4.0	Sample Selection	
2.5.0	Organisation of the study	

CHAPTER THREE: ANALYSIS AND INTERPRETATION OF THE STUDY

		Page
3.0.0	Introduction	
3.1.0	Research method used	
3.2.0	Variables of the study	
3.2.1	Impact of 30days English Empowerment programme	
3.2.2	Primary school teachers of Dakshina Kannada District	
3.2.3	Dakshina Kannada District	
3.3.0	Construction and Validation of Tool	
3.3.1	Tool 1: Achievement test for students	
3.3.2	Tool 2: Teachers Observation Schedule	
3.3.3	Tool 3: Checklist to Head Masters	
3.3.4	Tool 4: Checklist to Parents	
3.3.5	Tool 5:English Language Teaching pre and post Training observation	
3.4.0	Procedure of Data Collection	
3.5.0	Descriptive Statistics	
3.6.0	Analysis and Interpretation of Data	
3.6.1	Analysis and Interpretation of Data from Achievement test	
3.6.2	Analysis and Interpretation of Data from English Language Teaching pre and post Training observation	
3.6.3	Analysis and Interpretation of Data by Observation Schedule	
3.6.4	Analysis and Interpretation of Data by HMs	
3.6.5	Analysis and Interpretation of Data by Parents	

CHAPTER FOUR: SUMMARY AND CONCLUSION

		Page
4.1.0	Major findings of the study	
4.2.0	Implementation of the study	
4.3.0	Limitations of the study	

Bibliography

www.dsert.kar.nic.in

Appendix A:

A Questionnaire on Human Rights Awareness

Appendix B:

A Questionnaire on Leadership Qualities

Appendix C:

Key Answer : Human Right Awareness

Leadership Qualities

LIST OF TABLES

Table No.		Page
3.1.0	Research Design - A Diagrammatic Representation	
3.2.0	Criterion to analyse and interpret the Achievement Test Data	
3.3.0	Criterion to analyse and interpret the Observation Data	
3.4.0	Criterion to analyse and interpret the HMs Data	
3.4.1	Criterion to analyse and interpret the Data of Parents	
3.6.1	Representing Number of students, Mean Score and results of Achievement Test	
	3.6.1(a) representing the teachers ability to use English before and after training	
	3.6.1(b) representing the teachers ability to teach English before and after training	
3.6.2	Representing Scores of Observation Schedule	
3.6.3	Representing Components Observation Schedule	
3.6.4	Representing Data by HMs-1	
3.6.5	Representing Data by HMs-2	
3.6.6	Representing Data by Parents-1	
3.6.7	Representing Data by Parents -2	

LIST OF FIGURES

Figure No.		Page
3.6.1	Bar Diagram representing Achievement of the Students in Achievement Test	
	3.6.1(a) Graph representing the teachers ability to use English before the training	
	3.6.1(a)Graph representing the teachers ability to use English after the training	
	3.6.1(a) Graph representing the teachers ability to teach English before the training	
	3.6.1(a) Graph representing the teachers ability to teach English after the training	
3.6.2	Bar Diagram representing Observation Schedule	
3.6.3	Bar Diagram representing Components of Observation	

	Schedule	
3.6.4	Bar Diagram representing the Data by HM	
3.6.5	Bar Diagram representing the Parents	

CHAPTER ONE

Title of the Study: - “A Study on the Impact of 30 Days English Language Empowerment Programme on the Primary School Teachers of Dakshina Kannada District”.

1.0.0 INTRODUCTION

English is the universal language of business in the world and is the medium of communication across the globe. It is imperative that we teach English at the primary level and equip students with necessary skills to use the language for communication. After the introduction of English as compulsory subject from class 1 in Karnataka in the year 2012, the need for empowering teachers teaching English has gained greater significance. It is important to improve the quality of English teaching in schools in order to provide quality education to children of all sections of the society. The elementary age between 6-13 is the right age to learn a second language besides their mother tongue. It prepares them to face English at high school level and prepares them to face the globalization. As English is a global language as well as the language for economic mobility, it is imperative to teach this language at the primary level and equip students with the necessary skills to use the language for communicative purposes. Though efforts have been made to introduce English from 1st Standard in the government schools of the state, the quality of teaching English at the primary level has not been found satisfactory. The same has been echoed in the national level studies conducted by the NCERT (2012) and ASER (2015).

The NCERT study on ‘Teaching of English at Primary Level in Government Schools (2012)’ reveals that teachers resort to traditional methods of teaching the language by encouraging children to rote learn and memorise the lessons. This method has failed in developing the language skills namely listening, speaking, reading and writing among children.

The ASER (2014) prepared by Pratham also reveals that the majority of children in government schools have not acquired the basic language skills, especially reading which is a foundational skill. Without being able to read well, children cannot progress well in the education system.

1.1.0 **BACKGROUND OF THE STUDY**

30 days ELEP is one of the massive training programmes taken up by the Department of Primary and Secondary Education to train 10,200 teachers across the state with well thought objectives. The Regional institute of English, South India has been entrusted to design training materials for 30 days ELEP training programme. The module for training has been prepared by the faculty members of RIESI and few resource persons identified by the DSERT. The training programme focuses on improving the English Language proficiency as well as the English Language teaching skills of in service teachers working at primary schools. Department of Primary and Secondary Education, Government of Karnataka has taken up a massive English Language 30 Days English Empowerment Programme (ELEP) for the primary school teachers of English. As short-term trainings of 5 or 10-days have not enabled teachers to develop their English language proficiency and pedagogical skills, the project aims to provide a long-term training of 30-days' duration to teachers working in government schools.

The overall objectives of the 30-day residential training are as follows:

1. To make teachers aware of a comprehensive strategy for teaching English at the primary level
2. To develop teachers' competence to understand and teach the English textbooks of classes I to VIII
3. To enable teachers to transact the English curriculum through a learner-centered,

participatory approach to ensure quality elementary education

4. To develop teachers' skills to motivate students thereby leading to meaningful classroom processes
5. To help teachers develop learners' comprehension and expression skills in English
6. To encourage teachers to involve themselves in continuing professional development activities
7. To train teachers in using additional resources such as audio, video and Open Educational Resources (OERs) as well as ICT tools .

1.2.0 TRAINING CONTENTS

A needs analysis workshop was conducted with a select group of primary school teachers, DIET lecturers and experts in the field. A questionnaire (refer to Appendix- 1) was given to them to understand their requirements and areas of importance in ELT. Based on their needs, the following components were included in the one month training programme: Vocabulary, listening and speaking skills, language functions, grammar, reading and writing skills, learning styles and strategies, learning difficulties, teacher professional development, approaches and methods. 40% of the content focused on developing teachers' English language proficiency and 60% of the content was aimed at enhancing the pedagogical skills of teachers. There were sessions on reflective teaching practices, teaching prose and poetry, creative translation, textbook analysis, classroom management, etc. Micro-training/teaching practice sessions, school visits and classroom observations, preparation of teaching-learning materials were some of the highlights of the training programme. Classes on spoken English and writing skills were held on every alternate day. Portfolios were evolved during the training using well graded writing tasks.

Appendix- 2 sheds more light on the tasks given for evolving 'My Portfolio'.

A Module was prepared for the training purpose in a 10-day workshop involving school teachers, DIET lecturers and experts in the field.

First cohort: 4200 teachers trained

Nearly 4200 teachers working in primary schools were trained in the academic year 2016-17 involving DSERT and RIE in the programme as nodal agencies. The training was done in the cascade mode at the district level in the respective DIETs. For this cascade mode of training, a resourceful team of 204 Master Resource Persons (MRPs) were created in the first phase. The MRPs were selected based on their experience as trainers and training programmes attended at the state level. The MRP training was designed by the Regional Institute of English (RIE) South India for 25 days. The remaining five days were meant for training teachers based on the district-level needs; this 05-day training was planned by the district-level MRP team.

1.3.0 TEACHERS' SELECTION

Teachers teaching English at the primary school level were selected for the 30-day training based on their performance in a diagnostic (needs analysis) test. A question paper was prepared for 100 marks by the RIESI and the test was administered to nearly 16,400 primary school teachers out of which 4100 teachers were trained in three batches in the respective DIETs. The Department has planned to train another 204 MRPs to conduct the cascade training for 10,400 teachers in the academic year 2017-18. This model will be replicated for another four years thereby training nearly 46,000 teachers who teach English in the government schools of Karnataka.

1.4.0 SPECIAL FEATURES OF THE TRAINING

- The MRP team consisted of 6 members of whom one was a lecturer working in the DIET, two high school teachers and three primary school teachers.
- The training was residential in nature.

- It was training for a long duration of 30 working days.
- The training content addresses two major aspects: English language proficiency and language pedagogy
- The cascade training was monitored by the DSERT as well as RIE through frequent visits to training centers, email exchanges with the MRPs and by creating Whatsapp and Google groups

CHAPTER TWO

2.0.0 NEED FOR THE STUDY

In the past short-term trainings of 5 or 10 days have proved insufficient for teachers to develop their English language proficiency and pedagogical skills. But 30 days ELEP programme will meet the teachers to develop their spoken skills, gain confidence to use textbooks prescribed in better way. This study focuses on the improved abilities of teachers awareness of comprehensive strategies to teach English and better understanding of texts of class 1 to 8. The 30 days ELEP training programme exposed them to various approaches to transact curriculum to ensure quality elementary education. This study aims to understand the teacher's attitude towards change and their involvement in continuing professional development. This study helps to find out teachers ability in using audio, video and Open Educational Resources as well as ICT tools. This study will provide an insight whether the intentions of training are really fulfilled or not. This study really help to follow up the training programme and design further activities (materials) to strengthen English teachers of primary schools.

The government of Karnataka has taken up a massive teacher training programme where primary school teachers are being trained for one full month in the cascade mode and are being empowered in English language proficiency and pedagogical skills. The training envisages bringing about qualitative changes in the teaching-learning of English at the elementary level in government schools. This paper presents a report of the programme which includes the objectives, the broad curriculum evolved, trainers' as well as trainee teachers' experiences, critical incidents from the training context and the follow-up to be done for the effective implementation and for bringing about innovation in ESL classrooms.

2.1.0 OBJECTIVES OF THE STUDY

1. To find out the overall impact of 30 Days English Empowerment programme on the class room transactions in the schools of Dakshina Kannada.
2. To find out the impact of 30 Days English Empowerment programme on the students selected primary schools of Dakshina Kannada district.
3. To find out the effect of 30 Days English Empowerment programme on the class room transactions of ELEP trained teachers of selected primary schools of Dakshina Kannada district.
4. To find out the implementation 30 Days English Empowerment programme in the selected primary schools of Dakshina Kannada district.
5. To find out the awareness of parents about the outcome of English 30 Days English Empowerment programme of among their children.

2.2.0 LIMITATIONS OF THE STUDY

1. The present study is restricted only to a sample of 35 teachers Dakshina Kannada District who underwent English 30 Days English Empowerment Programme
2. There was no standardised tool available to measure An Impact of English 30 Days English Empowerment Programme, the researcher constructed tool, which is partly standardised.

2.3.0 METHODOLOGY

The present investigation aims to study the overall impact of 30 days English 30 Days English Empowerment programme in the schools of Dakshina Kannada District. In the present study descriptive research method was used.

2.4.0 SAMPLE SELECTION

The population of the study consists of 150 government schools of Dakshina Kannada District consists of 150 teachers underwent ELEP training in 2016-17. Random sampling method was employed to select the ELEP trained teachers from each block. A sample of 23% is intended to be selected from the District.

2.5.0 ORGANISATION OF THE STUDY

Present research report consists of four chapters. Chapter one and two consists of theoretical background of the study. The third chapter consists of the methodology. The fourth chapter consists of summary and conclusion. There are suggestions for further research and appendix.

The DIETs are conducting follow-up activities for trained teachers by creating English teachers' forums, conducting monthly review meetings and experiencing sharing workshops and by visiting schools.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

3.0.0 INTRODUCTION

This chapter includes the details are related to the methodology and procedure followed in the study. These details have been discussed under the captions namely Research Method Used, Variables of the study, Description of tools administered ,Population and sample of the study, Procedure of Data Collection and the Statistical Techniques used by the investigator for the analysis of the data. The description of the above mentioned procedures are explained hereby.

3.1.0 RESEARCH METHOD USED

The present study is a descriptive Survey Study where a Survey of An impact of 30 Days English Empowerment Programme on the teachers of Dakshina Kannada District was undertaken.

Table 3.1.0: Research Design - Diagrammatical representation.

Phase One	1. Selection of the Variables involved in the study. 2. Construction and Validation of tool
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Phase One	1. Selection of the Variables involved in the study. 2. Construction and Validation of tool

3.2.0 Variable of the study

In order to meet the objection of the present study the researcher selected following Variable.

3.2.1 IMPACT OF 30DAYS ENGLISH EMPOWERMENT PROGRAMME

30days English Empowerment programme refers to the residential training given by the DIET with the collaboration of DSERT and RIESI Bangalore to the primary school teachers who teach English mainly for higher primary schools.

It is the ability of primary school teachers to implement the knowledge and skills gained from the 30days English Empowerment programme in their teaching.

3.2.2 PRIMARY SCHOOL TEACHERS OF DAKSHINA KANNADA DISTRICT

Primary School Teachers of Dakshina Kannada District were Government primary school.

Teachers who handle English subject in the schools.

3.2.3 DAKSHINA KANNADA DISTRICT

Dakshina Kannada District is one of the 30 Districts of Karnataka State.

3.3.0 CONSTRUCTION AND VALIDATION OF TOOL

1. An observation schedule prepared by the researcher to observe the classroom interaction of ELEP trained teachers.
2. Researcher developed a tool to assess the classroom implementation of ELEP training material.
3. Focused group discussion and performance test with the students who are the beneficiaries of 30 days ELEP Training programme.
4. A checklist developed by the researcher to assess the awareness of parents about the English language learning of their children.
5. A checklist developed by the researcher to assess the awareness of the Headmasters about ELT in their schools.

3.3.1 TOOL 1: ACHIEVEMENT TEST FOR STUDENTS

To collect the data related to the 2nd objective, a competency based achievement test was formulated by the researcher.

Following areas are covered in this achievement Test:

1. Introducing oneself (Speaking)
2. Following instructions (comprehension)
3. Creative writing (Expression)
4. Identifying parts of speech (grammar/comprehension)
5. Reading aloud (unfamiliar Passage)
6. Sequencing (Comprehension)
7. Taking dictation (listening)

Total Number of Items prepared for the test is 12 and the duration for the test was 90 minutes.

The collected data was analysed by the following method:

The student's achievement test paper was assessed by the 5 subject experts using ten point scales. The average of the scores given by the 5 experts was considered as the scores obtained by the student. The following criterion was fixed by the researcher to analyse and interpret the data measure.

Table 3.2.0 Criterion to analyse and interpret the Achievement Test Data

Sl. No.	Grade	Point
1	Excellent	>8
2	Average	Between 5 to 7
3	Needs improvement	<4

3.3.2 TOOL2: TEACHER'S OBSERVATION SCHEDULE

To collect the data related to the 3rd objective, Observation schedule on the teacher's

classroom interaction is prepared to assess the following components.

- Teachers talk which involves usage of English language, practising LSRW skills, questioning and getting answers, motivation, lesson procedures.
- In student talk it encompasses the ability of learners to share ideas using simple language, following instructions, confidence, involvement, learner's ability in LSRW skills, and ability to use grammar and structures.
- Innovative strategies include the teacher's ability to use technology, TLM, language games, blackboard and incorporation of 5 Es in teaching.
- Classroom management tests the student teacher rapport, giving feedback to the learners, sustaining student's interest in the class, attending the learners individually.
- In the evaluation stage the researcher tests teachers' ability to involve the learners in peer/groups work, asking questions, variety of techniques in evaluation, strategies to test various skills.

All the above components are observed by the trained faculties of DIET Mangalore. The following criterion was fixed by the researcher to analyse and interpret the data measure.

Table 3.3.0 Criterion to analyse and interpret the Observation Schedule Data

Grade	point
Above 85	Excellent
60-85	good
below 60	needs improvement

3.3.3 TOOL 3: CHECKLIST TO HEAD MASTERS

The Researcher prepared a checklist to the Head Masters of the schools consists of the teachers who underwent 30 Days English Empowerment Programme which was held in DIET Mangalore. This checklist aimed to assess the Head Masters awareness of the English Language teaching and learning in their schools.

The following points are covered in the checklist.

- Classroom observation of English Teaching and learning
- Pre and post teaching activities
- Writing activities
- Speaking activities
- Improvement of teacher and students after 30 days ELEP
- Administrative support
- Advertisement

Table 3.4.0 Criterion to analyse and interpret the HMs Data

above 85	very effective
80 to 85	effective
below 80	needs improvement

3.3.4 TOOL 4: CHECKLIST TO PARENT'S

The researcher prepared a checklist to the parents of students who were taught by the trained teachers. This checklist aimed to assess the student's academic behavioural changes with regard to English language learning through their parent's responses. The following are the aspects to test:

- Reading story books, cartoon.
- Singing English songs.
- Using dictionaries.
- Sharing English classroom experiences.
- Writing copy books.
- Identifying English words.
- Parent's knowledge on 30 days ELEP training.
- Future plan on English language after class 10.

Having these objectives, the expert team by DIET prepared this check list. And they collected the responses from 5 parents of each school. The following criterion was fixed by the researcher to analyse and interpret the data measure.

Table 3.4.1 Criterion to analyse and interpret the data of parents

above 85	very effective
80 to 85	effective
below 80	needs improvement

3.3.5 TOOL 5: ENGLISH LANGUAGE TEACHING PRE AND POST TRAINING

OBSERVATIONS

The researcher prepared a tool to observe the English Language Teaching before and after 30days ELEP Training.

Researcher intended to study the changes took place among the teachers after 30days English Empowerment Programme. This tool tries to investigate both negative and positive aspects of teaching strategies which are mostly practiced in the classroom by the teachers knowingly and unknowingly. This tool tries to collect information from the teachers about their abilities before training and after the training.

3.4.0 PROCEDURE OF DATA COLLECTION

Data Collection is a very important work in the research process. The Data Collection was carried out in the following process.

Phase One: The researcher visited the schools which are randomly selected from seven Educational Blocks of Dakshina Kannada District.

Phase Two: The researcher sorted out data according to the objectives of the study.

3.5.0 DESCRIPTIVE STATISTICS

Descriptive Statistics namely average, mean and graphical representation namely Bar diagrams were used for the variables involved in the study.

3.6.0 ANALYSIS AND INTERPRETATION OF DATA

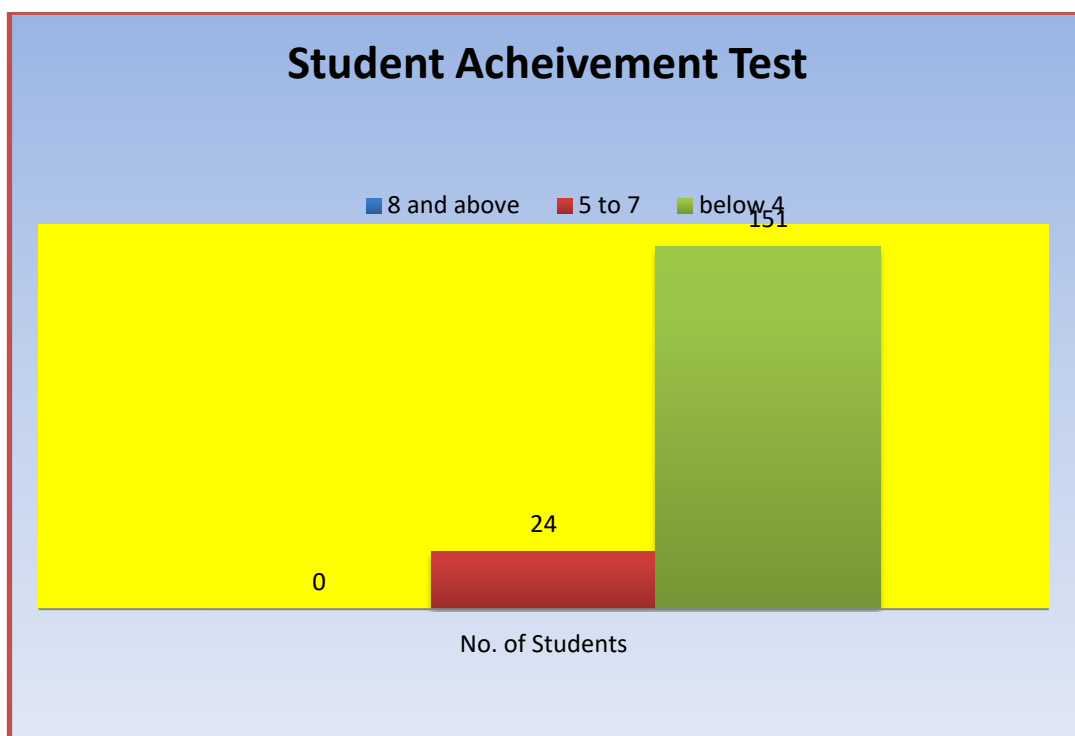
3.6.1 ANALYSIS AND INTERPRETATION OF DATA FROM ACHIEVEMENT TEST

Table 3.6.1: representing Number of students, mean score and result of Achievement test

Total Number of students	Mean	Result
175	3.86	Needs Improvement

The mean score of the students on the students' achievement test is 3.86. Considering the criteria decided during the construction of the test, it is found that there is no transfer effect of English Language 30 Days English Empowerment Programme on the students' achievement in English. The mean score reveals that there is ample scope for improvement with regard to students' achievements in English.

Figure 3.6.1: Bar Diagram representing Achievement of the students in Achievement test



In connection to the above Figure 3.1, the reasons for the low transfer effect of ELEP could be,

- Lack of individual attention.
- Lack of exposure.
- Lack of interest of the students.
- Lack of English speaking environment in the school.
- It's not made mandatory to communicate in English in the school premises.
- Influence of mother tongue.
- Uninteresting classroom interactions.
- School students are unaware of the importance of English language.
- Lack of motivations from higher authorities.
- There is no proper model for the students to follow.

The following suggestions are listed by the researchers for the improvements

- Necessary arrangements should be made to create English friendly environment in the school.
- Learning periods for second language English should be increased.
- Teacher should involve the students in number of activities to create interest about English language learning.
- Exclusive day should be fixed for communicating only in English.
- Children should be given sufficient time to enhance their language ability.
- Continuous monitoring should be done.
- Electronic gadgets must be made available to make learning process more interesting.
- The department personnel must often motivate the students to engage in English language learning activities.
- Number of activities should be organized periodically by the department to encourage English language learning.

3.6.2 ANALYSIS AND INTERPRETATION OF DATA FROM ENGLISH LANGUAGE TEACHING PRE AND POST TRAINING OBSERVATIONS

ELEP 30 day cascade training: Impact on the classroom Class room Implementation Study

Part – A

- I. 1. It is observed that, 30days English Language Empowerment Programme has been more effective on the following areas of class room interaction such as spending more time on developing the learner's language skills, preparing and using additional learning materials, conducting activities to develop students spoken English, the teacher's increased ability in narrating stories and involving students in pair and small group activities. The study result shows that the ability of primary school teachers of Dakshina Kannada District on the above mentioned areas has been improved by 17%.
2. It is observed that the 30days English Language Empowerment Programme has been more effective on the teacher's ability and interest to use technology, additional resources and spending more time for the preparation of the class. The study result shows that the ability of primary school teachers of Dakshina Kannada District on the above mentioned areas has been improved by 15%.
3. The study result shows that there is increased interest in teaching English, ability to involve all the learners in the classroom activities, increased level of satisfaction in teaching English among primary school teachers of Dakshina Kannada District has been improved by 13%. At the same time, the tendency to use student's mother tongue in classroom has been decreased by 13%.
4. The teacher's dependency on textbook content and activities given in the textbook to transact in the classroom has been decreased by 12%.
5. The confidence level of teachers to speak English has been increased by 10%. Their

hesitation to speak English has been decreased by 12%.

6. The teachers' habit of explaining the content of the lesson has been decreased by 7%.

7. Student's tendency to learn question and answers by heart has been decreased 6%.

- II. 1. It is observed that, under teaching vocabulary teacher's ability to design additional activities to teach English has been increased by 18% and use of dictionary by the teachers and the students has been increased by 12%. It also shows that, the teacher's habit of dealing with the exercises given only in the textbook has been decreased by 12% and the teacher's tendency to write words on the blackboard and their meanings in their mother tongue has been decreased by 8.7%.
2. Under teaching grammar result shows that the teachers habit of explaining the rules of grammar and ask the students to do the exercises has been decreased for 4%. This indicates that this training has medium impact on the teacher's habit of explaining the rules of grammar instead of teaching grammar in meaningful context and situations.
3. Under developing listening skills of students the result indicates that there is increase in model listening activities provided to the students. They listen to stories, songs, poems, instructions, audio-visual aids and their teacher for a longer time more frequently.
4. Under developing speaking skills there is only 1% decrease in teachers talk in the classroom which is expected to be decreased maximum. There is 14% increase in teacher- student and peer group interaction and there is 16% increase in involvement of students in different activities.
5. Under developing reading skills the result shows that there is minimum increase in teacher's model reading in the classroom. The result also indicates there is increase in student's involvement in louder reading and silent reading and also pair and group

reading activities. There is increase in teacher's encouragement to practice pause, stress and intonation in reading aloud by 15%.

6. Under teaching writing, there is considerable increase in teacher's involvement and interest in conducting simple writing activities and giving practice in 3 stages of writing to enhance students writing ability. The result also reveals that , there is considerable decrease in teachers emphasise on writing only question and answers and copy writing after 30 days English Language Empowerment Programme.

7.The study reveals that lesson plans are either borrowed or copied from other sources by the teachers even after 30 days English Language Empowerment Programme. Hence there is no impact on primary school teachers of Dakshina Kannada District with regard to writing lesson plan.

8. The study reveals that the teacher's ability to assess the learners has been increased by 14%. They have changed their method of assessment to oral test, story narration, projects along with written assessment. The teachers emphasise on examination oriented teaching and written assessment has been decreased considerably.

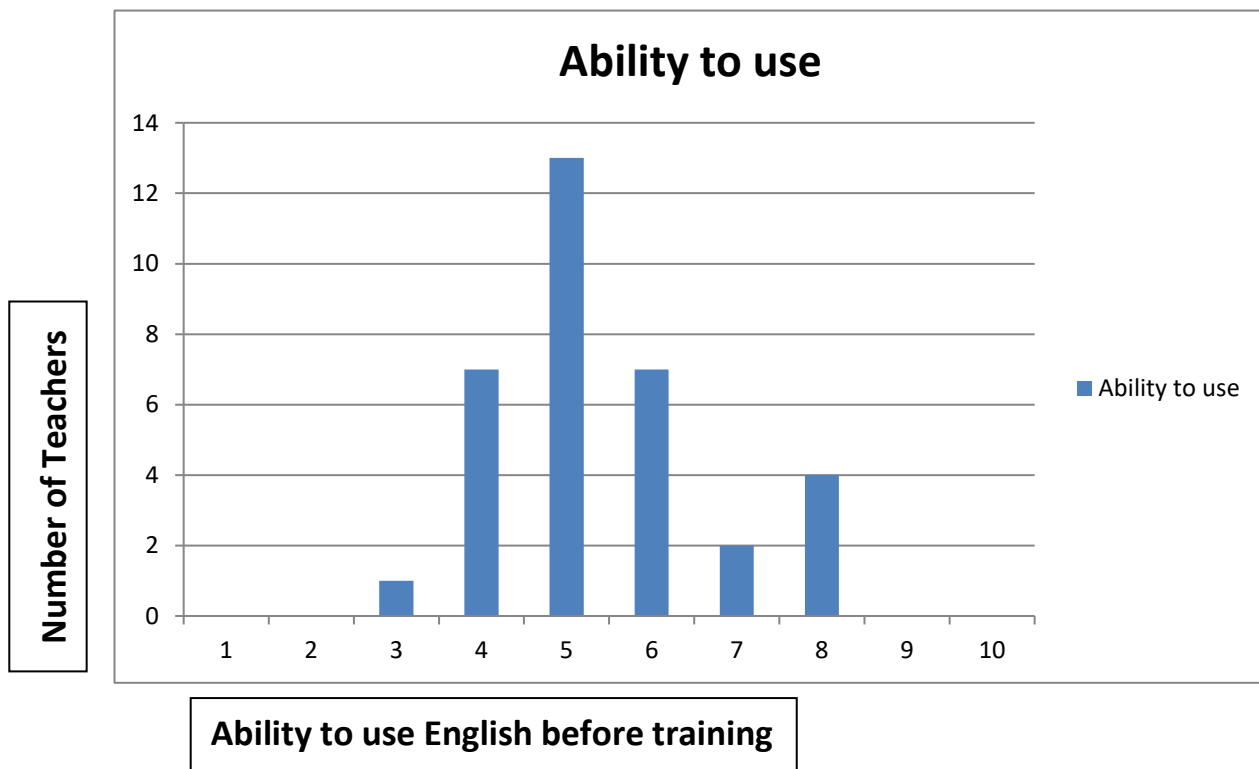
III. 1. The study revealed that English language teachers of Dakshina Kannada District have changed their teaching practices after 30 days English Language Empowerment Programme. They adopted innovative practices to improve their classroom interaction. The Researcher found that most of the teachers involve their students in role play, story narration, and dialogue practice to enhance their communicative skill. The Researcher also found that various writing activities such as letter writing, paragraph writing etc are involved to improve the writing ability of the students.

IV. In this tool the researcher studied the teachers Ability to use English before and after the training using 10 point scale.

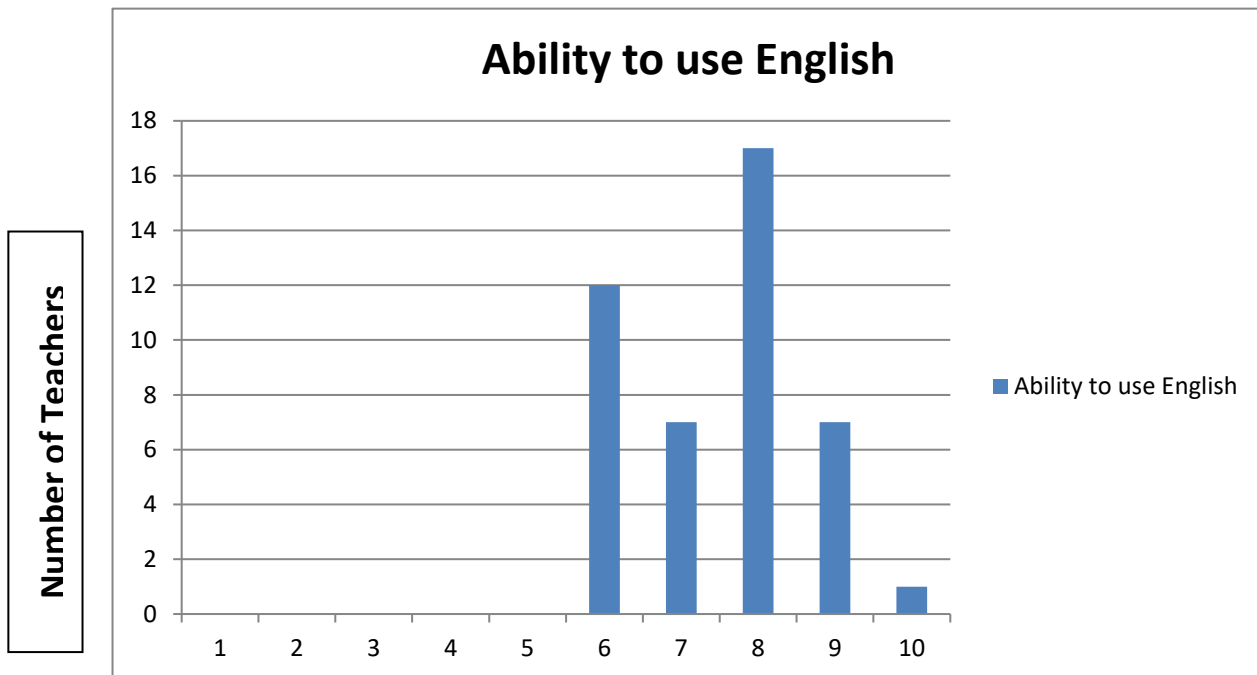
3.6.1(a) Table representing the teachers Ability to use English before and after the training in percentage

Number of teachers	Ability to use English before the training in %.									
	1	2	3	4	5	6	7	8	9	10
35	-	-	3	23	34	20	6	11	-	-
Number of teachers	Ability to use English after the training in %									
	1	2	3	4	5	6	7	8	9	10
35	-	-	-	-	-	18	20	49	20	3

3.6.1(a) Graphical representation of the teachers Ability to use English before the training



3.6.1(b) Graphical representation of the teachers Ability to use English before the training



Ability to use English After training

From the scores given by the teachers to use English before the training in a 10 point scale shows that, there are 3% of teachers falls in 3 point, 23% of teachers falls in 4point, 35% teachers falls in 5 point, 20% teachers falls in 6 point, 6% teachers falls in 7 point, 11% teachers falls in 8 point,

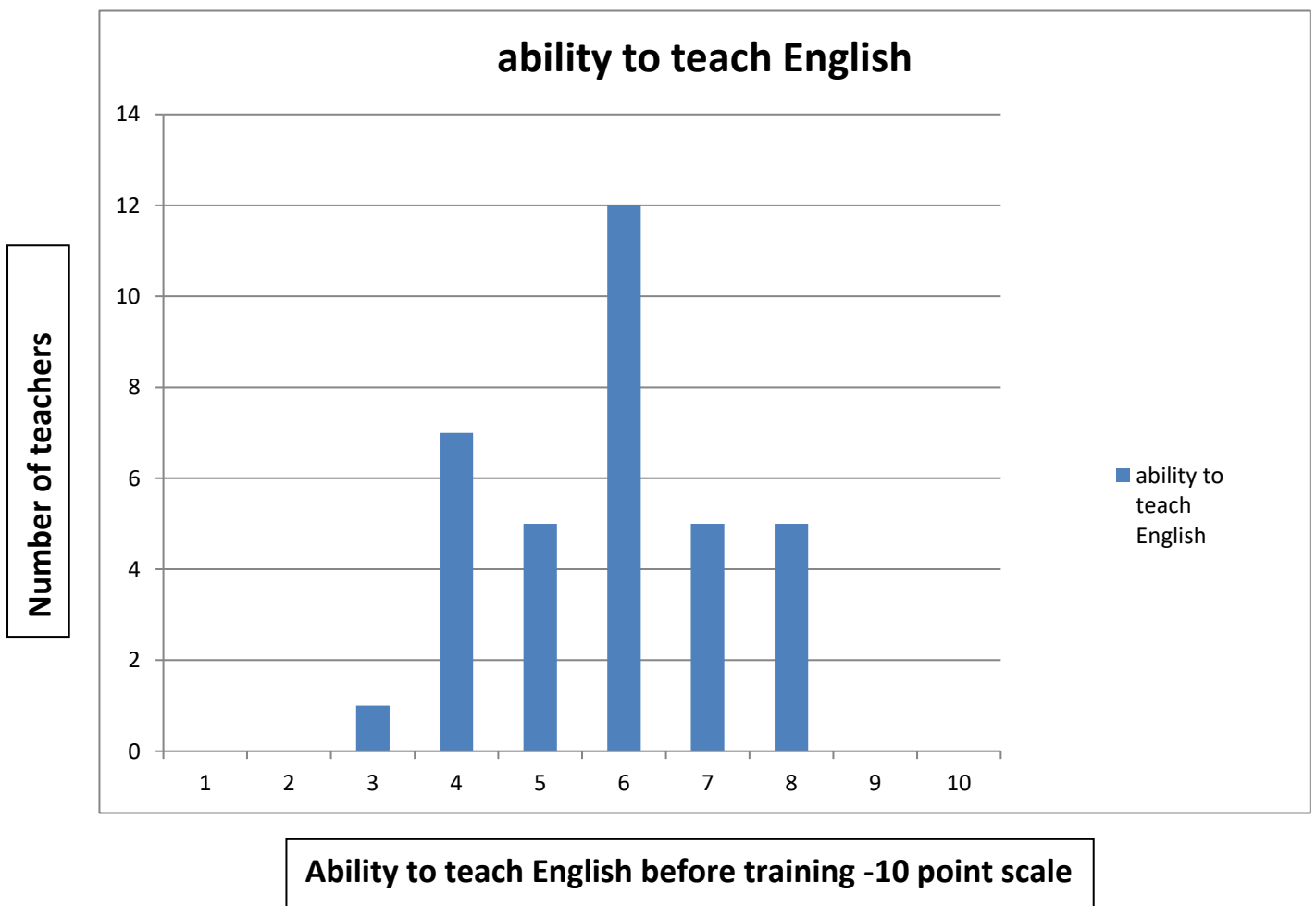
The same table shows the data of teachers ability to use English after the training in a 10 point scale are 18% of teachers falls in 6 point, 20% of teachers falls in 7 point, 49% teachers falls in 8 point, 20% teachers falls in 9 point, 3% teachers falls in 10 point. This indicates that there is a remarkable change in the ability to use English language among primary school teachers of Dakshina Kannada District.

V. In this tool the researcher also studied the teachers Ability to teach English before and after the training using 10 point scale.

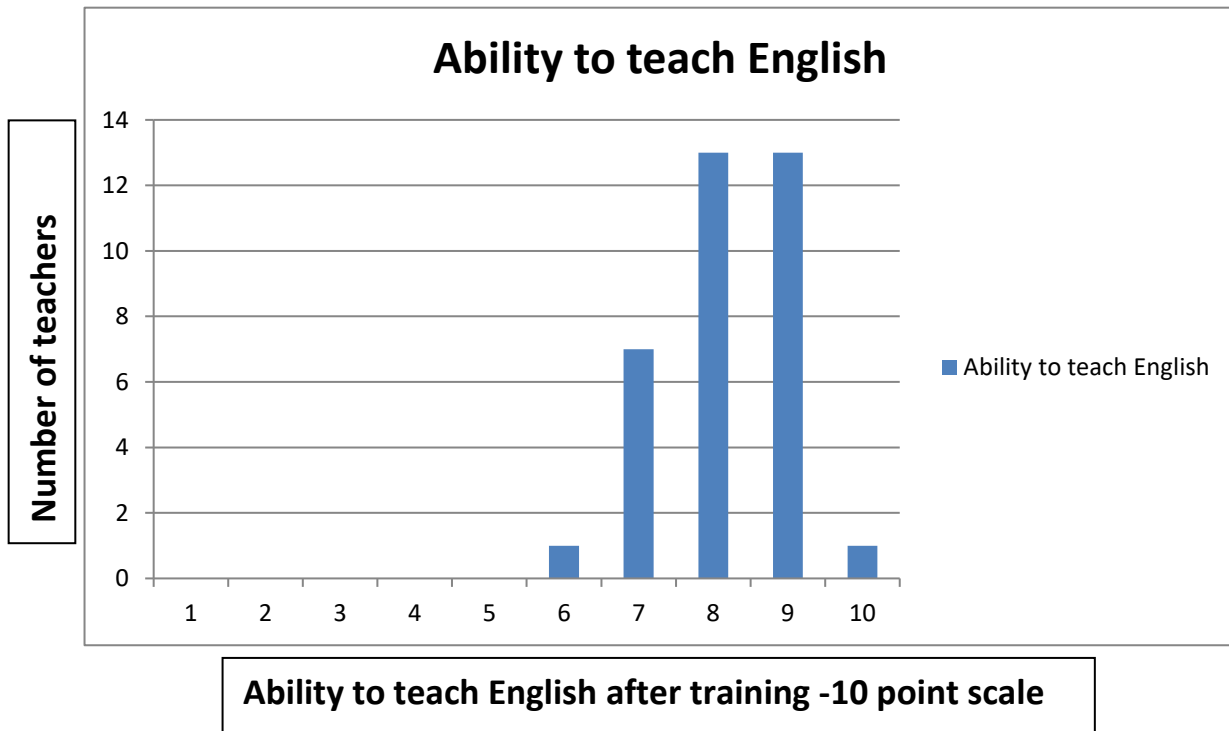
3.6.1(b) Table representing the teachers Ability to teach English before and after the training in percentage

Number of teachers	Ability to teach English before the training in %.									
	1	2	3	4	5	6	7	8	9	10
35	-	-	3	24	14	34	14	14	-	-
Number of teachers	Ability to teach English after the training in %									
	1	2	3	4	5	6	7	8	9	10
35	-	-	-	-	-	3	20	34	34	3

3.6.1(c) Graphical representation of the teachers Ability to teach English before the training



3.6.1(d) Graphical representation of the teachers Ability to teach English after the training



From the scores given by the teachers to teach English before the training in a 10 point scale shows that, there are 3% of teachers falls in 3 point, 20% of teachers falls in 4 point, 14% teachers falls in 5 point, 34% teachers falls in 6 point, 14% teachers falls in 7 point, 14% teachers falls in 8 point,

The same table shows the data of teachers ability to teach English after the training in a 10 point scale are 3% of teachers falls in 6 point, 20% of teachers falls in 7 point, 34% teachers falls in 8 point, 34% teachers falls in 9 point, 3% teachers falls in 10 point. This indicates that there is a remarkable change in the ability to use English language among primary school teachers of Dakshina Kannada District.

PART – B

1. It was found that nothing major work was adopted by the teachers for their professional development after 30 days ELEP Training. Most of the teachers started reading English newspapers, story books and novels and listen to radio/T.V. news.
2. After analysing the responses of the teachers, most of the teachers have the opinion

that teaching poetry and grammar is difficult to them. They also revealed that lack of interest and support of parents towards their children's studies is the great threat to the English language teaching in government schools. Illiteracy of the parents is the reason for their indifference towards their children's education. Most of the children who studies in urban government primary schools are migrated children. Irregularity of these students is another major hindrance for better performance in English.

3. Most of the teachers showed their interest in learning advanced grammar and phonetics.

PART – C

1. As per the responses given to the questionnaire prepared by the researcher it was found that tutorial classes are the most useful to the teachers. It is also found that there is a demand for grammar classes from basic to advance level.
2. The teachers have the opinion that it is difficult to cope up with the one month residential training. No alternative arrangements were made to complete the syllabus during their absence in the school by the headmaster or the authority. Some of the teachers also revealed that they were sent by force instead of Actual English teachers of that particular school. In some cases it was found that the Nali -Kali teachers were sent for training in actual sense who does not teach English in school at all.
3. It was revealed that it is better to make this training for all the teachers who teach English.

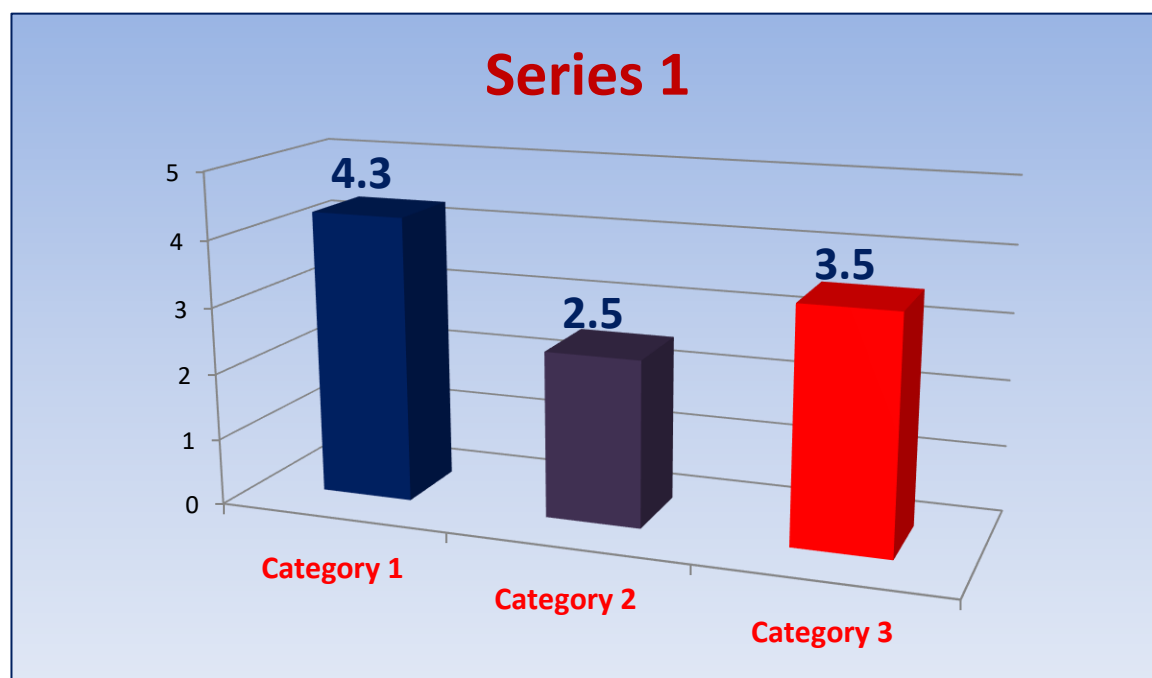
3.6.3 ANALYSIS AND INTERPRETATION OF DATA BY OBSERVATION SCHEDULE

Table 3.6.2 Representing scores of Observation Schedule

Grade	Point	No of teachers
Above 85	Excellent	0
60-85	Good	25
below 60	needs improvement	10

It was observed that 74% of the teachers were able to use teachers talk very effectively in their classroom. 57% of students were able to communicate well in English. It was found that 60% of teachers were able to use innovative strategies in their classes. 67% of the teachers could manage their classes very well. On the whole the majority of ELEP trained teachers were able to use English effectively in their classroom.

Figure 3.6.2 Bar Diagram representing Observation Schedule



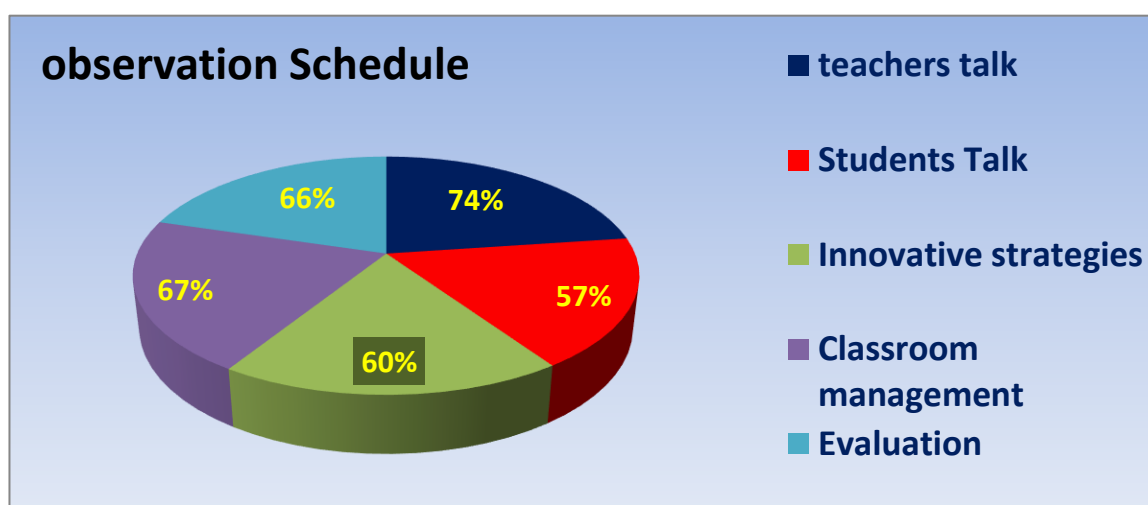
From the figure 3.2 it is revealed that Analysing the data collected from the observation schedule and considering criteria decided during the preparation of observation schedule, it was observed that no teacher achieved Excellency level by scoring above 85%. 25 out of 35 teachers (71%) have reached 60 to 85% and where good categorised under the grade. 10

teachers (28%) scored less than 60 % and grouped under ‘needs improvement’ category.

Table 3.6.3 Representing components of Observation Schedule

Teachers Talk	74%
Students talk	57%
Innovative strategies	60%
Classroom management	67%

Figure 3.6.3: Bar Diagram representing components of Observation Schedule



It was observed that 74% of the teachers were able to use teachers talk very effectively in their classroom. 57% of students were able to communicate well in English. It was found that 60% of teachers were able to use innovative strategies in their classes. 67% of the teachers could manage their classes very well and 67% of teachers could evaluate students understanding very well. On the whole the majority of ELEP trained teachers were able to use English effectively in their classroom.

The reasons for their underperformance:

- Some of the teachers are still following bilingual method; they found that the translation method is easiest one.
- Some of the teachers are unable to frame and ask questions effectively.
- Some of the teachers are worried about questions given in the textbook.

- Most of the teachers are unable to use technology or technology is not accessible.
- Some of the teachers have not shifted to activity based teaching learning pattern.
- Some of the teachers are focusing on only traditional teacher's centred methodology.
- They fail to act as a facilitator
- Lack of monitoring
- Some of the teachers are still teaching language like core subjects. They are teaching only content not the language components.
- Some of the teachers are reluctant to change.

Suggestions for improvement:

- Continuous supervision and monitoring needed.
- Technology should be made accessible to the teachers by the department.
- Teachers need continuous motivation from the supervision authoring.
- Department should give special training to the teachers to use technology.
- Needy teachers must be given refresher courses
- English teachers should be called for cluster sharing meeting to share their experiences and solve their difficulties frequently.
- Teachers must be convinced to change to meet present demand and need of the society.

3.6.4 ANALYSIS AND INTERPRETATION OF DATA BY HM

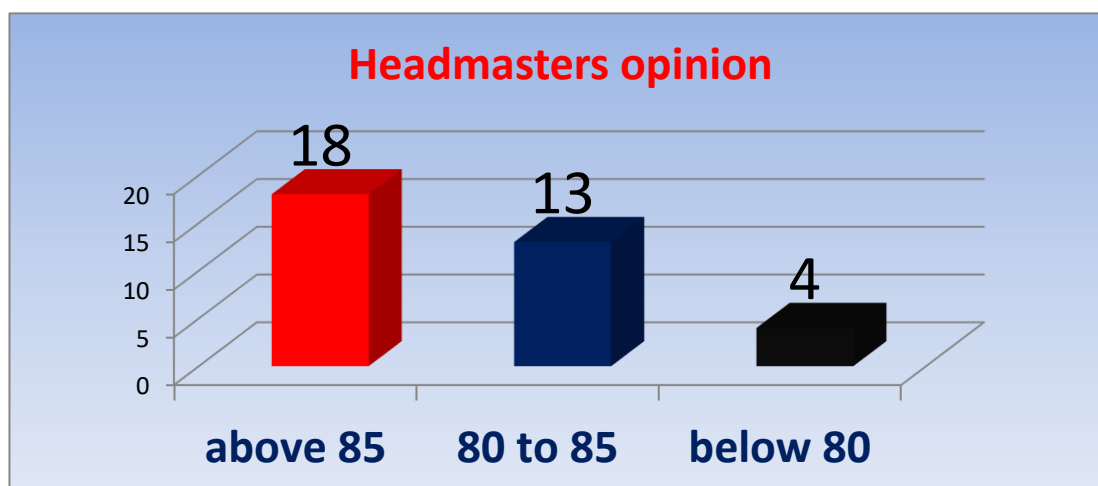
Table 3.6.4 Representing data by HMs

Total Number of head masters	Mean	Result
35	84	Very effective

Table 3.6.5 Representing data by HMs

above 85	18	very effective
80 to 85	13	effective
below 80	4	needs improvement

Figure 3.6.4: Bar Diagram representing the data by HM



Analysing the data collected from the checklist provided to HMs, it is found that 51.42% of the HMs opined 85% of implementation, 37.14% of the Head Masters assured that 80% of implementation and rest of the HMs implementation stood below 80%. The data reveals that most of the headmasters are successful in effective implementation of ELEP in their respective schools.

The reasons for the effective implementation of ELEP in the schools.

- They are concerned about the quality teaching in their schools.
- They are responsible to fulfil the changing demands of the society regarding the English language learning and teaching.
- They are not resistant to the changes to the present education system.
- Limitations of the tool used to collect data from the HMs for the research. It might be failed to recognize the negative aspects of it.

The following suggestions are listed by the researchers for the improvement in future.

- HMs should consistently monitor the procedures of English classroom.
- They should encourage speaking in English by the teachers and the students in the school premise.

- HMs should extend administrative supports to the teachers and students to ensure good English language learning and teaching.

3.6.5 ANALYSIS AND INTERPRETATIO OF DATA BY PARENTS

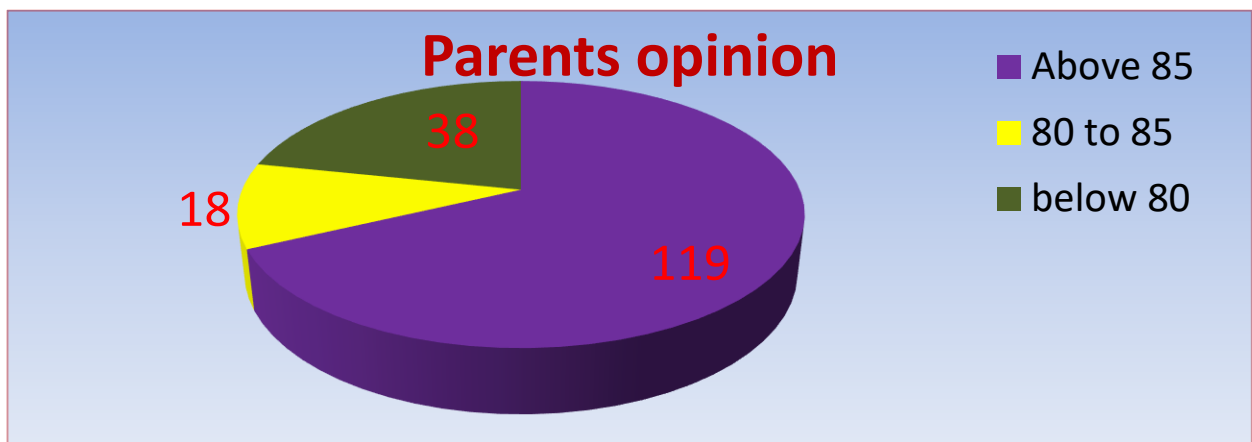
Table: 3.6.6 Representing data by parents

Total Number of parents	Mean	Result
175	89	Very effective

Table: 3.6.7 Representing data by parents

above 85	119	very effective
80 to 85	18	effective
below 80	38	needs improvement

Figure 3.6.5: Bar Diagram representing the data by Parents



As per the analysis of the data collected from the parents of randomly selected ELEP trained teacher's school, 89% of the parents are well aware of effective implementation of ELEP in the schools. Among the remaining 11 % of the parents, some of them were completely unaware, some were ignorant to the happenings of schools and few of them don't understand all these. The mean score reveals that the impact of the training has reached the majority number of parents of the selected schools.

The reasons

- The reflection of the impact of ELEP is noticeable in the English language learning attitude of the students.
- The parents are cautious about the happenings of the school in terms of English language learning and teaching.

Suggestions:

- Headmaster and the teachers should showcase the impact of the training amongst the learners.
- Parents should closely be involved about the changes take place in the school.

CHAPTER FOUR

SUMMARY AND CONCLUSION

4.1.0 MAJOR FINDINGS OF THE STUDY:

After having analyzed the five tools to assess the impact of ELEP on primary school teachers of DK. The Researchers has come to the conclusion that the parents and headmasters have given positive feedback on the English Language Empowerment Programme. Whereas when the researcher went through data collected from the students achievement test and teachers observation, she found that no teacher has reached the Excellency level. 51% of teachers are on the satisfactory teaching level. Most of the teachers lag behind in use of technology in their classes despite the emphasis laid on it during the 30 days training.

50% of the students were not able to achieve the expected learning level and many of them under performed in the student achievement test.

As per the findings of English language teaching pre- and post- training observations tool, there is considerable change in the Classroom interactions and the attitude of the primary school English teachers towards English language teaching.

And it was found that most of the teachers have implemented the various teaching learning techniques in their day today class room interactions after 30days ELEP Training. Most of the teachers implemented the activities like debate, role-play, conducting morning assembly in English, various language games, singing rhymes, writing in Italics, etc. So, it is evident that there is a positive change in the teaching English of primary school teachers of Dakshina Kannada District.

4.2.0 IMPLICATIONS OF THE STUDY

- Department should give Continuous guidance and monitor the performance of the teachers.
- English teachers should be called for cluster sharing meeting to share their experiences and solve their difficulties frequently.
- Needy teachers should be given refresher courses
- Technology should be made accessible to teachers by the department.
- Department should give special training to the teachers to use technology.
- Supervising authority must be given training to observe the classes of English teachers and they must be empowered to give proper feedback.
- Classroom teachers who are motivated, passionate and committed to work must be given opportunity to undergo training.
- All the teachers who teach English for 5th standard to 8th standard should be made compulsory to undergo this training.
- Training must be given to the teachers who have service not less than 10years.
- One teacher from each school must be attending this training.

4.3.0 LIMITATIONS OF THE STUDY:

- It requires minimum of 2 years to study the noticeable changes in all the spheres of English language teaching and learning after 30days training. Hence One year is too short time to study the impact of English teaching and learning.
- The tool prepared by the researcher is not standardised to find out the exact extent of changes took place in the schools in English teaching and learning.

- The training has not reached to the target group. The Kannada language teachers and Nali-Kali teachers who underwent training are neither not teaching English nor effective in English teaching.
- Frequent guidance and support from the higher authority to the researcher may prove in best results.

APPENDIX

TOOLS USED FOR THE STUDY

TOOL-1

District Institute of Education & Training Mangaluru, D.K

“A Study on the Impact of English Language 30 Days English Empowerment Programme on the primary school teachers of Dakshina Kannada District”.

STUDENT’S RESPONSE SHEETS

- 1. NAME OF THE STUDENT : -----
- 2. CLASS / STANDARD : -----
- 3. NAME OF SCHOOL : -----
- 4. NAME OF YOUR ENGLISH TEACHER : -----

1. What is your name?

2. What is your Father’s name?

3. Write five sentences about your school.

4. Name any two of your friends.

5. Look at the pictures. Guess what they are talking. Now, complete the following.



Mother : _____

Divya : _____

Mother : _____

Divya : _____

Mother : _____

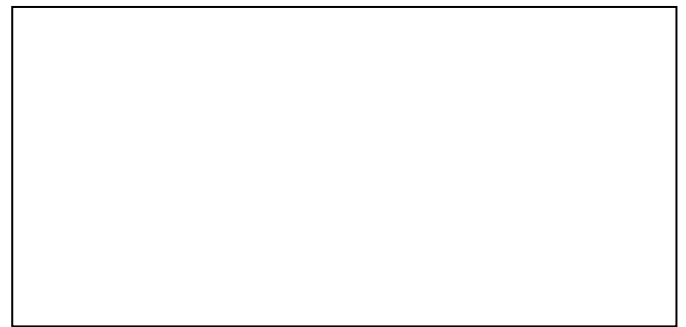
Divya : _____

6. Look at the field. Write five sentences about the picture.



7. Do the given activity

- a) Draw a circle
- b) Divide it into four equal sections.
- c) Number each section in clockwise order.
- d) Draw a square in the 1st section.
- e) Draw a rectangle in the 2nd section.
- f) Draw a smaller square in the 3rd section.
- g) Join the two end point of the 4th section to form rectangle



8. Identify the parts of Speech in the sentence

Mr. George teaches English for the secondary school students.

Verb: _____ Noun: _____

9. Dictation: (observer gives 5 words)

_____, _____, _____,
_____, _____

10. Rearrange and write the given daily schedule in a correct sequences

- Comes home in the evening.
- Has breakfast at 8 a.m.
- Wake up early in the morning.
- Have lunch at 1 o'clock.
- Brush my teeth.
- Study and go to sleep.

1. _____ _____
2. _____ _____
3. _____ _____

11. Read the following passage.

About 200 years ago an old king called Rajavarman ruled over a kingdom in the northern part of Kerala. Rajavarman's kingdom was not very large one but it was very prosperous. He had ruled it for nearly forty years and he had worked very hard for his people all these years. Till old age overtook him, he had gone on regular tours of his kingdoms to see for himself how his subjects lived and whether his officers were doing their duty. His subjects were hardworking and contented, and had a sense of humour which helped him to bear their troubles cheerfully. Ravivarman did not burden them with heavy taxes because he did not have any wasteful habit of going to war with neighbours. Every year Ravivarman set apart large sum of money to make new roads, to put up rest houses for travellers and pilgrims, to dig tanks and wells, to plant shady trees along the highways and to encourage musicians and poets. On his own person and court he spent moderately, he did not believe in pomp and empty show.

12. Introduce yourself (teacher will record it in her mobile)

TOOL-2

Observation Schedule to observe classroom interaction

Name of the School :

Name of the Teacher :

Gender : M F

Age :

Educational Qualification:

Subject:

Class:

Unit:

Date:

Sl. No.	Components of observation	Maximum marks	Marks obtained	Total
1.	Teachers' Talk	2		
	1. Ability to use correct English and fluency			
	2. Ability to practice SLRW skills	2		
	3. Ability to ask questions, give instructions and elicit responses.	2		
	4. Ability to check the understanding of the students and motivate.	2		
	5. Beginning and ending of the lesson	2		
2.	Students' Talk	2		
	1. Ability to share their ideas using simple language			
	2. Ability to follow instructions and respond accordingly	2		
	3. Ability to ask questions and respond the teachers' questions	2		
	4. Students level of confidence and involvement	2		
	5. Ability to use SLRW skills, grammar and structures.	2		
3.	Innovative Strategies	2		
	1. Ability to use technology			
	2. Ability to use TLMs apt to the teaching concepts	2		
	3. Ability to use language games, rhymes and any other strategies to make class lively	2		

	4. Ability to use blackboard in an organised way	2		
	5. Ability to plan the lesson incorporating 5Es	2		
4.	Classroom Management			
	1. Teacher Student rapport	2		
	2. Ability to appreciate the students and give feedback	2		
	3. Ability to sustain students interest throughout the class	2		
	4. Ability to give individual attention	2		
	5. Ability to correct the mistakes of the students	2		
5.	Evaluation			
	1. Ability to involve students in peer and group works	2		
	2. Ability to ask simple questions on the content	2		
	3. Variety in evaluation techniques	2		
	4. Strategies used to evaluate the acquisition of skills	2		
	5. Ability to involve all the students in evaluation process	2		
	Total Marks	50		

TOOL 3

District Institute of Education & training Mangalore DK district

“A Study on the Impact of English Language 30 Days English Empowerment Programme on the primary school teachers of Dakshina Kannada District”.

Checklist to assess the awareness of Headmasters about ELT in their schools

QUESTIONS : Respond YES or NO	YES	NO
1) Do you observe your ELEP trained English teachers class frequently?		
2) Have you observed pre and post teaching activities keenly?		
3) Have you noticed any changes in writing activities of your students after ELEP training?		
4) Have you noticed your students speaking English outside the classroom?		
5) Have you observed your ELEP trained teacher speaking only in English through her/his English class?		
6) Have you noticed any changes in your ELEP trained teachers taking initiation to conduct English activities other than school assembly ?		
7) Do you have English club in your school?		
8) Have you noticed your ELEP trained teacher speaking English in and outside the classroom?		
9) Have you discussed about the progress of English learning of your school children with SDMC or P-T meeting?		
10) Do you subscribe English news papers/magazines for the school?		
11) Do you conduct school assembly in English atleast twice a week?		
12) Do you have enough Dictionaries for reference in the school?		
13) Have you noticed your students referring Dictionaries in the English class?		
14) Have you noticed your students reading English story books and comics?		
15) Have you observed changes in the copy writing of your students?		
16) Have you made any arrangements to display students English write ups in your school?		

TOOL 4

District Institute of Education & training Mangalore DK district

“A Study on the Impact of English Language 30 Days English Empowerment Programme on the primary school teachers of Dakshina Kannada District”.

Checklist to assess the awareness of parents about ELT in their schools

QUESTIONS : Respond YES or NO	YES	NO
1) Does your child read English story books/comics at home?		
2) Does your child watch English cartoons at home everyday?		
3) Have you observed your child singing English rhymes/songs at home?		
4) Have you observed your child using English terms /words to identify things he come across.		
5) Have you noticed any changes in an involvement of your child in doing his/her home work?		
6) Have you noticed any changes in the handwriting of your child?		
7) Have you observed your child sharing his experience about english class?		
8) Have you noticed your child using Dictionary for reference work?		
9) Does your child writes copy everyday?		
10) Do you think your child is capable enough to persue his education in English after 10th?		
11) Have you given information about 30days ELEP training of your child's English teacher?		
12)Have you noticed any improvement in English grades/marks of your child in this academic year ?		
13) Have you noticed your child showing interest towards English subject?		

TOOL 5

Classroom Implementation Study

This questionnaire is prepared to seek your views on the extent to which you have implemented your learning from the 30-day English Language Empowerment Programme (ELEP) in your classrooms.

Part - A

1. Kindly read the following statements and respond by writing one of the following options:

To a great extent (3)

To some extent (2)

Not at all (1)

Wherever possible, write detailed comments/examples from your own classrooms.

Sl No.	Statements	Before the training	After the training	Details/comments
1	I am very much interested in teaching English			
2	I involve each learner in classroom activities			
3	I spend more time explaining the content of the lessons			
4	I spend more time on developing learner's language skills			
5	I am hesitant to speak in English			
6	I use learner's mother tongue while teaching English			
7	I use additional learning materials (write some examples)			
8	I can speak in English fluently			
9	Students learn questions and answers by heart in my class			
10	I have conducted a few activities to develop student's spoken English			

	(give examples)			
11	I am satisfied with my classroom teaching.			
12	I use additional resources such as mobile, dictionary, internet, etc. to improve my English			
13	I spend more time preparing for my class			
14	I depend completely on the textbook content and activities given in the textbook.			
15	I am able to narrate stories in the classroom			
16	I conduct pair and small group activities			
17	I tolerate the mistakes children make while using English.			

2. Please respond to the following by writing one of the following options:

To a great extent (3)

To some extent (2)

Not at all (1)

Wherever possible, write detailed comments/examples from your own classrooms.

Sl No.	Statements	Before the training	After the training	Details/comments
1	Teaching vocabulary:			
i.	I use only those exercises given in the textbook			
ii.	I design additional activities			
iii.	I write words on the blackboard, their meanings in mother tongue and ask students to copy them			
iv.	I use dictionaries and encourage students to refer to dictionaries			

2	Teaching Grammar:			
i.	I explain the rules first and ask students to do the textbook exercises			
ii.	I teach grammar through examples and activities			
iii	I try to teach grammar in contexts			
3	Developing Listening skills:			
i.	Students listen to me all the time			
ii.	Students listen to stories, songs, poems, instructions, etc.			
iii	I play audio and video recordings in my classroom to develop their listening skills			
4	Developing Speaking skills:			
i.	There is more of teacher talk in my classroom			
ii.	There is more interaction between students and teacher and between students and students			
iii	I involve students in different activities such as story telling, dramatization, self-introduction, describing things, etc.			
5	Developing Reading skills:			
i.	I read and ask the students to repeat after me			
ii.	I make sure that all the students are involved in reading by conducting pair, group activities			
iii	I encourage my students to read silently			

iv	I check reading comprehension by asking different types of questions			
v.	I give them practice in pause, stress and intonation			
6	Teaching Writing:			
i.	Students write only questions and answers.			
ii.	I engage them only in copy-writing			
iii	I give practise in the three stages of writing – pre-, while- and post-writing.			
iv	I conduct simple writing activities			
7	Lesson plans:			
i.	I borrow others' lesson plans			
ii.	I write lesson plans integrating different skills and activities			
iii	I follow my lesson plan in the classroom and reflect on what I did and what I could not do in the classroom			
8	Assessment:			
i.	I conduct only written assessment			
ii.	I conduct assessment through different activities such as oral test, story narration, projects, etc.			
iii	My teaching is examination-oriented and my students learn the questions and answers by heart			
iv	I conduct remedial classes based on student's performance in assessment activities			

3. Any other innovative practices you have implemented in your classroom after the district-level 30-day training:
4. How do you rate your ability to **use English** (to speak, read/listen and comprehend, write) in a scale from 1 to 10 where 1 is the lowest and 10 is the highest point? Circle the best option.

	1	2	3	4	5	6	7	8	9	10	Reasons
Before the training											
After the training											

5. How do you rate your ability to **teach English** in a scale from 1 to 10 where 1 is the lowest and 10 is the highest point? Circle the best option.

	1	2	3	4	5	6	7	8	9	10	Reasons
Before the training											
After the training											

Part – B

1. Other professional development activities you are involved in after the 30-day training
2. Major difficulties you face in your classroom/school/professional or personal life
3. What else do you want to do/learn in future?

Part -C

Name:

School Address:

Classes taught: 1 to 4 5 to 6 5 to 8 Any other

Years of service: Less than 2 years Between 2 and 5 years
 Between 5 and 10 years Between 10 and 15 years
 More than 15 years

When did you attend the 30-day ELE training at the district level?

1. What was the most useful aspect of the 30-day ELE training at the district level?
2. Challenges you have encountered during the 30-day ELE training at the district level
3. Do you think all the teachers teaching English at the primary level should undergo this 30-day training? Why/Why not?