

**DISTRICT INSTITUTE OF EDUCATION AND TRAINING MANNUR
BELAGAVI**

**PROJECT PROPOSAL UNDER TEACHER EDUCATION
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**“EFFECTIVENESS OF ENGLISH LANGUAGE
EMPOWERMENT TRAINING IN CLASSROOM TEACHING AT
ELEMENTARY LEVEL”**

RESEARCH GUIDE

SHRI. A. H. JOSHI PRINCIPAL. MAHILA B.ED COLLEGE BELAGAVI

**SUBMITTED TO : MR M. M. SINDHUR PRINCIPAL DISTRICT
INSTITUTE OF EDUCATION AND TRAINING MANNUR BELAGAVI**

2019-20

***DISTRICT INSTITUTE OF EDUCATION AND TRAINING
BELAGAVI***



***DIET = “DEDICATED IMPLEMENTORS OF EDUCATIONAL
THOUGHTS”***

UNDER THE LEADERSHIP OF OUR PRINCIPAL MR. M M SINDHUR

WELCOME TO DIET BELAGAVI

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PREFACE

As all of us know that English has become universal language of business in the world and is the medium of communication across the globe. It is essential that we teach English at the primary level and equip students with the necessary skills to use the language for communication and develop other components of the language. Pre-service training does not give the teacher adequate preparation in basic pedagogic skills. The conventionally trained language teachers associate the training of speech with correctness rather than with the expressive and participatory functions of language.

Therefore, Regional Institute of English, South India (RIESI), a pioneer Institute in the field of in-service teacher training in English Language Teaching (ELT) has conceptualized and designed a 30/35-day ELEP-BASIC AND ADVANCE training programme to empower Government primary school teachers to supplement to the basic proficiency of teachers to teach English with Input-rich communicational environments.

To find out the effect and result of In-service teacher training on student learning of English a randomized study has been conducted in Belagavi district limiting the area of research to Belagavi City & Belagavi Rural under the guidance of Mr A H Joshi Principal, Mahila B.Ed. College Belagavi to test whether teacher training could increase teacher efficiency in Government primary schools. This study explores three mechanisms through which training can affect student learning. First, trained teachers improved their English. Second, teachers changed classroom practices by providing more opportunities for students to actively engage in learning. Lastly trained teachers along with students

improved Spoken English skills. This evidence suggests that teacher training may be effective at improving student learning. And also pivotal in development of a teacher and his professional growth.

I wish to thank Mr. M M Sindhur, Principal DIET Belagavi & my Research Guide Mr. A H Joshi Principal, Mahila B.Ed. College Belagavi for right directions and for providing much needed help in study.

*Ms. Sujata S Balekundri
Lecturer DIET, Belagavi
Nodal Officer ELEP Training*

DECLARATION

This Research Project Report is submitted to the Research and technology wing of D.S.E.R.T through D.I.E.T. Belagavi, a research conducted on

“ Effectiveness of English Language Empowerment Programme in Classroom Teaching 2019-20”

I, Ms. SUJATA S BALEKUNDRI, hereby declare that this is my original piece of Research work done and written by me.

Signature of the candidate:

Name of the candidate:

Smt. Sujata S Balekundri

Designation of the candidate:

Lecturer D.I.E.T. BELAGAVI

Place of research:

D.I.E.T. BELAGAVI

Year:

2019-20

Place: BELAGAVI

Date: 31 /03 /2020

CERTIFICATE

This is to certify that the Research Project Report entitled

***“ Effectiveness of English Language Empowerment
Programme in Classroom Teaching 2019-20”***

*Submitted by **Smt. Sujata S Balekundri** is her original Research Work
and has been done under my supervision.*

(Signature of the supervisor)

Name: Shri. M M Sindhur

Principal D.I.E.T.

BELAGAVI

Place: BELAGAVI

Date: 31 /03 / 2019

CERTIFICATE

This is to certify that the Research Project Report entitled

***“ Effectiveness of English Language Empowerment
Programme in Classroom Teaching 2019-20”***

*Submitted by **Smt. Sujata S Balekundri** is her original Research Work
and has been done under my guidance.*

(Signature of the Research Guide)

Name: Shri. V. H. Joshi

Principal Mahila B.ed. College

BELAGAVI

Place: BELAGAVI

Date: 31 /03 / 2019

ACKNOWLEDGEMENT

*It gives me an immense pleasure in presenting this Research Report of the research conducted under the jurisdiction of DIET BELAGAVI, holding the title **“Effectiveness of English Language Empowerment Programme in Classroom Teaching 2019-20”** done under the able guidance of D.I.E.T. PRINCIPAL Shri. M M Sindhur, Belagavi DISTRICT.*

The researcher sincerely expresses her profound gratitude to Shri. M M Sindhur Principal D.I.E.T. Belagavi District for his valuable guidance, patience and appreciating his endurance during the research work and study, without his encouragement and disciplined guidance the research study would have been highly impossible.

The also researcher renders his hearty gratitude to the Dept of Public Instruction, Director DSERT, Director RIESI, and all DIET Belagavi faculty for providing a chance of research to me and accepting the study materials as a feedback guidance for further trainings to be conducted.

I earnestly thank Dr. A H Joshi Research Guide and Principal Mahila B.Ed. College Belagavi for his kind guidance and counseling during the research.

Lastly the researcher expresses his heart-felt thanks to all the teaching and non teaching faculty of DIET Belagavi and BRC's, BRP's, ELEP Resource persons, all CRP's of Belagavi District, family and friends who helped me directly or indirectly in completing this project.

Thank you one and all.

*Ms. Sujata S Balekundri
Lecturer D.I.E.T. Belagavi*

Place: BELAGAVI
Date: 31/03/2020

UNIT – 1

INTRODUCTION

IMPORTANCE OF ENGLISH LANGUAGE IN THE WORLD

BACKGROUND HISTORY OF ENGLISH IN INDIA

***SARVASHIKSHAN ABHIYA – UNIVERSALISATION OF
ELEMENTARY EDUCATION***

THE ROLE OF ENGLISH IN INDIAN CURRICULUM

UNIT - I

I - Introduction:

(A study of English Language Empowerment Training output)

The English language has its own great history in the world. Even though we suffered from humiliation, insult and slavery due to the imperialistic powers of the Europeans and especially that of Britisher's, English has been a gift by them to the modern world. This language has become one of the most widely spoken languages in the world. The cart of the world runs on the wheels called English. All the International transactions, conferences, trade, business and the other activities that take place at the global level proceed only in English because English is understood easily by most of the laymen in the world. English has become the window to the world and a huge gateway of knowledge from all the fields. New researches in the fields like science, technology and education take place in English. The English language is of prime importance in communication throughout the world. We can say that we cannot imagine world without English.

English plays an important role in our everyday life. There is great utility of English in modern world. So the use of English should be continued along with other regional languages. In this land of innumerable regional languages in different states, English serves as a link language in the country.

There has been a noticeable change in the place that the English language occupies in our everyday life in India. Underlying this change are a number of factors including greater economic opportunities that the knowledge of this language offers, increased exposure of an average household to English language media and a significant expansion in the use of internet and mobile phones. Knowledge of English is now seen more as a necessary skill for everyday living rather

than a source of class identity as it has been traditionally construed in Indian society.

All of us know that every child has the right to quality education. In today's world, one of the most common aspirations of parents is that their children receive good quality education. Responding to this aspiration, Government of Karnataka in the year 2012 felt the need for empowering teachers teaching English. This move is aimed at not only empowering children from disadvantaged and marginalized sections of the society by providing them access to quality English education but also meant to reduce inequalities in access to quality education available to all sections of the society. Such a decision may also strengthen government schools, increase student enrolment and revive the public education system in the state

Thus, there is a general need for regular training for teachers irrespective of their academic backgrounds. English gives simplicity in education, technology and social life. It is essential to improve the quality of English teaching in schools in order to provide quality education to children of all sections of the society. In this connection ELEP is one such very important training program which is empowering Elementary level school teachers to enhance their English language skill.

Man is regarded as best creation of God. Language is the most beautiful gift that God has bestowed upon man. It is the Language which helps human beings distinguish from other lower animals, with the help of Language human beings express their feelings and share their emotions, joys and sorrows. But as earth is turning into global village due to multimedia expansions, the importance of English Language is increasing day by day and man as global citizen need a single Language to communicate at global levels. English has proved its potentials fit to be called a global Language. So study of English with global comprehension levels is unavoidable.

In India English is playing the role of second mother tongue and a link language in absence of acceptance of Hindi as single national language. English has been taught as a First Language, second

Language, and third Language also. English is the Language of competitive exams and official Language of all central government offices, military, well known academies, High qualified and High sounding universities, all Kendriya Vidyalaya's, and all national academies. Neglecting English is negligence towards our own progress. Not only the central government, NCERT and State government and DSERT has recognized the place of English in INDIA and given prominence in syllabus designing, due weightage is given to English education in all curriculums.

Thus the most popular language English has a special place, status and importance in India. The language which came from foreign land grew to a great height on the Indian soil and now we cannot survive without it.

1.1 Importance of English Language in the World:

Language is a vital tool for communication. It is not only a means of communicating thoughts and ideas, but it builds friendships, economic relationships and cultural ties. We can communicate only with signs without language. More over a language distinguishes the differences and also celebrates the uniqueness of cultures in a country or in a region or in a community. A Language shapes the way people perceive the world and it also helps to define culture of any society. Any language is a gift the knowledge of more than one language makes a man more efficient and skilful in many ways. It opens our minds and guides us into a magical world of fancies and dreams. To certain the proper learning of language helps us to develop ourselves, our minds, and also our personality. Human language is unique because it is a symbolic communication system that is learned instead of biologically inherited for some people.

Functions of Language:

The three important functions of a language are as follows:

1. Informative Function:

The primary function of a language is to communicate any information. This function accepts or denies assumptions such as the scientific fact or the factual statements. This function helps us to state the logical facts clearly.

2. Expressive Function:

The secondary function of a language is to convey the feelings or emotions or attitudes of somebody. We have poetry and other forms of literature in order to express our inner feelings in a better way. They evoke our feelings and also express our feelings.

3. Directive Function:

This function of language directs us to do some action. We come across directive function in requests and commands. Hence it is proved that language plays an important role in different walks of life.

The World of Today Needs English for Some of the Following Reasons:

Internet:

Due to the rapid growth of Information Technology especially the world of internet, English Language rules users of Internet. We cannot be effective in the internet world without the English Language. It has become the official language of the internet. The advent of online universities has now made it possible for everyone to learn English. Everyone gets access to the features of internet even across the countries. The Internet has opened up new career opportunities for every citizen of the world outside their respective countries. Internet also plays a vital role to promote and to spread the English language throughout the globe and more and more people are exposed to the English language and the English has become the language of internet.

Education:

The field of education has amplified the function of English Language. Most of the educational resources, materials and books are in English. The global educational systems in the universities around the world have the requirement of English Language. People those who study in abroad use English language as a medium of communication and learning. The lack of English knowledge makes anyone insufficient in the realm of education in today's world.

Communication:

The most important function of a language is to communicate properly. Hence English language also plays a powerful tool in communication. In order to communicate successfully, one needs a language that is commonly understood by most of the people in the speech community. For many years, English has become the common language globally understood and appreciated by nearly everyone. In other words English becomes an effective instrument to communicate with everyone around the world. Information technology uses this ability of English to function well in the field of communication by internet and emails.

Travel:

English is spoken around the globe next to Mandarin Chinese. It has been stated that out of the nearly six billion people living in the world today around three hundred and fifty million do speak English. It has become the International Business Language. Many countries around the world make use of English Language for the governance. The relationship among the countries around the world is enhanced by the effective communication in English. Language differs from nation to nation. When we travel around the globe, the English Language becomes the rescue factor to communicate with everyone.

Business:

English language has been the language of business in today's electronic world. A good number of companies have ventured into sending the production to overseas in order to cut down their costs. In other words, the companies around the world are in to outsourcing and off-shoring business. In order to communicate with the business people of other countries, English Language becomes the effective tool. It is the trading language of the world to a certain extend. A sound knowledge of English Language makes an individual to be a successful business man around the world. English is very important in this modern world. Apart from our mother tongue we need to have a common language which makes us able to communicate with other part of the world. English is the common language which is known to most of the people in the world. It is very important to have good English because an effective communication can reach people better. English words used must be simple so that it can be reached to people easily as well as easily understood by everyone. Nowadays English is being taught to children at primary level itself. Students are strictly made to speak in English when they are in school premises this helps in building a good communication as well as body language. English can be improved by constant usage, by watching films, reading books with high level Grammar, playing games and trying to use new words. English can be improved by practice. As we know, practice makes the man perfect as well as using good pronunciation and grammar. Most of the jobs in today's world are based on English such as IT sector, business field, call Centre jobs and teaching job, etc. So students aspiring for good jobs need to stress upon their English and usage of it because their job depends on this simple structure. English is quite easy in comparison with other languages. Basic English one can learn easily and effortlessly. Mostly people can learn English easily if they try to master some rules and regulations. Unlike many languages, English does not have a

complicated structure and except for a few areas of Grammar, it is quite simple. English is mainly divided into two accents - US and British. US accent is very slow compared to British accent. Most people of the world follow British accent and only some people follow American accent.

In the modern world English is highly useful to have business relations as well as social network with friends and family. A better communicator can communicate effectively and this reaches people very well and chance of misunderstanding is quite less. People can be influenced with your thoughts and ideas as well as they can connect to them without many complications in understanding.

How far English is essential in today's world?

Undoubtedly English is required in today's world, as you need to communicate from the time you get up till you go to bed for something or other. It is not just English is only a mode of communication; apart from English there are many languages but English is understood by many people and is the most commonly used language. English is taught to small children at pre-primary level itself. This makes understanding it easy. English is simple at the basic level but if we go deep into it, it is quite tough. The functional grammar is very hard. English must also be learnt because it is used to read various instructions on the road and many other places. It becomes a medium to study various subjects and master them. If you have good English, you can answer questions in examinations in your words as you have mastered the usage of group discussion. Watch English news for updating knowledge and movies to catch good ascent and listening skills. Watch movies with subtitle, read newspaper, various articles in internet and good books for developing or improving listening skills. To improve your speaking skills you must prepare power point presentation and practice explaining to your friends and take suggestion. Learn at least ten new words and improve your vocabulary, just learning words won't make big different using them at proper situations makes a lot of

difference. Your pronunciation and accent is observed by people so focus more on them and try managing your voice. Speak with confidence. Apart from this play vocabulary games.

Uses of effective communication:

As we all have different ideas and we need to express it to other to implement them. An effective communication means the way your words connect other and your ideas are expressed to other in the manner that they can follow your words and understand without any problem. It convinces the others to accept to your ideas. This is more useful in software practices as half of their work is based on communication, any miscommunication might result in loss of lots of money as well as valuable time. An effective communicator can become a successful person. Effective communication has lot of advantages in field of education, public sector, private sector and business zone also as English is required in all fields.

1.2 Background history of English in India:

English came to India with English men. A strong foot hold was provided to this language by Lord McCauley who came to India in 1835 as a governor general and stayed back as president of the board of education got permanently established in the country. By writing his famous minute in favour of English education. Lord McCauley desired to produce, "A class of persons, Indian in blood and color but English in taste, in opinions, in morals, and in intellect". He firmly supported the cause of education of Indians in the medium of English. His famous minutes of 1835 clearly supported the Western Education through the medium of English in India. There is no doubt in saying he helped in behavior, intellect, and attitude. Upper and administrative class in India with all bureaucrats belongs to the same race. It was thought that English education would serve the two-fold purpose:

1. It would help refining regional languages.

2. It will help in popularizing western sciences, ideologies and philosophies

He gave the following statement to state why English should be taught in Indian schools. “ English stands pre-eminent even among the languages of the west, whoever knows that language, has ready access to all the vast intellectual wealth which all the wisest nations of the earth have created and hoarded in the course of ninety generation.”

The new educational policies in 1844 of British India declare Indians educated in English would be given preference for government service. This declaration led mushroom growth of English medium schools and vernacular schools were pushed back in a background. Schools reforms of Raja Ram Mohan Roy and Sir Sayyed Ahmed Khan favored English language and western knowledge in India. They felt importance of English in gaining the new knowledge and providing opportunities for Indians to serve in changing scenario of knowledge, explosion of science and technology.

Status of English During British India :

- a.** Language of all round utility.
- b.** Medium of introduction for education.
- c.** Symbol of cultural life.
- d.** English as queens’ language enjoyed superiority as official Language of British administration, learning of which was a Matter of pride.

The Position of English in Independent India:

*The position of English witnessed a sea change in the post independent India. One of the most difficult problems that country had to face was the question of retention or rejection of English language. The answer to the argument was given by **M.K.Gandhi**. “This is my considered argument that English education in the manner it has been as emasculated the English education Indians, it has put a severe stain upon the students and made of us imitators. He further said “of all the*

superstitions that India has, none of us is so great as that knowledge of the English language is necessary for imbibing ideas of liberty and developing accuracy of thought”.

On the other hand **C. Gopal Achary, Moulana Abdul Kalam Azad** and many others luminaries supported the cause of English language. **C. Gopal Achary** said, “We in our anger and the hatred against the British people should not throw away the baby (English) with the bath water (English people)” **Moulana Azad** said, One hundred fifty years of intimate contact has made English integral parts of our educational system and this cannot be changed without injury of the cause of education in India. English as today is one of the major languages of the world and Indians cannot neglect its study at the risk of themselves.

Constitutional View about English:

It would continue as official language for further fifteen years afterwards Hindi has to take its place, and after sixty years of the Indian independence it could not be done.

Secondary Education Commissions (1952-53) said, “Much of the national unity in political and other spheres of activity has been brought about through the study of English language and literature.”

Central Advisory Board of Education said, “There will be three language formulae of education, and English would get a suitable place for it.”

Indian Education Commission 1964 expressed its views as “No student should be considered as qualified for degree in particular, a master’s degree unless he has acquired reasonable proficiency in English.”

National policy of education 1968:

The policy laid down that “Special emphasis needs to be laid on the study of English and other international languages. World knowledge is

growing at a tremendous pace, especially in science and technology. India must not only keep up with this growth, but also make her own significant contribution to it. For this purpose study of English deserved to be specially strengthened.

English in India today and need for the study of English:

English language has proved a great boon given by the colonial rulers to India. There is no doubt that one of the unique gift of English is Charles minutes of 1835 and Woods dispatch of 1850's is the landmarks of English education in India. Sergeant Commission 1882, University education commission 1948, Mudliar commission 1952, and Kothari Commission 1964 have favored the use of English in one form or the other.

Need for the study of English language:

English as a link language:

English language has been used widely in India for the purpose of carrying out administration between the union government and state government and eight union territories. English language has established links between the center and the states besides carrying out the proceedings of courts in legislative assemblies, parliaments for transactions in nationalized banks, defense, postal and telecommunication services and Indian railways. This indicates a common man must and should learn English to carrying his day today transactions easily.

2) English as medium of Instructions:

a) English was introduced as language of business and as medium of instructions in school during British rule in India.

b) Now it has become integral part of Curriculum of Indian Education. It is not only the medium of instruction at elementary schools, primary schools, and high schools but at college and university education.

3) English as a world language:

English is an international language, about form hundred million people in the world know English. It is the first language of U.K, America (U.S.A), Canada, Australia, and New Zealand. It has been used as second language in India, Japan, Srilanka, Pakistan, Africa, South America, Europe and Gulf countries. English serves as the official language of International organizations like UNO, UNISEF, UNESCO, WHO, ILO, NATO, SEATO, and SAARC. Nearly 1/3 of the TV channels, radio stations, News papers and magazines of the world use English to carry out their activities. English extensively is being used to provide services to the people across the globe. It is the language of latest information and international knowledge.

4) English as language of trade and Commerce:

In the beginning it was a language of British East India Company. Recently it has taken place of language of trade and commerce strongly. Important commercial communications and correspondence in industries and multimedia companies is being undertaken in English. The World Bank, I.M.F, all the international agreements on trade banking taken place through the media of English language. Effectiveness of business of administration and the success in the field of industry dependence on the adequate knowledge of English.

5) English as a library language:

*Kothari Commission rightly pointed out the concept Of English as library language. This would enable the students to make adequate reference work and make their own notes to prepare for their Term end examinations but also for the national Level competitive exam like IAS, IFS, IMS, IES and IPS. **Most of the adult learners depend on their rapid***

with comprehension. This would enable to have Access to reading materials, which is available in English language in plenty in all libraries of the Country.

6) English as window to the world:

The study of English serves the purpose of a window to peep through to the world's happening around us. It reveals all human activities around the world. English is rich language in matter of literature, humanities, scientific and technologies. It is the living stream of ever growing knowledge. Its effect on political life, commercial life, growth and decline of nations, changing theories is inevitable. Negligence towards this language means isolation from the world awareness towards out datedness. So to be updated as global citizen of world awareness and masters of English language, which has the treasures of knowledge, is inevitable.

7) English as the doorways for employment opportunities:

There are thousands of job opportunities available to only those who have good communication technology, Science and technology, journalism, periodicals, Discoveries, scientific inventions, Research and findings all over the world. Because of English, Indian Professionals have the demand in gulf and Australia, European and American countries. International Banking and commerce. Though Internet in the field of Business and self-employment needs this language's Communicative skill.

1.3 Sarvashiksha Abhiyan /Universalisation of Elementary Education

The main aim of SSA scheme was to implement strategies and interventions that could make parents, teachers, and communities work together to bring all children to school, keep them in school and provide them quality education. The Janashla programme has four phases, i.e.,

joy full learning (Nalikali) community participation, school sanitation and inclusive education even without text book, home work traditionally considered a must for confident learners; teachers have begun to enjoy this method.

The programme aims at open school system without heavy bags vast and irrelevant syllabus, numerous textbooks, rigid examination system. No formal roll calls examination promotions and ranking. The classroom has no pressure on the child to learn but learning is there with self-interest, smooth facilitation and joyfulness through participation in activity viz the children learn through songs, games and activities. The classroom is handsomely decorated with colorful pictures, teaching learning materials on other pieces of arts and crafts prepared by teacher and students. The teachers' relation with student is quite intimate. There is no fear on students' face, which is a feature of Janashala or SSA school. Apart from that pre-project activities included a base line survey selection of programme team and personnel establishment of Block

Resource Centers and Cluster Resource centers and constitution of core management structure was taken care. Cluster Resource centers were set up for the group of 12 to 15 schools covering nearly 50 to 60 teachers in each cluster. There centers were envisaged to provide technical resource support to teachers on day today basic and reinforce in-service trainings at the block levels. Largely through peer group interactions and participation in school functioning.

The activities supported for Janashala scheme under SSA Have stressed on various socio academic activities such as School development and management committee Convergence with other departments, Quality improvement, Kalajathas, Enrolment drive, Micro planning, Village planning, Decentralized management, Teacher training and pedagogy, Training of headmasters, Grants to teacher for teaching learning materials, Interstate teacher learning programme were the main features and of the SSA scheme.

1.4 The role of English in Indian curriculum:

Curriculum plays an important role in teaching and learning of English. There cannot be any purposeful teaching without curriculum. The texts, which are prescribed for the English for the classes from 1st to Xth in Karnataka, are prepared based on the language curriculum. Curriculum is totality of experience or experience to be acquired or learnt by learner or the target grows for a fixed period of time based on guidance and evaluation. At present in curriculum, English holds the place of second language in all state government vernacular schools where as first language in all central schools, schools run by missionaries and NGO's. At present in Karnataka it has been introduced from class I as second language up to basic degree level. It is left to Individual students or parents to choose English as first language. The common curriculum in second language is prepared at the national level. The **NCERT** and other organizations are actively in the preparation. Curriculum is prepared on the basis of 65 core elements of New Educational Policy of 1986, which also reflect the national and cultural ethos of our country. The national body only sets guidelines in curriculum for the whole country and it's up to the respective states to prepare need based curriculum in the light of national guidelines. We must also keep in view the needs of language learners of the region and the states language curriculum is prepared on the following factors.

Objectives of teaching English:

- Objectives of teaching English as second Language viz comprehension, expression and appreciation.
- Entry behavior of the language learner in terms of mental age vocabulary and expression.
- The skills to be developed viz listening Speaking, reading and writing. Carefully selected and graded pieces of prose, poetry, plays, topics of grammar and Composition.

- *National characters history, political System, moral and human values.*
- *Flair for English language and love for literature.*
- *Oral and written communicative skills required to peruse higher education in science and technology and also to carryout day today communicative functions.*
- *Appreciation of art, science, culture, literature and to develop aesthetic sense of creativity. In addition to the above there are certain demands of the society to teach English for specific purposes as well as English for special purposes like business communication and trade and commerce. There is also demand for development of soft skills in communication for software programme and translation. Here these needs are to be kept in mind while preparing language curriculum.*

The article of Indian constitution envisages. Free and compulsory education for children between age group of 8-14. Education is a process of modifying behavior in an individual through effective teaching. Elementary education is essential to everyone to develop skills, moral values, and application to knowledge with mild behavior and attitude of good communication to become the good citizen of the country. And language is no doubt a skill for communicative purpose to exhibit good attitudes, mild behavior to maintain the peace and harmony of the country. Japan is the most peaceful country of the world, because there is 77% of communication comprehension among people in matter of language usage. Whereas India has only 17% of it. So teaching of a language acquisition, comprehension and usage is a Herculean job. A primary school teacher with 10+2 qualification with the teaching diploma in hand cannot prove him / herself fit to be called as a teacher of the language. So to update these teachers in matter of joyful learning in service training is unavoidable.

New educational policy of 1986 identified the teacher as the most important translator of many theoretical aspects into practical

activities, where learning of language is more important than teaching. To update these primary school teachers **N.E.P** focused on **SOPT** (The specially oriented plan for primary school teachers). Since 1993-94 **SOPT** has helped them to improve the quality of primary Teachers. As part of the strategy of achieving universalisation of elementary education.

After the introduction of English as a compulsory subject from class one in Karnataka in the year 2012 the need for compulsory teacher training for English language has gained greater importance, it is imperative to improve the quality of English teaching in schools in order to provide quality education to children of all sections of the society. Hence this programme has been started by government of Karnataka and the department of education with the able support of excellent initiatives by the officials of the department such as:

1. Mr. S.R Umashankar (I.A.S)

Principal Secretary,
Primary and Secondary Education,
Karnataka

2. Dr. P.C. Jaffer (I.A.S)

Commissioner for Public Instruction,
Karnataka

3. Dr. M. J Reju(I.A.S)

SPD, SSA,
Karnataka.

4. Mr. Gopalkrishna H. N.

Director, DSERT, Bengaluru.

This programme of providing a long term in service training to teachers working at primary schools in Karnataka has been in the pipeline for quite some time now. After the introduction of English as a compulsory subject from class I in Karnataka in the year 2012, the need for empowering teacher teaching English has gained greater significance. It is imperative to improve the quality of English teaching in schools in order to provide quality education of all sections of the society. Hence, this programme has been envisioned by the Government

of Karnataka and the Department of Education. The RIESI has been entrusted to conduct this training programme with the support of the DSERT and Samagra Shikshana Karnataka.

Taking into account the feedback received from various stakeholders, the training has been split into two levels: Basic ELEP for 15 days and Advanced ELEP for 20 days. Accordingly the Module has been raised to suit the needs of teachers teaching English at lower and higher primary classes.

I would like to conclude my introduction by stating that even though India is a country with varied regional languages and lot of influence of these languages especially mother tongue on classroom teaching you need to have a common language to communicate with others and share ideas with them. English plays a role of common language between all countries. English is the official language for many countries and it plays a prominent role in all sectors of work and it is highly useful for business field and private sector.

UNIT – 2

OBJECTIVES OF THE STUDY

TITLE OF THE STUDY

PURPOSE OF STUDY

II. OBJECTIVES OF THE STUDY:

The module has a dual focus: it focuses on improving the English language proficiency as well as the English language teaching skills of in-service teachers working at primary schools. The overall objectives of this massive training programme are as follows:

- *To develop teacher's competence to understand and teach the English texts of classes 1st to 8th.*
- *To make teachers' aware of a comprehensive strategy for teaching English at the primary level.*
- *To enable teachers to transact the English curriculum through a learner- centered participatory approach to ensure quality elementary education.*
- *To develop teacher's skills to motivate students there by leading to meaningful classroom processes.*
- *To know about the increased potentials of language staff among teachers.*
- *To know about the negative and positive response among teachers towards in service trainings, to improve the productivity (Output) by the teachers after training.*
- *To know about the output of the input, which was done in training process.*
- *To get feedback to resource persons.*
- *To get feedback for the whole training package for the improvements in future courses.*
- *To know about the change of behavioral attitudes towards English of both teachers and student folk.*
- *To give necessary guidance and counseling to teachers where they lack in teaching techniques and practical implementations'.*
- *To know about the influence of English in the school atmosphere in turn.*

- *To know about the learning levels of the students of the trained and untrained teachers.*
- *To find the difference in the achievement levels of the learners and teachers.*
- *To help teachers develop learners' comprehension and expression skills in English.*
- *To develop language skills like Listening, Speaking, Reading and Writing skills.*
- *To encourage teachers to engage in professional development activities.*
- *To develop teacher's skills to motivate student thereby leading to meaningful classroom processes.*
- *To help them integrate communication technology into the classroom process.*
- *To assess the capacity of teachers in attaining necessary knowledge of language structures and vocabulary items.*
- *To know how the training has helped teachers in designing supplementary activities.*
- *To know how the training program has helped teachers and students to overcome hesitation free classroom environment by developing Spoken English language skills.*

I am concerned practically with the impacts of the trainings on teachers updating change of behavior among teachers and change of classroom atmosphere. My main concern is to see the effectiveness of ELEP Training given to Primary School Teachers in classroom teaching of the Belagavi City and Belagavi rural schools of Belagavi District. We are certain that the training has helped teachers upgrade their teaching skills, enhance their language competence as well as understand the ways and means of engaging themselves in professional development activities.

III. TITLE OF THE STUDY

“EFFECTIVENESS OF ENGLISH LANGUAGE EMPOWERMENT TRAINING IN CLASSROOM TEACHING”

IV. PURPOSE OF STUDY:

Even after putting many years of service in teaching English and exposure to the language, learner’s performance in English is found highly inadequate. From the last four years that is from 2016-17 to 2018-19 DIET Belagavi is conducting ELEP training for 30 Days and from 2019-20 it has been conducted in two phases that is ELEP Basic for 15 days and ELEP Advance for 20 days for primary teachers of Belagavi district, which has brought a fruitful and positive change in the behavior of teachers and it is reflecting in the classrooms. So to know the upliftment of learning among learners of primary school students this study has been taken up, 300 teachers were trained during four years of time.

*Viz **2016-17-----100**
 2017-18-----100
 2018-19----- 50
 2019-20 ----- 50*

Key factors in this matter are as below:

- *The quality of teacher training and its implementation in the classroom teaching.*

- *This is an attempt to investigate various aspects of English language teachers training and its output.*
- *The main purpose of study is enabling the teachers and students to handle English language with improved proficiency.*
- *Collecting feedback from the teachers, students and parents for further improvement.*
- *Further scope of study for the improvement.*
- *To know the impact of training.*
- *To check the acquisition levels of teachers and children (Students) inturn.*
- *To study the change of behavior in English teacher of primary schools in the matter of language stuff, usage and teaching technologies.*
- *To notice the change in school atmosphere.*
- *To check the implementation of training package.*
- *To get feedback for resource person at SSA and to improve further training packages.*
- *To observe the developments of English classrooms.*
- *To check the overall development of English language as a whole in poor Indian classrooms of villages and towns.*
- *To know about the preparation of TLM, their usage in learning and impact on learning*

UNIT – 3

SAMPLE OF THE STUDY

LIMITATION OF THE STUDY

METHODOLOGY

V. SAMPLE OF THE STUDY

Research project is conducted in Belagavi city and Belagavi rural schools of Belagavi district. 30 Samples were taken randomly from both the talukas to conduct the detailed survey. While conducting the study along with teachers Heads of institution, Parents/Community members and students were also assessed by giving them different questionnaires and also conducting meetings in schools various instructions were given orally and feedback was taken. Overall classroom environment was checked. Numbers of schools which were assessed are as follows:

- *Primary school ELEP trained English teachers - 30*
- *Heads of Institutions - 30*
- *Students of VIIth standard – 150*
- *Community members – 30*

VI. LIMITATION OF THE STUDY:

- *The present study is limited to higher primary schools of Belagavi City and Rural Schools.*
- *The present study is limited to ELEP English subject teachers.*
- *It is limited to heads of Higher primary schools.*
- *It is limited to Parents/SDMC of higher primary schools.*
- *It is limited to 7 th class students in primary schools.*

VII. METHODOLOGY:

- **DATA COLLECTION**
- **FROM TWO EDUCATIONAL BLOCKS**
- **EACH BLOCK 15 SCHOOLS**

Data Collected from Two Educational Blocks:

Educational Block 1:

BELAGAVI CITY: 15 SCHOOL ELEP TRAINED TEACHERS

1. Smt. G S Pawar

➤ *MHPS NO. 16 Shahapur Belagavi.*

2. Shri. S S Sanikopp

➤ *KHPS NO.26 V V nagar Belagavi*

3. Shri. I D Nadaf

➤ *KBS NO.7 Fulbag galli Belagavi.*

4. Smt. S M Hubalakar

➤ *KHPS Bhagyanagar Belagavi.*

5. Smt. B C Iliger

➤ *KGS NO.1 Bhadakal galli Belagavi.*

6. Shri. V A Dalawai

➤ *KHPS Ashoknagar Belagavi.*

7. Shri. S D Itagi

➤ *KHPS NO.2 Shetty galli Belagavi.*

8. Shri. S C Gadlinganavar

➤ *KGS NO.5 Vadagaon Belagavi.*

9. Shri. V V Katti

➤ *KHPS NO.18 Anagol Belagavi.*

10. Shri D H Jamadar

➤ *KHPS NO.21 PHQ Belagavi.*

11. Shri. B T Laxmannavar

➤ *KHPS NO. 23 Gandhinagar Belagavi*

12. Shri. R N Jadhav

➤ *MHPS NO. 32 Vadagaon Belagavi*

13. Smt. I B Kale

➤ *KHPS NO.12 Camp Belagavi.*

14. Shri. M B Murgod

➤ *MHPS NO. 41 Sadashivnagar Belagavi*

15. Smt. R S Khanagani

➤ *KHPS Ramatirthanagar*

Educational Block 2:

BELAGAVI RURAL: 15 SCHOOL ELP TRAINED TEACHERS

1. Smt. S N Chougule

KHPS Sambra Belagavi rural

2. Smt. V B Kanabargi

KHPS Hudli Belagavi rural

3. Smt. R G gawade

MHPS Ashte Belagavi rural

4. Smt. J B Patil

MHPS Muchandi Belagavi rural

5.Smt. S N Chougule

MHPS Basarikatti Belagavi rural

6..Smt. P A Mulla

UHPS Peeranawadi Belagavi rural

7.T A Jamadar

UHPS Dhamane Belagavi rural

8.Smt. S S Kittur

UHPS Kakati Belagavi rural

9.Smt. G Y Tashildar

MHPS Kadoli Belagavi rural

10.Smt. V V Halagekar

MHPS Ambewadi Belagavi rural

11.Shri. A G Bennalkar

MHPS Bambarge Belagavi rural

12. Smt. Roopa Kambalimath

➤ *KHPS Hindalga Belagavi*

13.Smt. Iramma Shastri

➤ *KPS K K Kopp Belagavi rural*

14.Smt. B S Patil

➤ *MHPS Mannur Belagavi rural*

15. Smt. N M Gurav

➤ *MHPS Uchagaon Belagavi rural*

HEAD OF INSTITUTIONS: BELAGAVI CITY – 15

Research project was made resourceful by the feedback from heads of institutions also. After effect results of the training show that heads of institutions were very much interested in implementing English in their respective schools and also encouraged their teachers in guiding their students. So from Belagavi city 15 school Head masters and Belagavi rural 15 school Head masters were assessed and useful suggestions were welcomed.

SL.NO.	NAME OF THE SCHOOL	NAME OF THE HEAD MASTER
1	MHPS NO. 16 Shahapur Belagavi	Smt. G S Pawar
2	KHPS NO.26 V V nagar Belagavi	Shri. S S Sanikopp
3	KBS NO.7 Fulbag galli Belagavi	Shri.A D Sagar
4	KHPS Bhagyanagar Belagavi	Shri. T R Patil
5	KGS NO.1 Bhadakal galli Belagavi	Smt. L D Nayak
6	KHPS Ashoknagar Belagavi	Shri. V A Dalawai
7	KHPS NO.2 Shetty galli Belagavi	Smt. S B Hubalikal
8	KGS NO.5 Vadagaon Belagavi	Shri. N K Kagatikar
9	KHPS NO.18 Anagol Belagavi	Smt. N M Pattar
10	KHPS NO.21 PHQ Belagavi	Shri. D H Jamadar
11	KHPS NO. 23 Gandhinagar Belagavi	Shri. Y G S Kundargi
12	MHPS NO. 32 Vadagaon Belagavi	Smt. A S Patil
13	KHPS NO. 12 Camp Belagavi	Smt. I B Kale
14	MHPS NO. 41 Sadashivanagar Belagavi	Smt. L M Aravalli
15	KHPS Ramatirthanagar	Smt. R S Khanagani

HEAD OF INSTITUTIONS: BELAGAVI RURAL – 15

SL.NO.	NAME OF THE SCHOOL	NAME OF THE HEAD MASTER
1	<i>KHPS Sambra Belagavi rural</i>	<i>Smt. R S Buchadi</i>
2	<i>KHPS Hudli Belagavi rural</i>	<i>Mrs. Y B Holi</i>
3	<i>MHPS Ashte Belagavi rural</i>	<i>Shri. S L Chougule</i>
4	<i>MHPS Muchandi Belagavi rural</i>	<i>Shri. R A Modagekar</i>
5	<i>MHPS Basarikatti</i>	<i>Shri. K M Kadam</i>
6	<i>UHPS Peeranawadi Belagavi rural</i>	<i>Smt.A H Jamakhandi</i>
7	<i>UHPS Dhamane S Belagavi rural</i>	<i>Smt. F Z Mujawar</i>
8	<i>UHPS Kakati Belagavi rural</i>	<i>Smt. S K Naik</i>
9	<i>MHPS Kadoli Belagavi rural</i>	<i>Shri. C M Jadhav</i>
10	<i>MHPS Ambewadi Belagavi rural</i>	<i>Shri. S N Kutre</i>
11	<i>MHPS Bambarge Belagavi rural</i>	<i>Shri. P D Patil</i>
12	<i>KHPS Hindalga Belagavi</i>	<i>Smt. B N Balekundri</i>
13	<i>KPS K K Kopp Belagavi rural</i>	<i>Smt. S B Hosamani</i>
14	<i>MHPS Mannur Belagavi rural</i>	<i>Shri. T D Ughade</i>
15	<i>MHPS Uchagaon</i>	<i>Smt. N M Gurav</i>

LIST OF VIIth STANDARD STUDENTS:

During the course of Research project along with teachers students were also assessed with simple questionnaire of 15 statements. Before the assessment the purpose of questionnaire and the meaning of statements was told to the students orally. Once the Questionnair was given to them it was easy for them to mark the right column. From each school 5 students were randomly selected so total 150 students were assessed. This questionnaire has given the clear picture of implementation of ELEP training by the facilitators in the

classroom and the areas where they are lagging behind to support future scope of study.

No. of students selected in Belagavi City

Sl.No.	Name of the school	No. of students
1	MHPS NO. 16 Shahapur Belagavi	05
2	KHPS NO.26 V V nagar Belagavi	05
3	KBS NO.7 Fulbag galli Belagavi	05
4	KHPS Bhagyanagar Belagavi	05
5	KGS NO.1 Bhadagal galli Belagavi	05
6	KHPS Ashoknagar Belagavi	05
7	KHPS NO.2 Shetty galli Belagavi	05
8	KGS NO.5 Vadagaon Belagavi	05
9	KHPS NO.18 Anagal Belagavi	05
10	KHPS NO.21 PHQ Belagavi	05
11	KHPS NO. 23 Gandhinagar Belagavi	05
12	MHPS NO. 32 Vadagaon Belagavi	05
13	KHPS NO. 12 Camp Belagavi	05
14	MHPS NO. 41 Sadashivanagar Belagavi	05
15	KHPS Ramatirthanagar	05
	TOTAL	75

No. of students selected in Belagavi Rural

Sl.No.	Name of the school	No. of students
1	KHPS Sambra Belagavi rural	05
2	KHPS Hudli Belagavi rural	05
3	MHPS Ashte Belagavi rural	05
4	MHPS Muchandi Belagavi rural	05
5	MHPS Basarikatti	05
6	UHPS Peeranawadi Belagavi rural	05
7	UHPS Dhamane S Belagavi rural	05
8	UHPS Kakati Belagavi rural	05

9	<i>MHPS Kadoli Belagavi rural</i>	<i>05</i>
10	<i>MHPS Ambewadi Belagavi rural</i>	<i>05</i>
11	<i>MHPS Bambarge Belagavi rural</i>	<i>05</i>
12	<i>KHPS Hindalga Belagavi</i>	<i>05</i>
13	<i>KPS K K Kopp Belagavi rural</i>	<i>05</i>
14	<i>MHPS Mannur Belagavi rural</i>	<i>05</i>
15	<i>MHPS Uchagaon</i>	<i>05</i>
	TOTAL	75

DETAILS OF COMMUNITY MEMBERS/SDMC

Teachers-Students and Parents are the three pillars of the school. All round development of the school is not possible without the absence of one of these. Hence after Teachers and students it was the turn of SDMC members/Parents to give Feedback regarding effective result of English training and classroom transation for future implementation of quality education. So total 30 members/parents gave their feedback. SDMC members are not only looking after physical aspects of the schools but also they are much focused towards the quality of education their children are getting from their teachers in the school. The enthusiastic feeding given by SDMC/Parents carries much weightage for further improvement in training as well as in turn meaningful and constructive classroom teaching by the facilitators.

BELAGAVI CITY AND BELAGAVI RURAL

Sl.No.	Block	No. of schools	No. of Community/SDMC Members
1	Belagavi city	15	15
2	Belagavi rural	15	15
	TOTAL	30	30

UNIT – 4

PLAN

(Estimated time frame (Dec 2019 - March 2020))

DATA COLLECTION

ANALYSIS OF THE DATA

VIII. Plan

- *Estimated time frame (Dec 2019 - March 2020)*

Above mentioned Research project was done during the year 2019-20 as per the guidance of our Principal. Research was conducted in Belagavi city and Belagavi rural Blocks thoroughly to know the after effects of ELEP training in classroom teaching. Taking more number of schools, teachers, students and SDMC members limiting to only two blocks helped to get the detailed and correct information about the after effects of the training in true sense. As per the schedule Research project came out with good results as well as suggestions for further improvement.

IX. DATA COLLECTION:

Tools and techniques

Questionnaire & Rating scale

- *Annexure – A: Assessing the academic and professional background of the teachers.*
- *Annexure – B : Classroom implementation study of the teachers*
- *Annexure – C: Assessment through class observation*
- *Annexure – D: Feedback from society (SDMC)*
- *Annexure -- E: Feedback from head of the institution*
- *Annexure – F: Feedback from students*

X. ANALYSIS OF DATA:

** Block wise*

Representation of Data:

- *Pie charts and graphs*
- *Comparative statements*
- *Rating scale*

- Review meetings, opinions. (Implementation study)

While conducting Research project data was collected from two educational blocks . Various Questionnaires, tools and techniques, Rating scales and Review meeting, opinions were used to represent the data. Annexure - A to Annexure – F is used to represent the data of the project as below:

Annexure-A

District Institute of Education and Training Belagavi

ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

Self-evaluation (Practicing Teacher)

Name of the facilitator- _____ School- _____

Academic qualification- _____ Date of joining of Edn dept _____

Sl no.	Statements	Yes	No	Not sure	Comments
1	<i>Now I am confident and positive enough to learn foreign language ie,.. English</i>				
2	<i>I am confident to implement whatever I've have learnt in the</i>				

	<i>ELEP training programme.</i>				
3	<i>ELEP TRAINING is more useful to primary school teachers compared to attending workshops, seminars or conferences.</i>				
4	<i>I am now capable of designing tasks, activities, worksheets and using necessary resources and materials on my own.</i>				
5	<i>My perceptions of primary school teachers have changed as a result of this training.</i>				
6	<i>I can recognize learner pronunciation difficulties and use strategies to help deal with them.</i>				

7	<i>I use a variety of ways to present new language.</i>				
8	<i>I can develop and practice the listening and speaking skills of my learners.</i>				
9	<i>I can develop and practice the reading skills of my learners.</i>				
10	<i>I can develop and practice the writing skills of my learners.</i>				
11	<i>I use a variety of methods to encourage speaking opportunities.</i>				
12	<i>I am able to write learning outcomes and know how to access whether learning has taken place or not.</i>				
13	<i>Departmental trainings such as ELEP is more useful to</i>				

	<i>enhance my knowledge and update myself.</i>				
14	<i>English trainings at regular intervals are necessary for my Professional development.</i>				
15	<i>I am confident enough to write Unit Plan and Conspectus of studies on my own.</i>				
16	<i>My students are more eager to learn English and try to converse in the same.</i>				
17	<i>I use ICT in classroom teaching to make teaching -learning more interesting.</i>				
18	<i>My students know simple words in English and their meaning which are necessary for day to</i>				

	<i>day use.</i>				
19	<i>Teaching English language for vernacular medium has become easy for me after ELEP Training.</i>				
20.	<i>According to me learning English is not only necessary for language teachers but also for all Primary school teachers at regular intervals.</i>				

Date-

Signature-

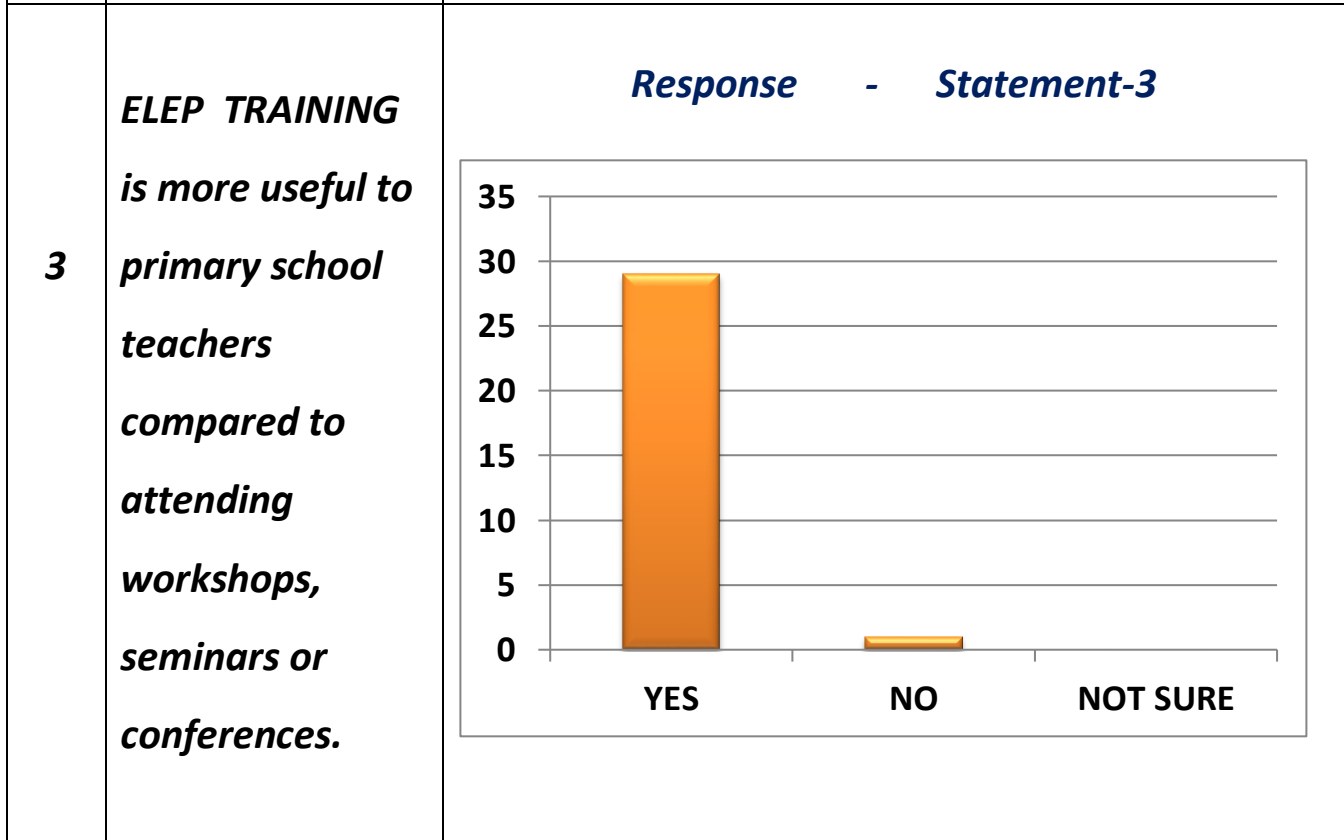
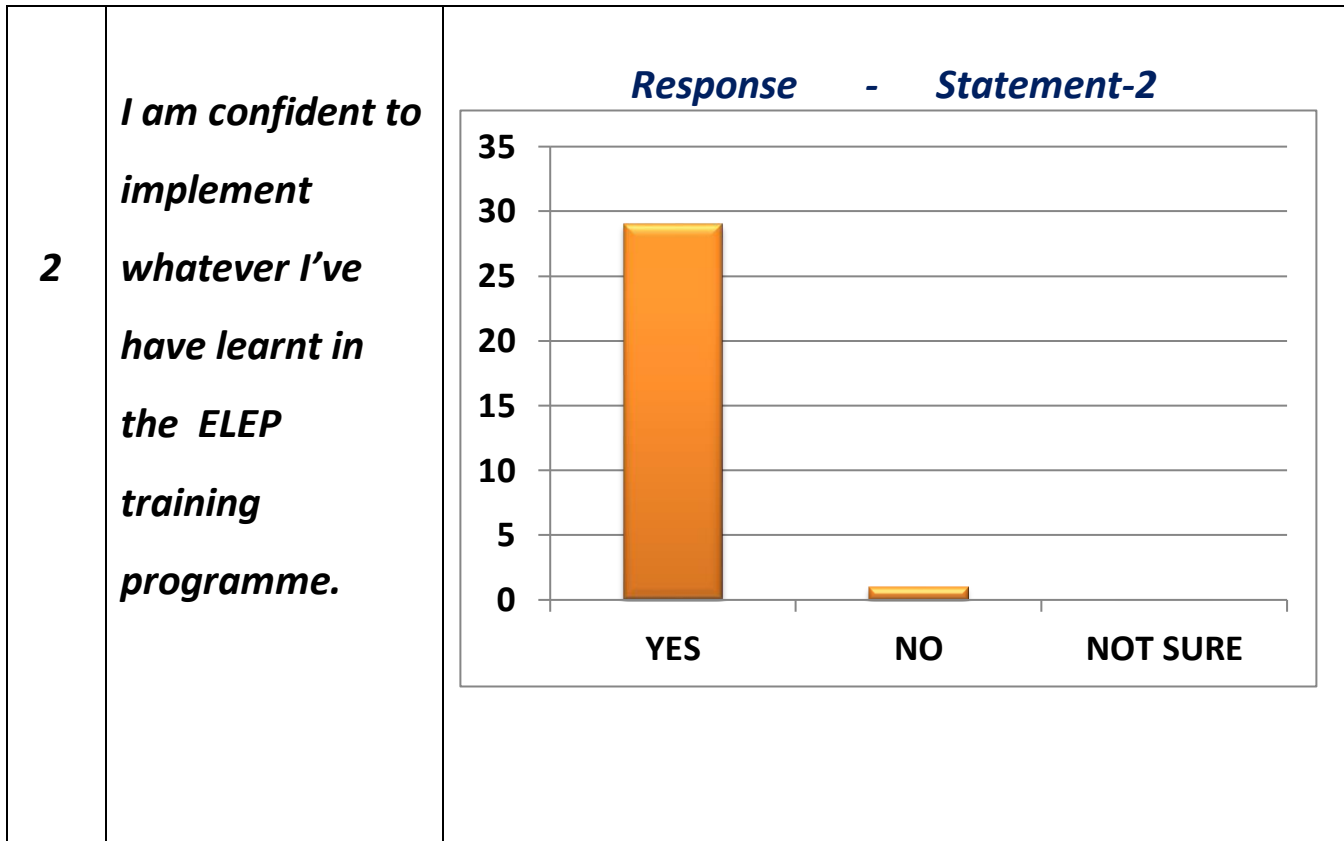
UNIT - 1

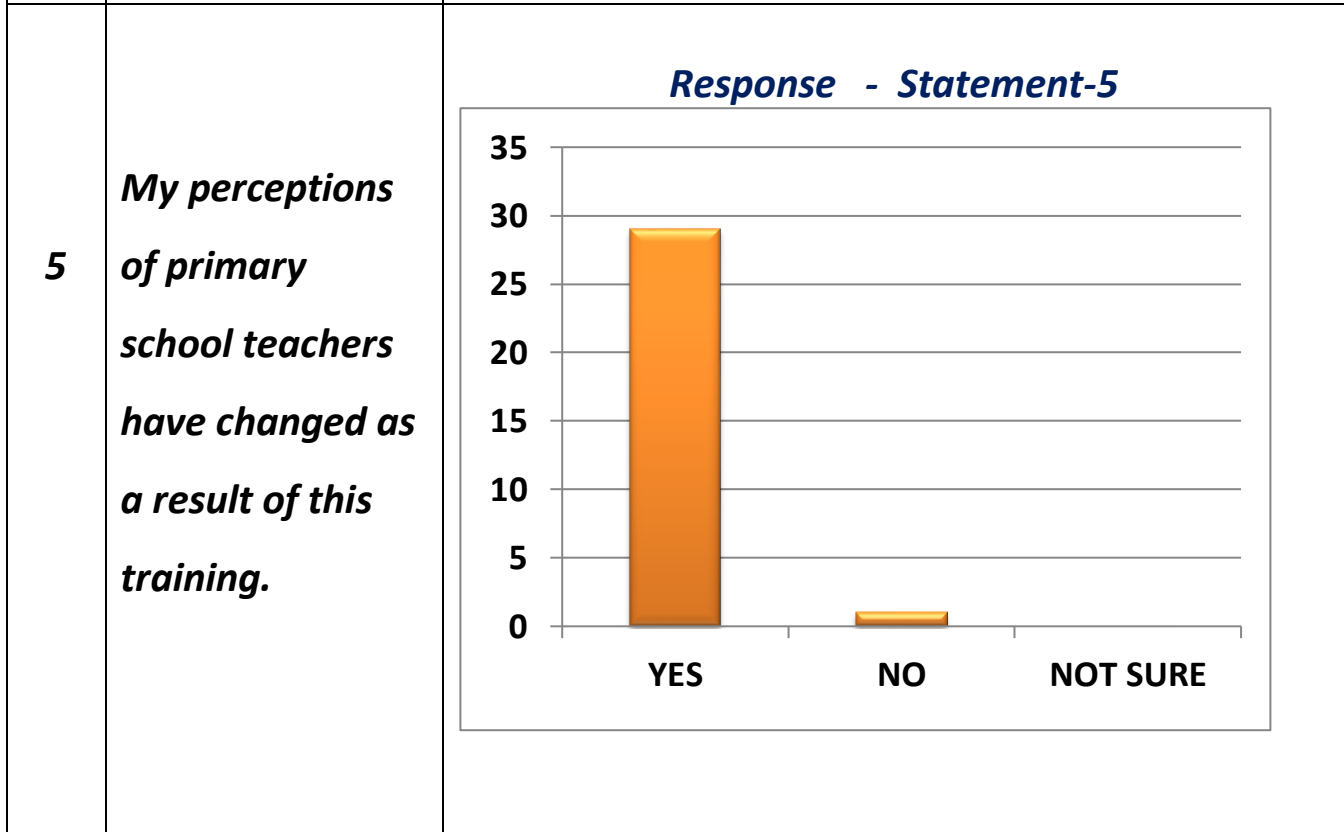
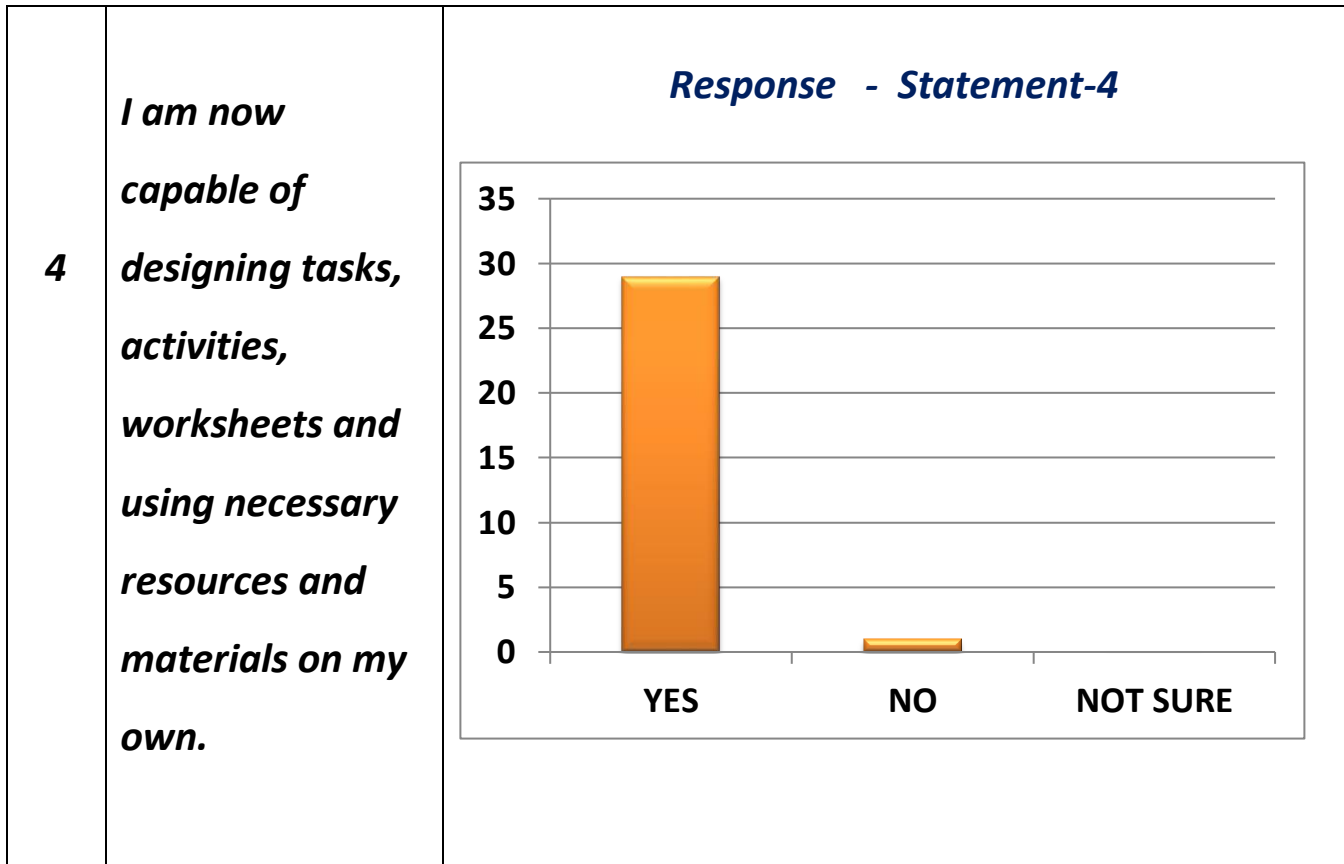
District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)
Self-evaluation (Practicing Teacher)
(Annexure-A)

While conducting the survey or field visit in 30 Primary schools of Belagavi city and Belagavi rural area schools, keeping in mind the experience and feedback received from the facilitators/practicing teachers who had already taken ELEP training we got to know the following which is depicted as below through Bar Graphs:

Representation of data through Bar graphs & Pie charts:
Practicing Teacher (Self Evaluation):

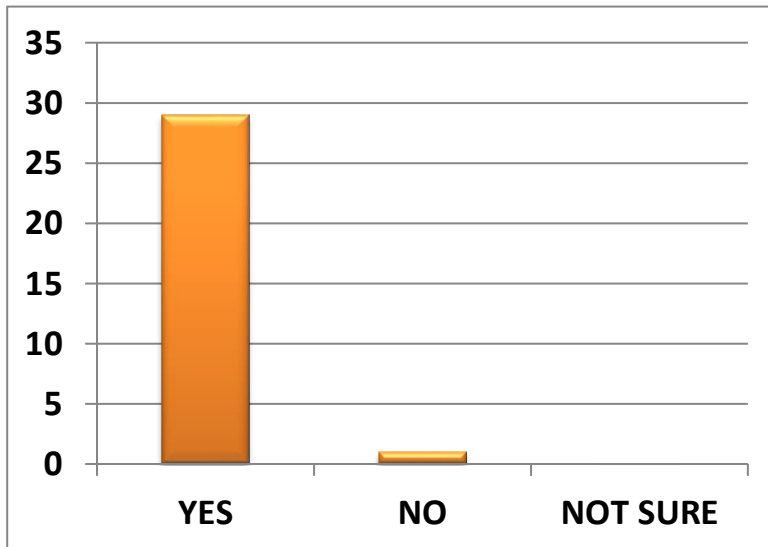
Sl. No.	Statements	Response to Statements								
1	Now I am confident and positive enough to learn foreign language ie,.. English	<p>Response - Statement-1</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <caption>Data for Statement-1 Response</caption> <thead> <tr> <th>Response</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>YES</td> <td>29</td> </tr> <tr> <td>NO</td> <td>1</td> </tr> <tr> <td>NOT SURE</td> <td>0</td> </tr> </tbody> </table>	Response	Count	YES	29	NO	1	NOT SURE	0
Response	Count									
YES	29									
NO	1									
NOT SURE	0									





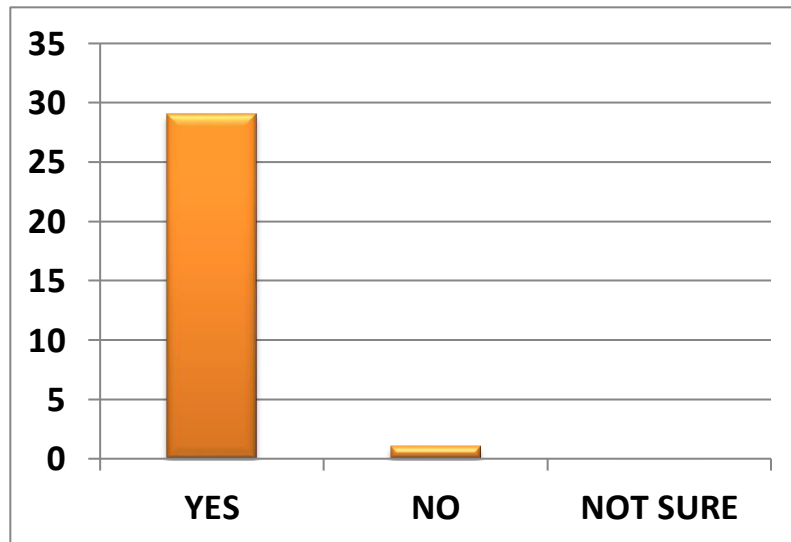
6 *I can recognize learner pronunciation difficulties and use strategies to help deal with them.*

Response - Statement-6



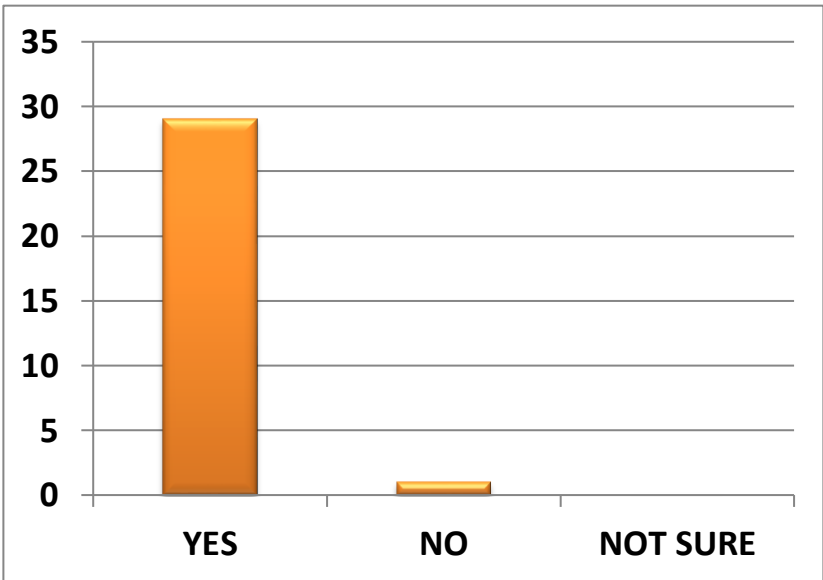
7 *I use a variety of ways to present new language.*

Response - Statement-7



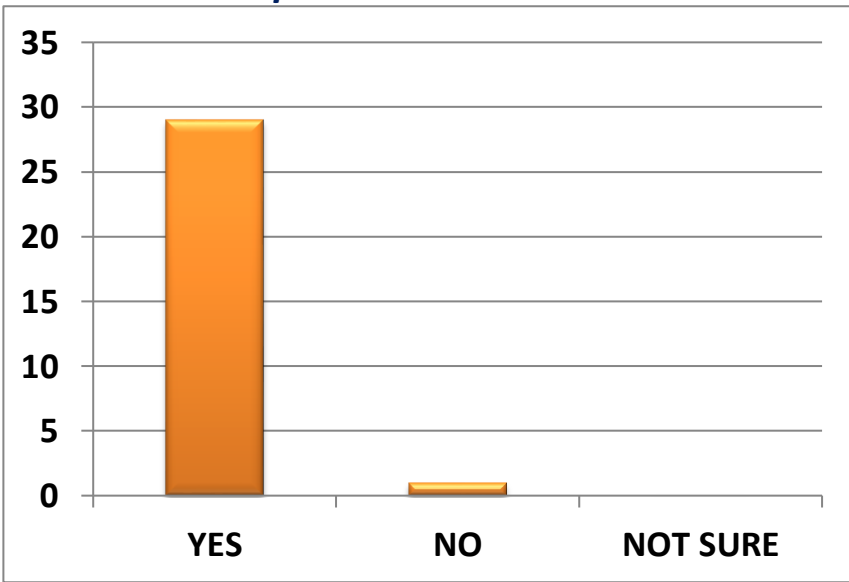
8 *I can develop and practice the listening and speaking skills of my learners.*

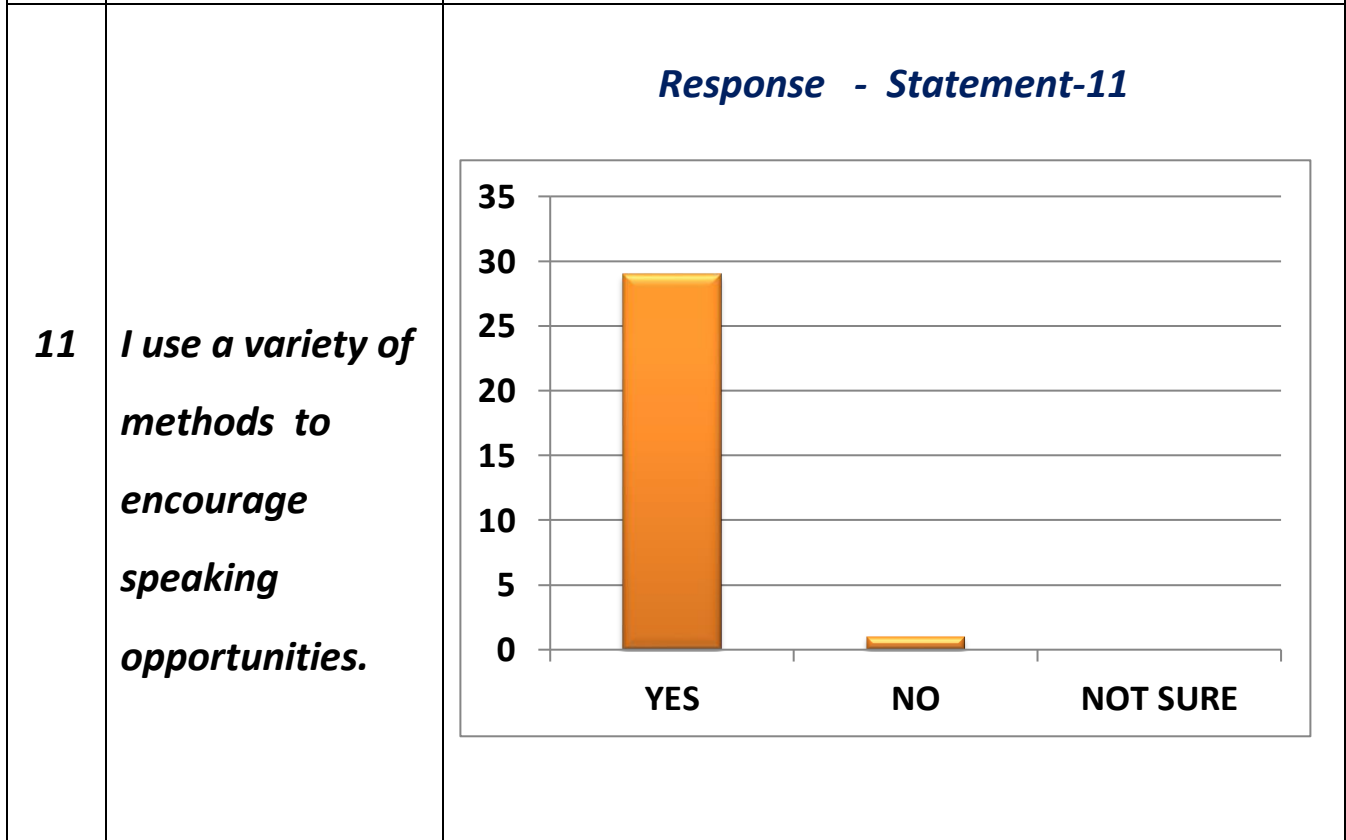
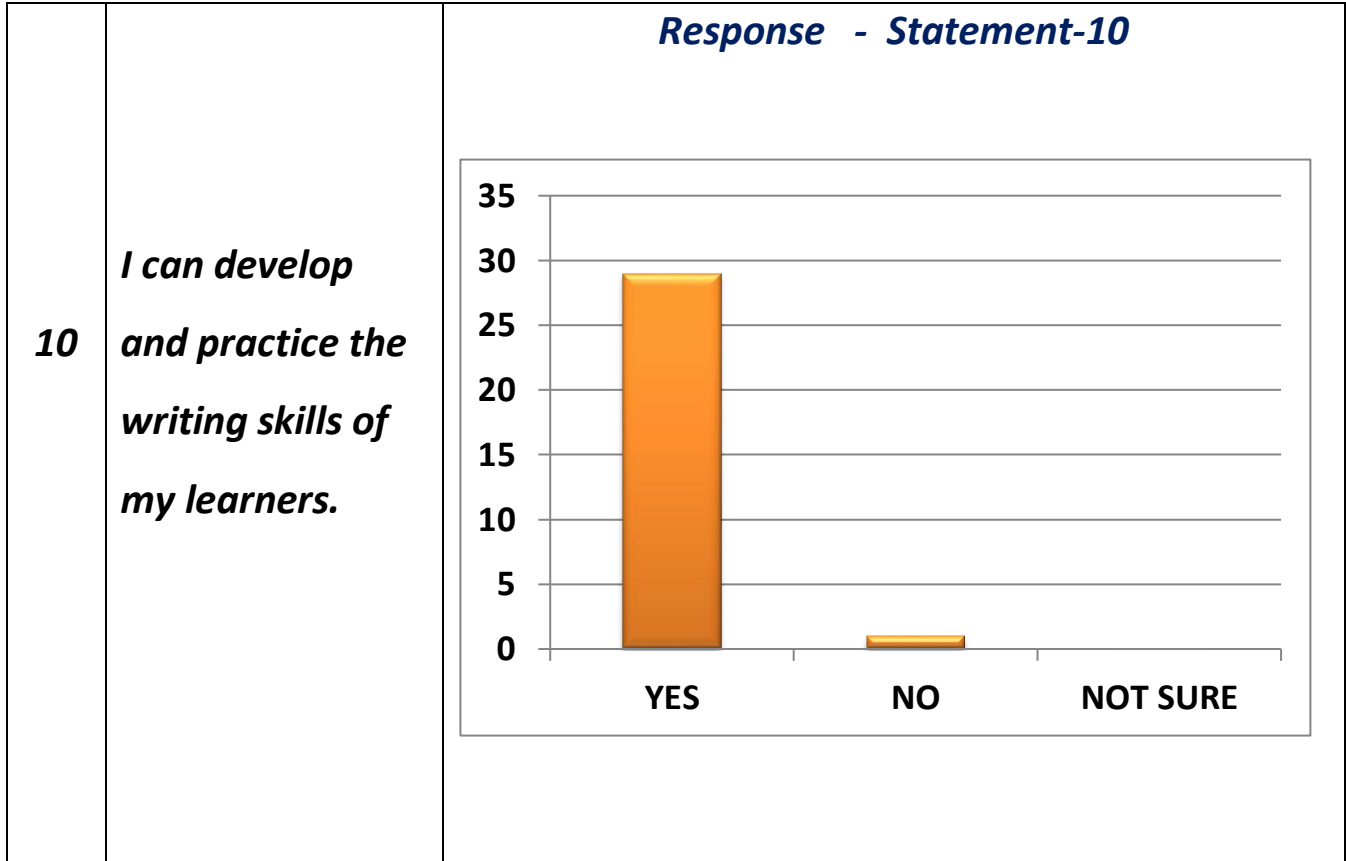
Response - Statement-8

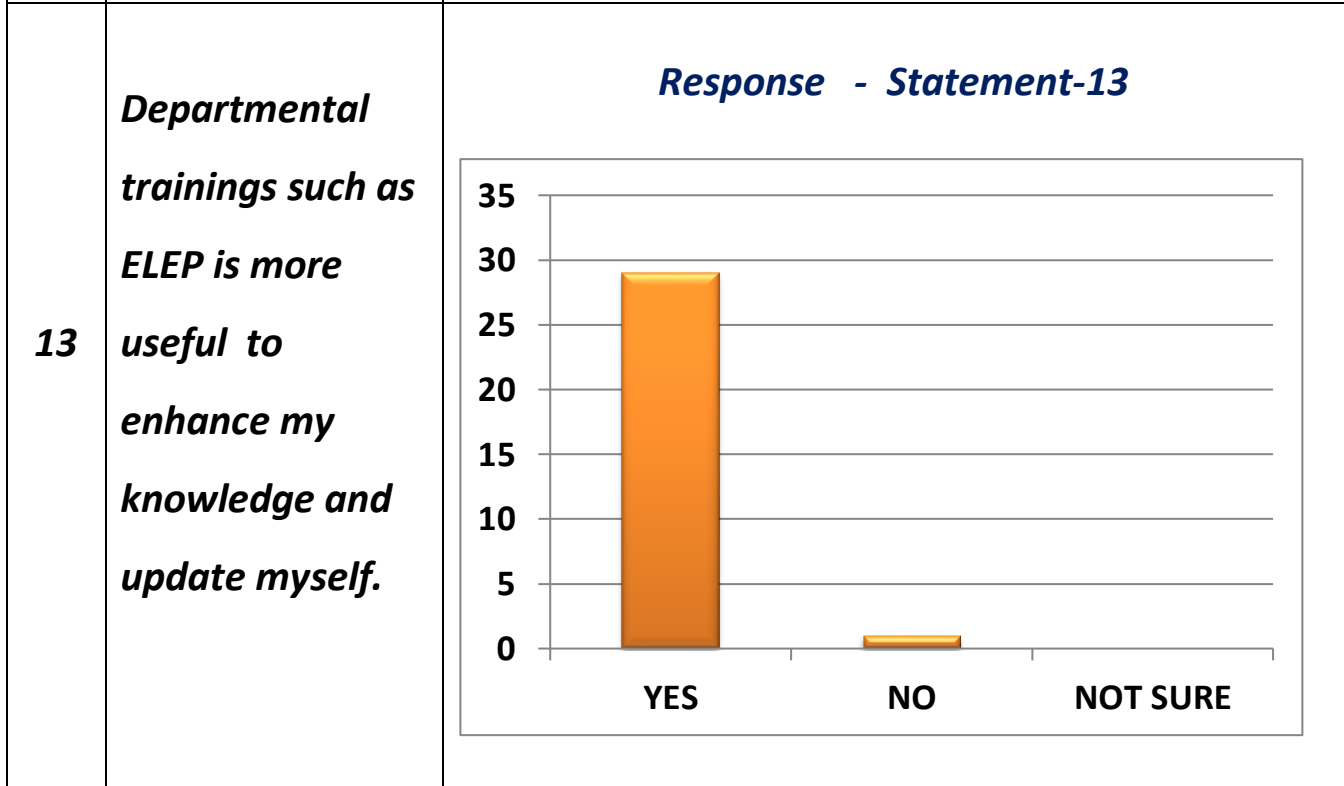
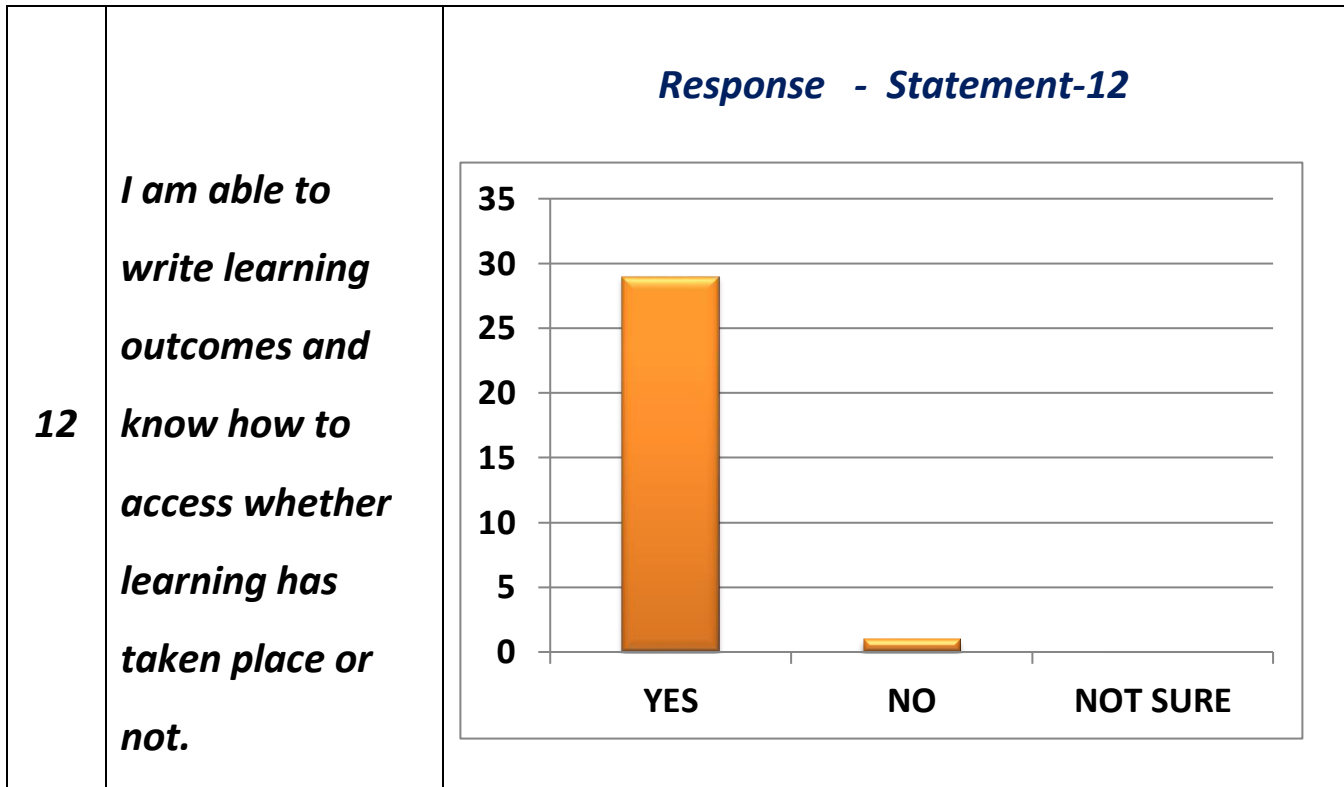


9 *I can develop and practice the reading skills of my learners.*

Response - Statement-9



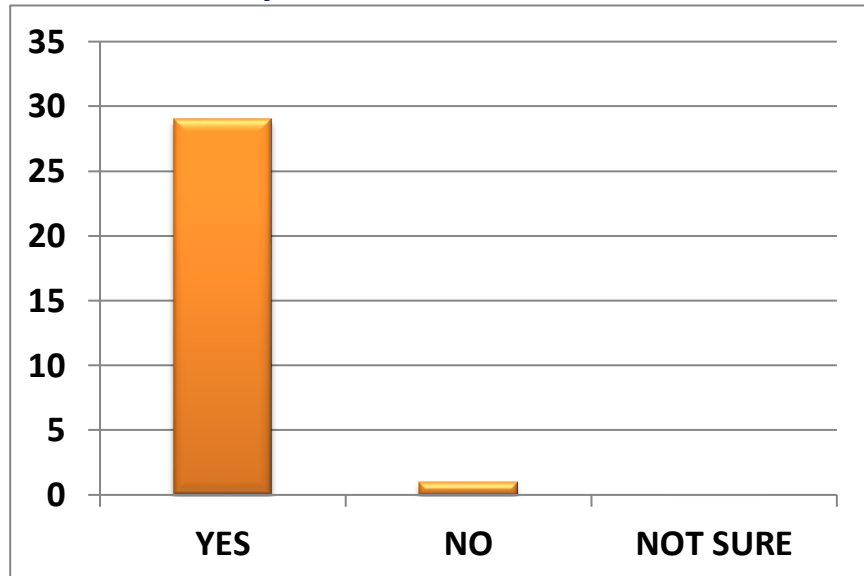




14

English trainings at regular intervals are necessary for my Professional development.

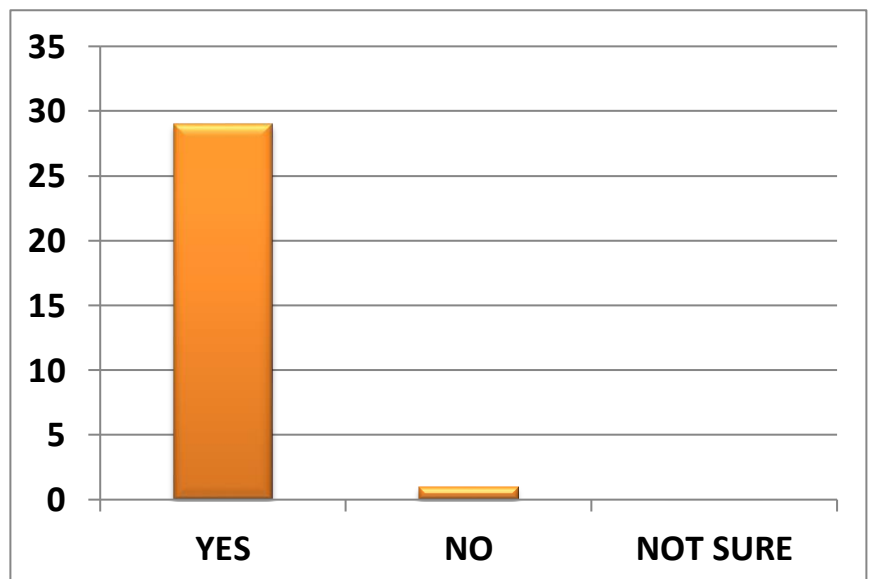
Response - Statement-14



15

I am confident enough to write Unit Plan and Conspectus of studies on my own.

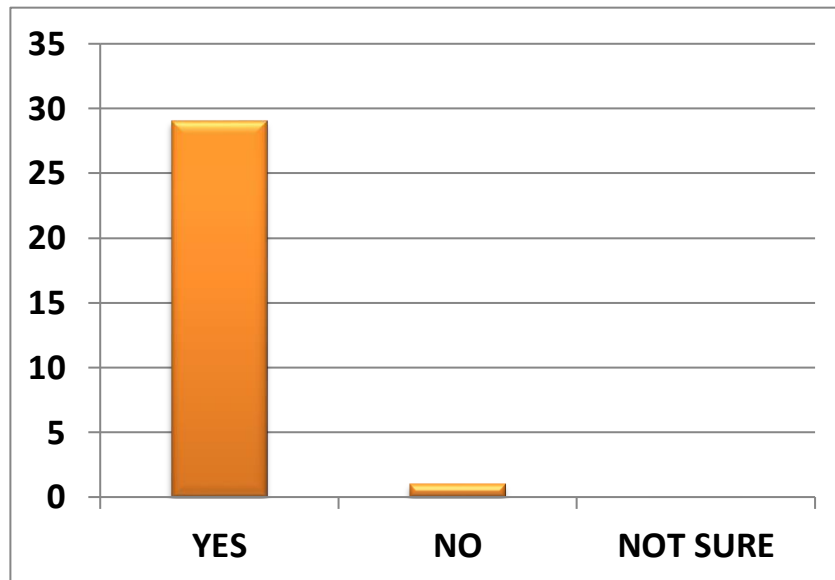
Response - Statement-15



16

My students are more eager to learn English and try to converse in the same.

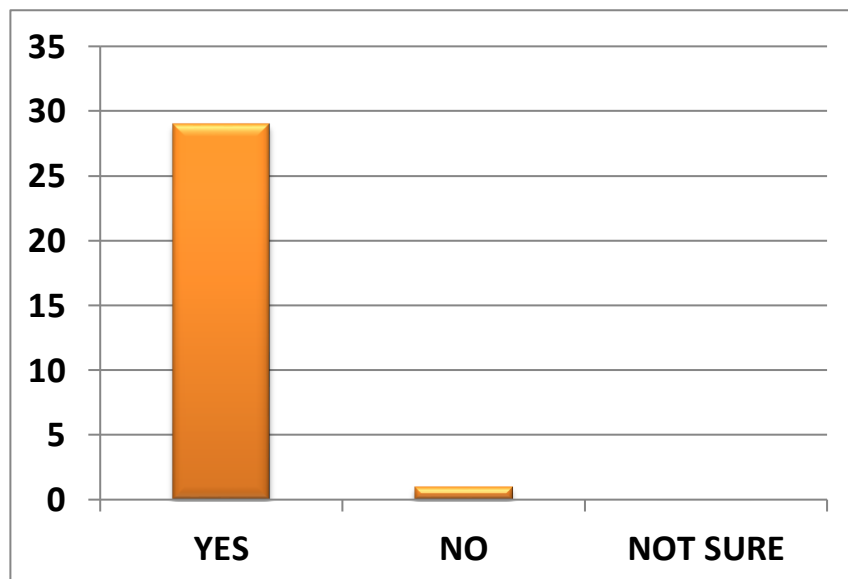
Response - Statement-16



17

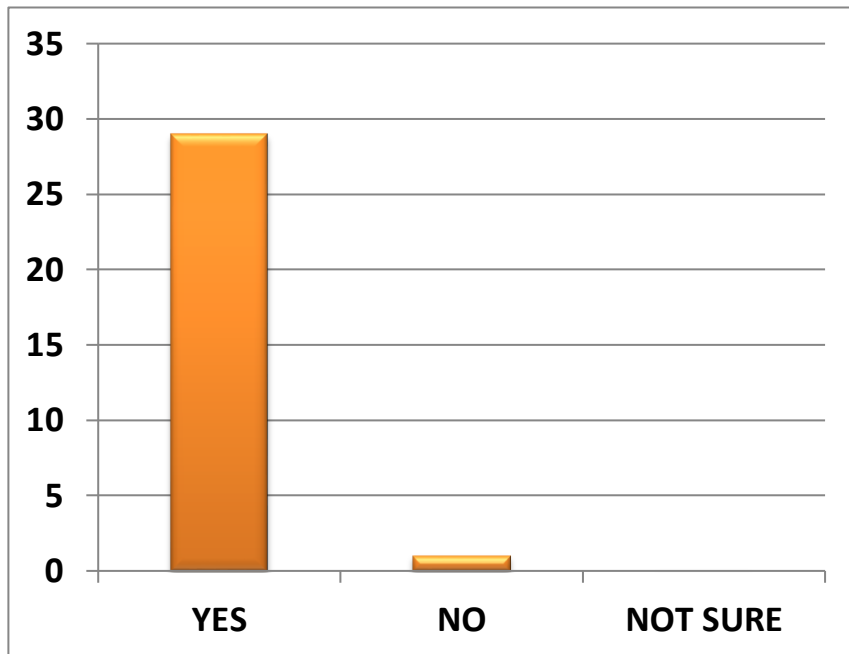
I use ICT in classroom teaching to make teaching - learning more interesting.

Response - Statement-17



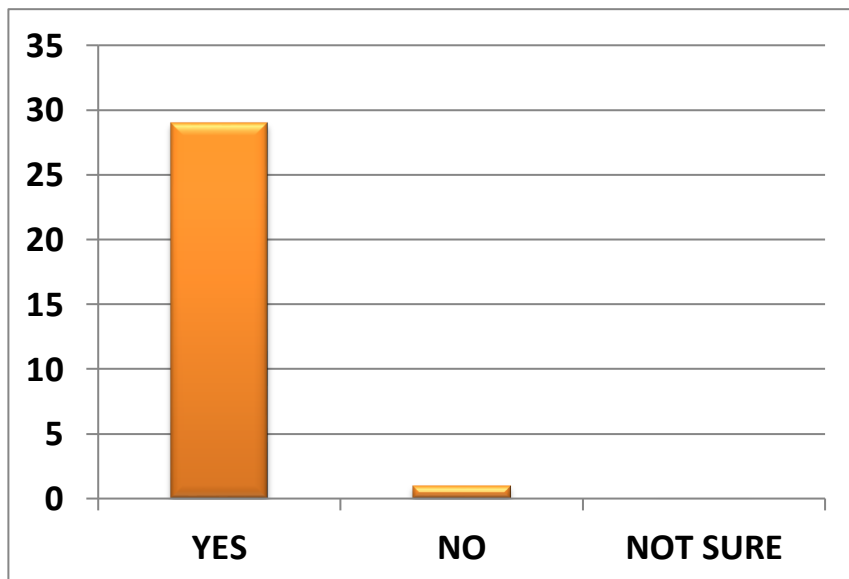
18 *My students know simple words in English and their meaning which are necessary for day to day use.*

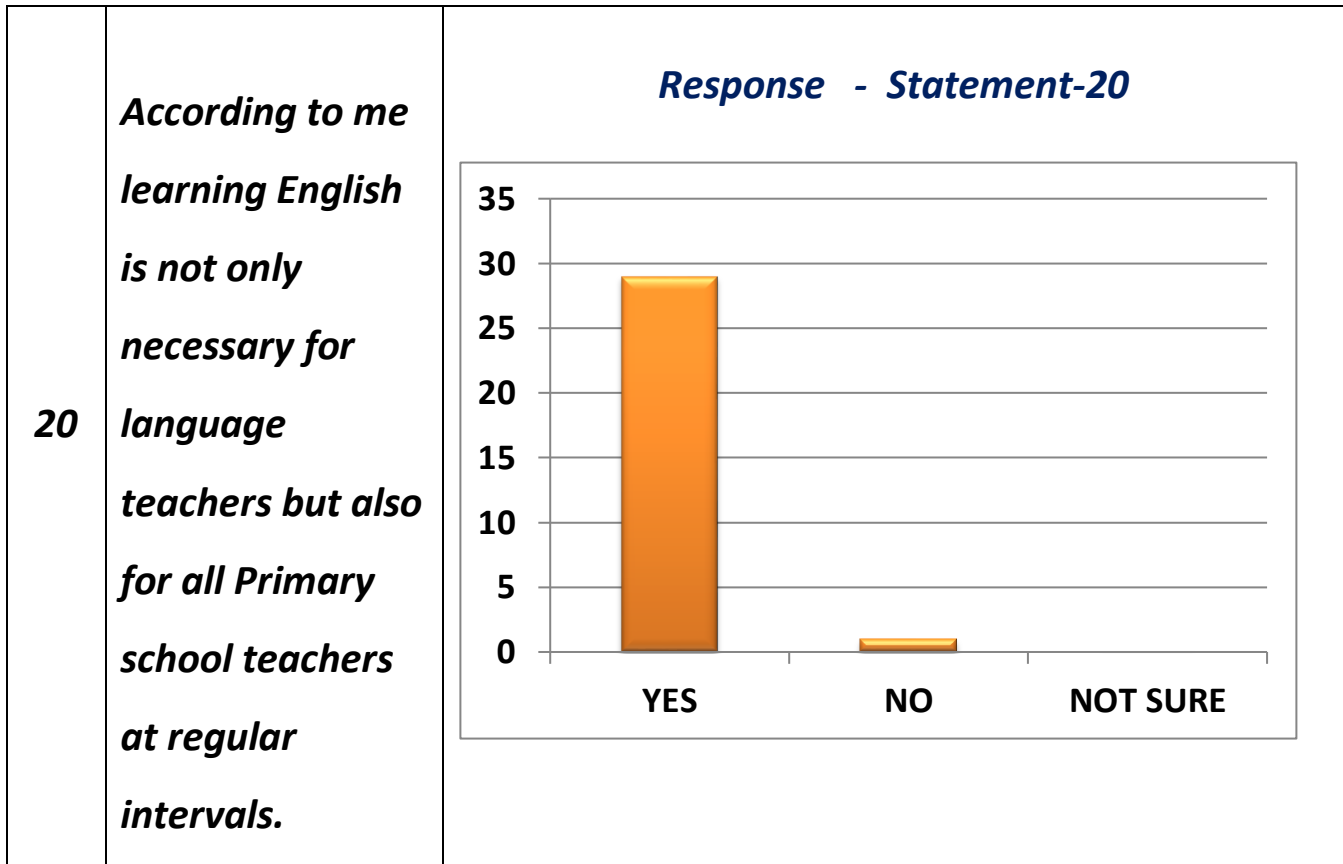
Response - Statement-18



19 *Teaching English language for vernacular medium has become easy for me after ELEP Training.*

Response - Statement-19





Analysis of Data : (Annexure- 'A'):

Self Evaluation:

When we look at self-evaluation by the practicing teachers regarding teaching and training, we are getting the details as below:

- **Question No. 1,2,4,8,9,10,11,13,14,16,19 and 20**
 - YES -30 100%
 - NO -00 00%

- **Question no. 06** - YES-29 97% NO- 1 3%
- **Question no. 17** - YES -28 94% NO- 2 6%

- **Question no. 3,5,7,12,15 and 18**

Question no. 3	-	NO-3	13%		YES-29	97%
Question no. 5	-	NO-3	13%		YES-29	97%
Question no.7	-	NO- 1	3%		YES-29	97%
Question no.12	-	NO- 3	9%		YES-27	91%
Question no.15	-	NO- 3	9%		YES-27	91%
Question no.18	-	NO- 1	3%		YES-29	97%

The above expressed opinions draw inference that everyone is benefitted with ELEP training programme. All teachers enhanced their teaching skills.

Educational Background:

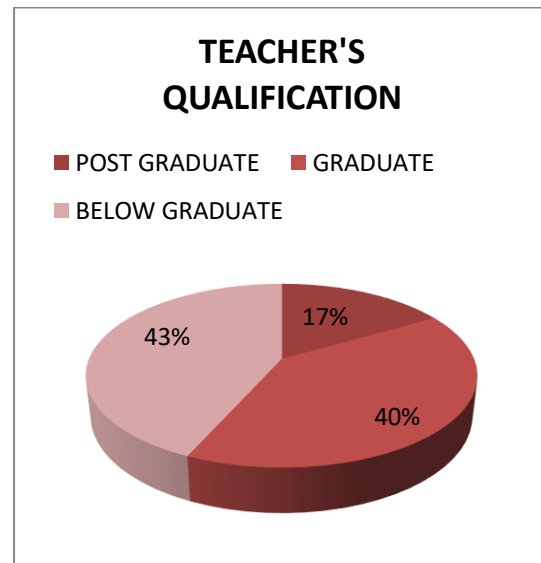
OBSERVATION:

When we analyze the Academic background of the teachers we see that Graduate and Below Graduate teachers are more or less having the same percentage where as percentage of Post Graduate teachers is less. But the after effects of ELEP training shows that most of the teachers are interested in pursuing higher qualification for their Professional development which is represented by below Pie chart.

- Academic background of the teachers is adequate when they were appointed but at present they are aspiring for higher qualification for enriching their knowledge.
- Graduate and Under Graduate teachers are more or less equal in number and the length of service they have put in is motivating them to perform better and better in their profession.
- Post graduates are only 16.67% and inspiring other teachers also to pursue higher degree for better academic results and professional development.

- *This is a clear indication that the teachers appointed prior to 2016 also have improved their academic qualifications as a part of professional development, volunteer to facilitate English subject and eagerly involved in innovative practices in the classroom.*
- *The above expressed opinions draw inference that everyone is benefitted with ELEP training programme. All teachers enhanced their teaching skills.*

- **Post Graduate - 16.67%**
- **Graduate - 40%**
- **Below Graduate - 43.33%**

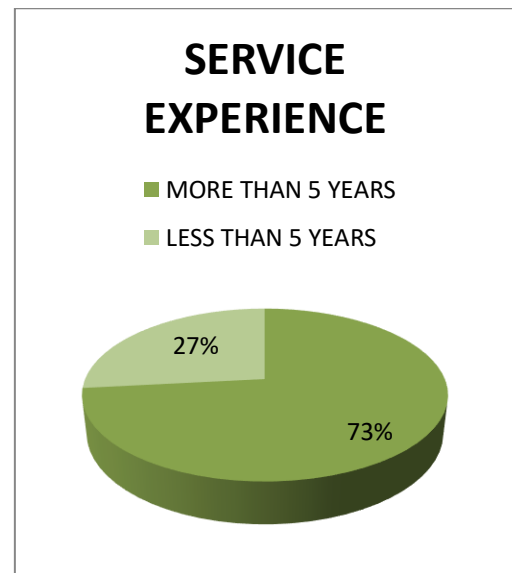


Service Background:

OBSERVATION:

- *When we look at the number of years of service teachers have put in it show that 73.33% of teachers are well experienced and they have been trained for ELEP training.*
- *Remaining 26.67% of teachers are young bloods who are fortunate enough to participate in the training and get an opportunity to share their experiences with most knowledgeable and experienced teachers. Still long journey to go for these teachers.*

- **More than 5 years- 73.33%**
- **Less than 5 years - 26.67%**



Self-evaluation (Practicing Teacher) Findings:

- *Based on the survey conducted it was found that every teacher has the feeling of confidence and positive attitude to learn a foreign language ie,.. English.*
- *They are confident enough to implement whatever they have learnt in the ELEP training programme.*
- *Majority of the teachers, that is out of 40 school teachers 35 are of the opinion that ELEP training is more useful as compared to attending workshops, seminars or conferences. They are of the opinion that instead of paying and taking English training it is better to take such useful training from the department which is not only curriculum/syllabus based but also Facilitator centered . But few are not sure about it.*
- *Training has not only increased the capacity of teachers in designing tasks, activities, worksheets and using necessary resources on their own but also has changed their perceptions towards teachers but one or two are not sure about it.*

- *At the time of visit it is found that difficulties in Pronunciation of students are recognized by teachers and also various strategies such as **Mobile pronunciation, Face to Face pronunciation by Teacher-Student, Student-Student** was used to solve the difficulties in uttering the words.*
- *Even though students are from vernacular medium teachers are doing their best to present new language in various ways such as **Using pictures, Short stories, Dramatization, Fun games, Using objects such as Family photos, Dresses, Fruits, Vegetables, Dishes, Toys, etc.,** to create more natural learning environment.*
- *Teachers are confident enough in developing various language skills among the students such as listening, speaking, reading and writing through Short dialogues, dramas, speech during various competition etc.*
- *Most of the teachers are sure about achieving learning outcomes from the students side through asking written and oral questions while teaching as well as after finishing the particular unit. **But few of the teachers are not sure about it.***
- *Teachers are of the opinion that Departmental trainings are more useful in enhancing their knowledge as well as keep themselves updated with the present system of education and also help them develop professionally. **But few of the teachers are not sure about it.***
- *Teachers are able to write Unit plan and Conspectus of studies on their own. It was their demand during training to know how to write it in correct method. **But few are still not sure about it.***
- *Looking at the increasing demand for English language learning, not only for academic development but also for the future, both students and teachers are trying their level best to learn English. **They are of the opinion that it should be made mandatory for all the subject teachers also.***

- *Teaching and Learning through using simple words, body gesture, miming, sign language, TPR activities etc,.. is helping them to enhance their knowledge and comprehend the things better. **But few teachers are not very sure about it because they feel that students do not have English language environment either at home or outside as many of the students are coming from economically and geographically backward background.***
- *As far as use of ICT is concerned, even though not much facilities are available in the school, teachers are using their Mobiles, Radios to make their teaching more effective. But few schools have taken initiative to arrange LCD Projector, Laptop and Smart class arrangement in their schools through the Donors. Hence, **Teachers and students demand for such facilities in their schools to make their teaching learning process more meaningful and interesting as well as ICT training at regular intervals from the department.***

Future scope of ELEP Training: (Annexure – A)

1. *Some teachers are not sure about the outcomes of the training as compared to Workshops and Seminars. Hence in future trainings could be conducted using many techniques and activities included in workshops and seminars. Including variety of such activities would lead to better outcomes.*
2. *Few teachers are not sure about the change of their perceptions towards the primary school teachers after ELEP training hence in future Orientation and Refresher programmes will be conducted to clear the doubts with regard to their profession.*
3. *Regarding writing the learning outcomes and to know how to access whether learning has taken place or not, few teachers have opined as not sure so in future while conducting training programmes detailed idea about how to write the learning outcomes and know whether learning has taken place or not will*

be discussed and doubts in this matter will be solved. Following measures can be taken in this connection:

- *Frequent recapitulation sessions for students.*
- *Conducting MCQ's.*
- *Conducting Quiz.*
- *Mentioning slow learners progress in the Unit plan regularly and doing follow up work.*
- *Making teaching and learning joyful.*
- *Encouraging teachers to come up with new ideas of teaching-learning process.*
- *Outdoor learning.*
- *Use of CCE in real context.*
- *Creating the English language environment in a real sense by using various tools and techniques.*

Few teachers feel that ELEP training is not enough to enhance their knowledge and develop professionally, according to them it is one of the aspects of development in their profession. Hence in future more and more opportunities to be created to motivate and make sure that long term Certificate courses to give the depth of the knowledge made available at district level itself.

Hence in future following steps can be taken:

- *Before conducting training taking the list of demands from the teachers and suggestions from the subject experts to frame the Module.*
- *Instead of conducting training once in a year it can be done twice in a year.*
- *Conducting Refresher activities at regular intervals.*
- *Follow up work with regard to training frequently.*
- *Cluster sharing meetings regarding the training.*
- *By introducing short term diploma courses/Certificate courses through department in our own places.*

4. *Regarding Unit plan and Conspectus of studies not only detailed idea can be given but also practice of writing the both, taking a particular unit will be more useful. As it is hardly not known to very few teachers it can be solved in forthcoming trainings with ease by providing Sample Unit plans and Conspectus of studies. While providing sample plans it should be noted that given plans are just samples but they are not final in themselves. In due course changes can be done for the better results.*
5. *Teachers can be motivated to create English language environment as much as possible in the school and also encourage students to learn foreign language with positive attitude. Even though students are not having the foreign language environment once they leave the school, guidance should be given regarding its importance and also how they can learn it with ease and interest .
Ex: Use of mobile apps, Radio and TV programmes, Audio and Video clippings, by presenting success stories of vernacular medium students by learning English etc,..*
6. ***By providing ICT facilities and also trainings in this direction learning can be made more interesting and fruitful. As Technology Assisted Learning Programme training is provided at Secondary level, similar trainings at Elementary level would lead to better outcomes. Teachers would not only be technically sound but also teaching would be more interesting and attractive with sound and music effect.***

CONCLUSION:

As all of us know that while proceeding in the journey of learning any new language other than mother tongue, fear, hesitation and awe are common things. But positive attitude and sound collaborative work of teachers, students and parents with the help of departmental trainings at regular intervals without instilling any negative emotions towards the learning of the foreign language would result in fruitful Endeavour.

UNIT - 5
ANNEXURE – B
CLASSROOM IMPLEMENTATION STUDY

Classroom Implementation Study

This questionnaire is prepared to seek your views on the extent to which you have implemented your learning from the 15/20/30-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.

<i>Sl No.</i>	<i>Statements</i>	<i>Before the training</i>	<i>After the training</i>	<i>Details/comments</i>
1	<i>I like to teach English and it is my favourite subject.</i>			
2	<i>I am very much excited to learn foreign language ie,.. English.</i>			
3	<i>I involve each learner in classroom activities.</i>			
4	<i>I spend more time explaining the content of the lessons.</i>			
5	<i>I spend more time on developing</i>			

	<i>learner's language skills.</i>			
6	<i>I am hesitant to speak in English.</i>			
7	<i>I use learner's mother tongue while teaching English.</i>			
8	<i>I use additional learning materials (write some examples).</i>			
9	<i>I can speak in English fluently.</i>			
10	<i>Students learn questions and answers by heart in my class.</i>			
11	<i>I have conducted a few activities to develop student's spoken English (give examples).</i>			
12	<i>I am satisfied with my classroom teaching.</i>			
13	<i>I use additional resources such as mobile, dictionary, internet, etc. to improve my English.</i>			
14	<i>I spend more time preparing for my class.</i>			
15	<i>I depend completely on the textbook content and activities given in the textbook.</i>			
16	<i>I am able to narrate stories in the classroom.</i>			

17	<i>I conduct pair and small group activities.</i>			
18	<i>I tolerate the mistakes children make while using English.</i>			
19	<i>I use translation method to teach English.</i>			
20	<i>More than speaking myself in the classroom, I give opportunity to my students to participate in the lesson.</i>			

Annexure-B

PART - A

Classroom Implementation Study:

*While conducting the survey “**Classroom Implementation Study Questionnaire**” was prepared for teachers to view to what extent ELEP training has been implemented in the classroom as well as its effect before and after the training. On 15 Jan 2020 to 25 Feb 2020 various schools were visited for the same purpose. 30 teachers were picked up to assess the classroom implementation. Keeping in mind the experience and feedback received from the facilitators/practicing teachers we got to know the following.*

Classroom Implementation Study Findings:

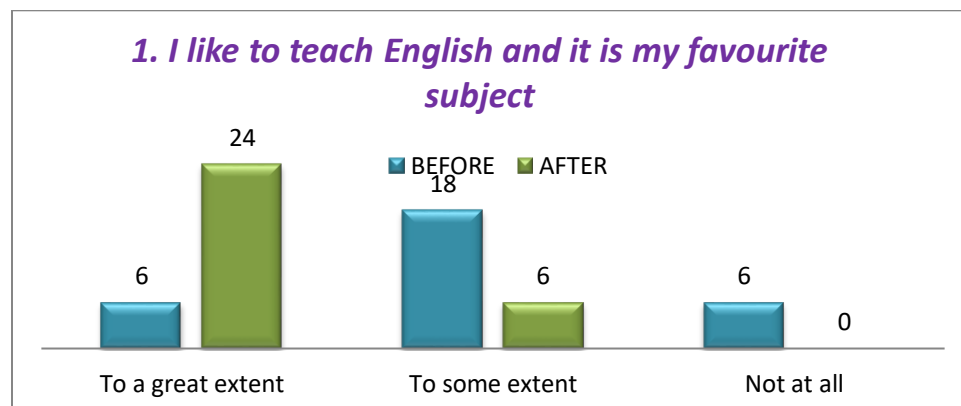
Based on the survey conducted it is found that classroom implementation study results were totally different before the commencement of the training and after the training got over. There was lot of change in the attitude of the teachers with regard to English

language learning which can be seen in the below graphs which are self explanatory and also give us the clear picture of the effectiveness of English Language Empowerment Programme in classroom teaching, how training could change the school environment and also participation of the students in classroom activities in a positive manner. So along with some suggestions and feedback classroom implementation by the teachers was assessed.

- When looked at the participants responses of 'Before the training' and 'After the training', found definite improvement.
- Found improvement in ability to use English.
- Found improvement in ability to teach English.
- Hesitation to speak and learn English has minimized to a great extent.
- Knowledge of use of language skills has improved.
- Predominant use of translation method while teaching is improved.
- Impact of learners mother tongue over the English language is minimized.
- Proper analytical skills as well as best practices are included in teaching.

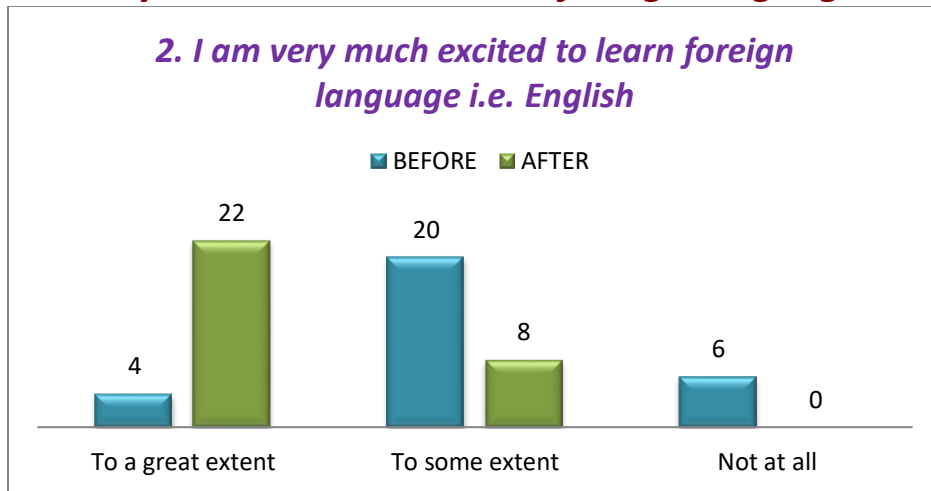
Representation of data through Bar graphs & Pie charts:

Q.No. 1) I like to teach English and it is my favourite subject.



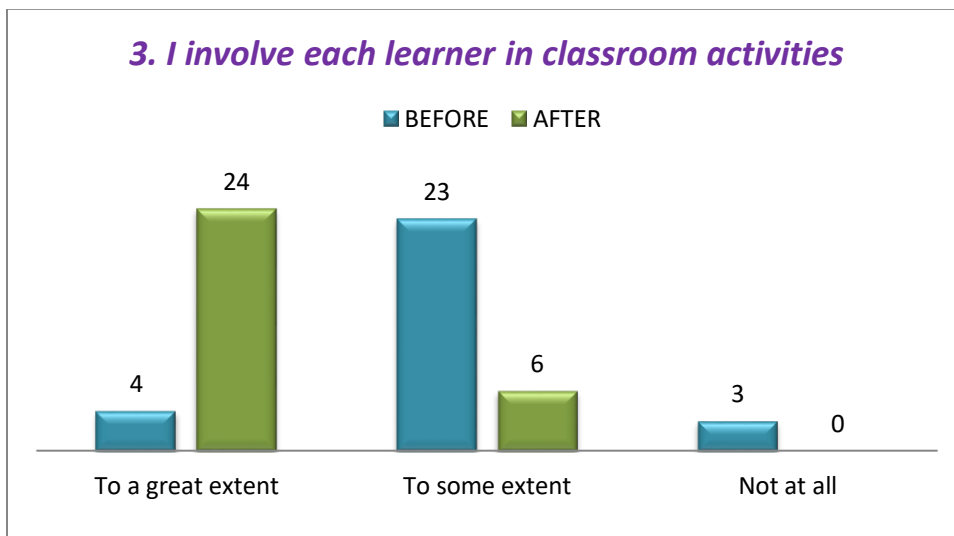
Teachers are excited to learn English language and it has become their favourite subject. **But few teachers are hesitant to learn and speak the new language.**

Q.No.2) I am very much excited to learn foreign language i.e. English.



When we compare the results in the Graph we find that there were some teachers who were not excited and those who were excited only to some extent to learn English. **But post-ELEP training the percentage of those who showed greater extent of interest in learning the language showed a great hike.**

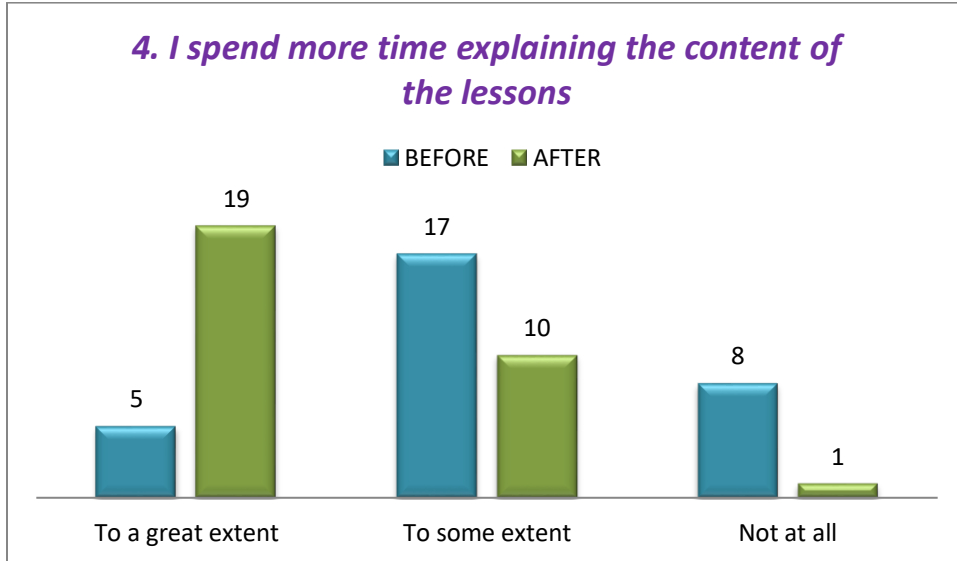
Q.No.3) I involve each learner in classroom activities.



From the above bar graph we can infer that teachers involved lesser classroom activities before the training was given but after the training most of

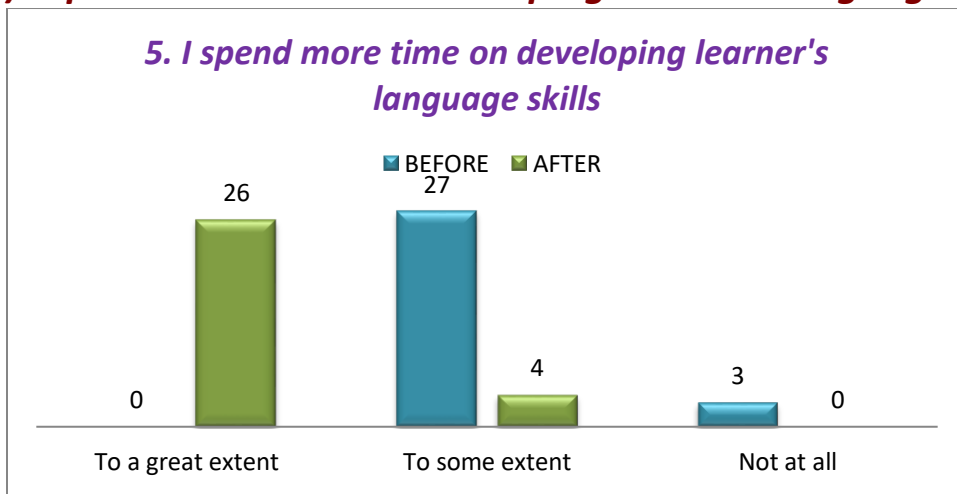
the teachers seemed to have learnt the technique of **making teaching more LEARNER-CENTRIC**.

Q. No. 4) I spend more time explaining the content of the lessons.



After being trained by good resource persons in the training, teachers learnt a more better way of explaining the content to their students. From the graph the difference of the ways used can be found out.

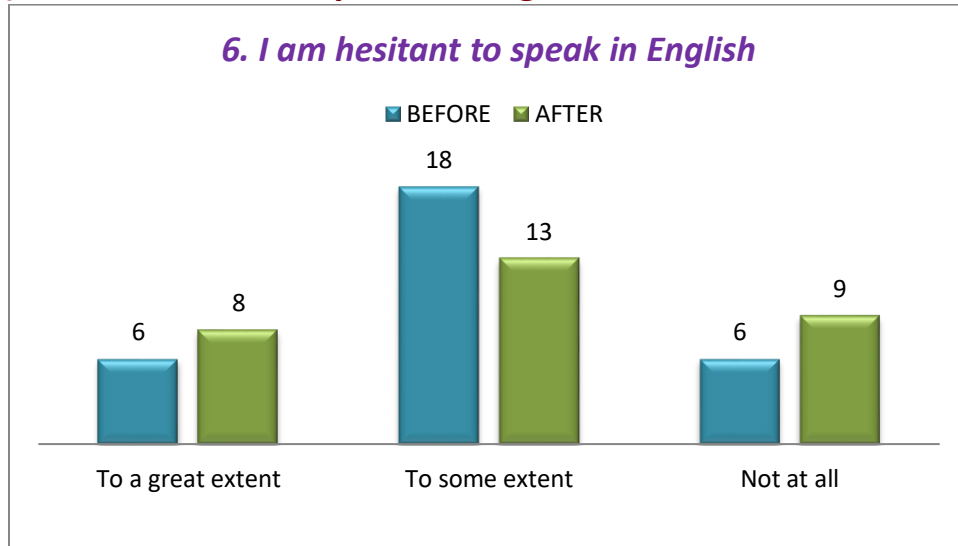
Q. No. 5) I spend more time on developing learner's language skills.



When questioned about the language skills teachers develop among their students, it was found that this aspect is improved only to some extent in the

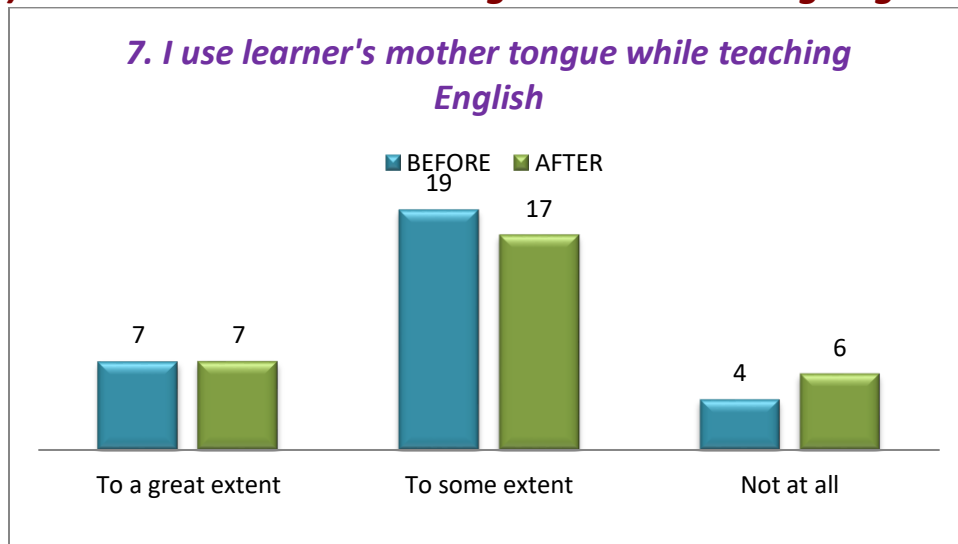
classrooms. This aspect can be utilized in the future scope of the training to make teachers more aware about language skills.

Q. No. 6) I am hesitant to speak in English.



From the above graph it can be inferred that a lot of teachers were more hesitant to speak in English but after the training the ratio slightly improved. This is a good outcome of the training which enhances speaking skills and instills confidence.

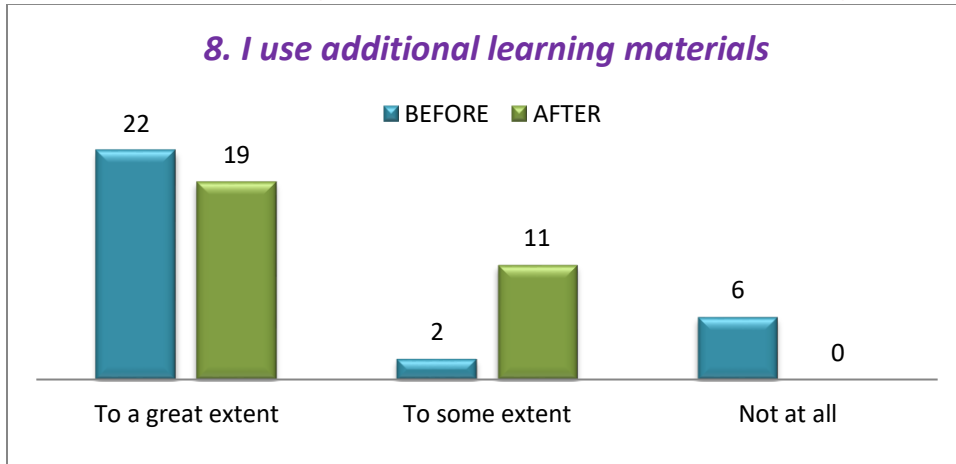
Q. No. 7) I use learner's mother tongue while teaching English.



There is always a misconception that a new language can be taught by translating it into the mother tongue of the students, but a new language has its own

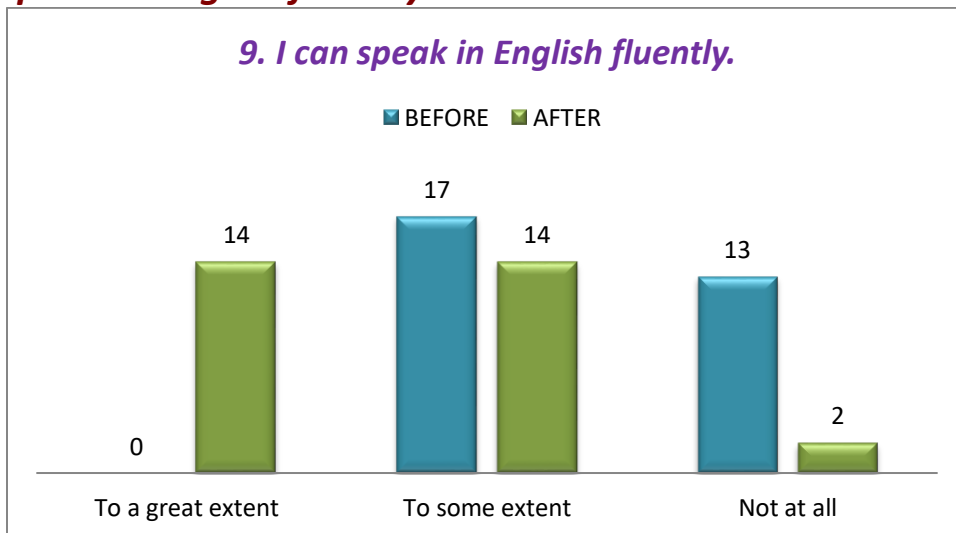
grammar **which cannot be learnt through translation**. Some teachers used this method to some extent but post training this method seems to have taken a step back.

8) I use additional learning materials (write some examples)



Teachers usually only adhere to the textbook provided by the government, thereby reducing the scope of greater learning. Post ELEP training teachers became more **aware of the additional materials available**. Here we can see a great hike in the number of teachers using the additional material later.

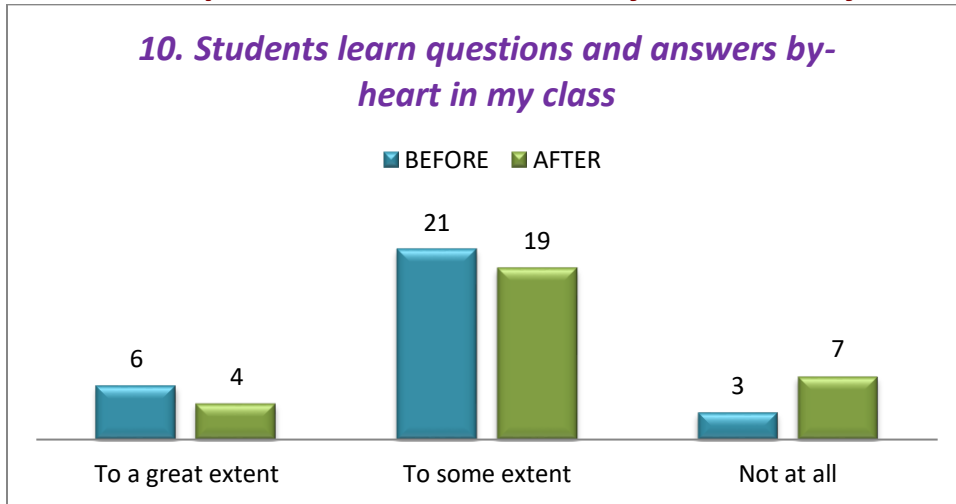
9) I can speak in English fluently.



Trainings and surveys not only bring out positive outcomes but also bring out the deficiencies among the skills of the teachers. This survey helped us find out

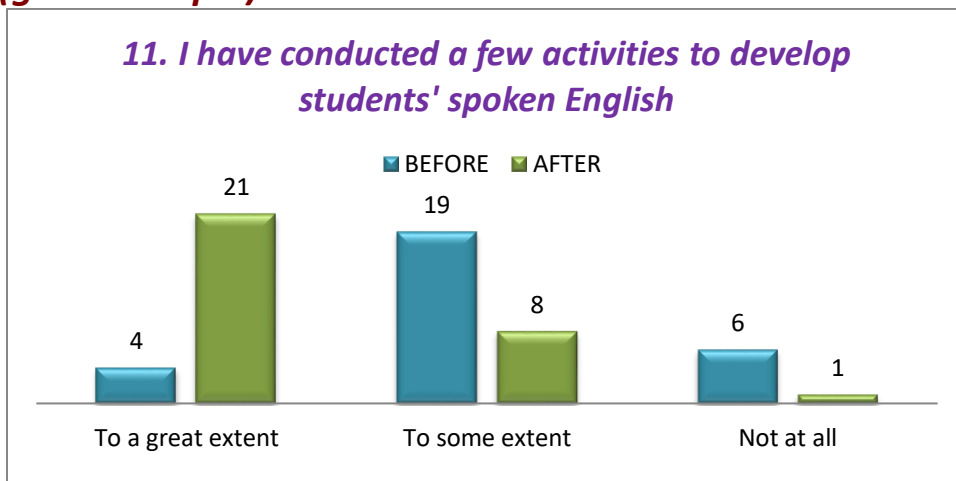
that teachers aren't very fluent in speaking English. The effects before and after training seem to look alike. This can be done away by bringing these teachers to the fore and helping them enhance their speaking ability. Here the graph seems to shift towards the side of a greater extent which is a positive outcome too.

10) Students learn questions and answers by-heart in my class.



From the graph we can conclude that some methods used in the classrooms were flawed e.g. by hearting technique, but **post training this method seems to have reduced over a great extent with many shifting to not at all.**

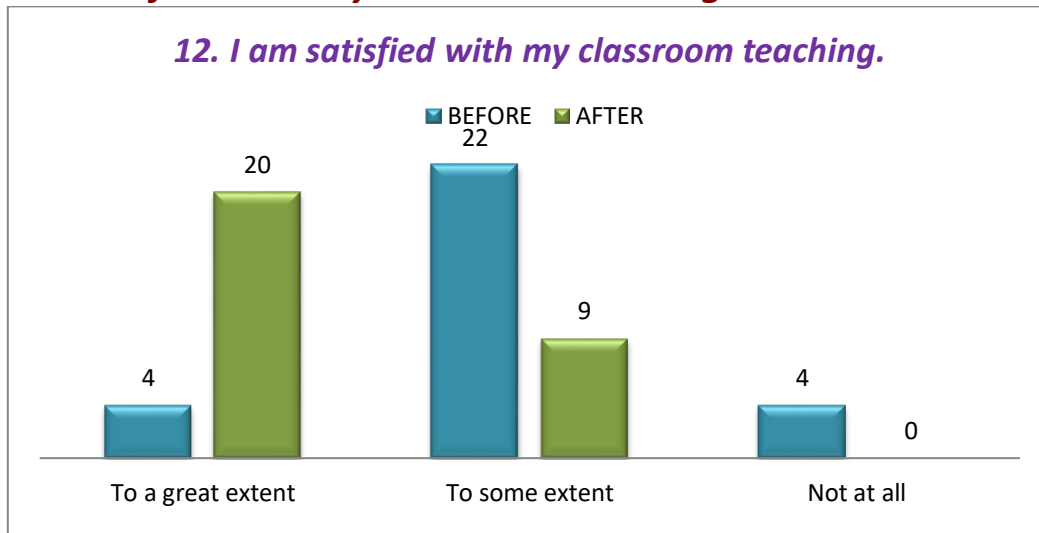
11) I have conducted a few activities to develop students' spoken English (give example)



From the survey we found that teachers concentrated on the students' speaking skills only to some extent whereas greater stress was laid on writing

skills, but post training teachers were made aware of the importance of development of speaking abilities among the students. This can be seen as a **great improvement with a larger proportion of teachers concentrating on this aspect in post training.**

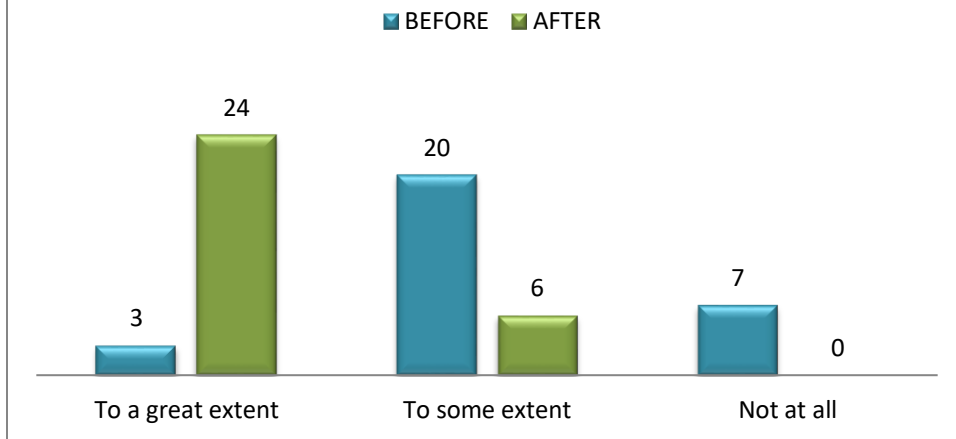
12) I am satisfied with my classroom teaching.



It is very necessary to analyze oneself and draw the positive outcomes of one's teaching abilities. Many teachers who were less confident about their satisfaction of teaching became **more satisfied in post training because training taught them proper analytical skills as well as best practices to include in their teaching.**

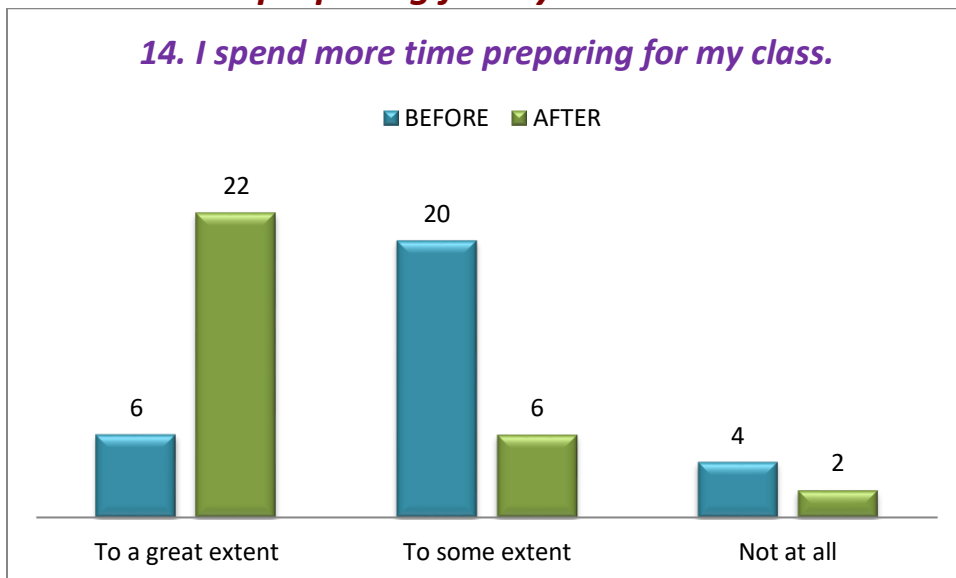
13) I use additional resources such as mobile, dictionary, internet etc., to improve my English

13. I use additional resources such as mobile, dictionary, internet etc., to improve my English



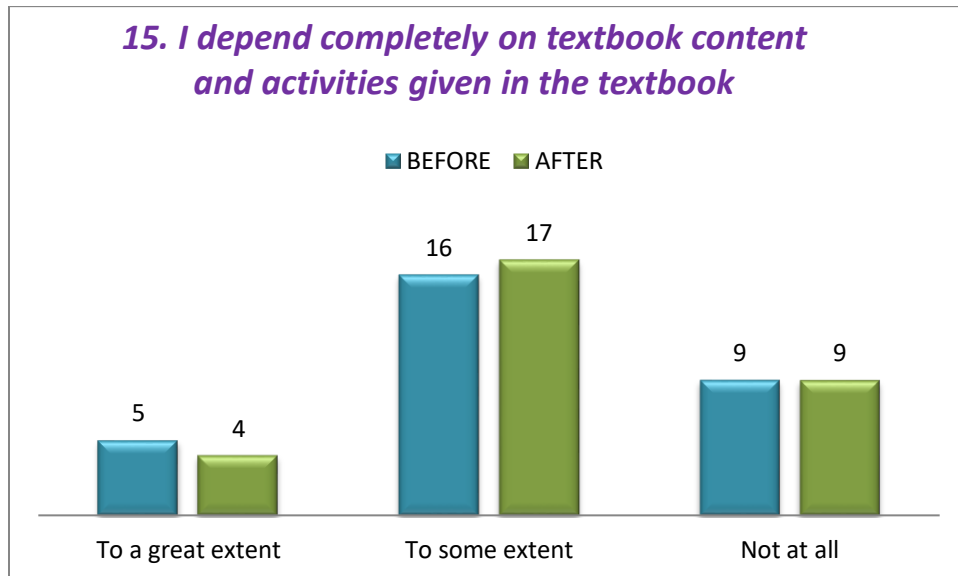
*In the **era of digitalization**, what we call the fourth industrial revolution, it is very necessary to equip teachers with a vast number of skills and techniques which can be passed on to the future generation. Using varied materials like mobile, laptop, dictionary, LCD Projector etc can give a helping hand in this aspect. This ability improved to a greater extent after the training.*

14) I spend more time preparing for my class.



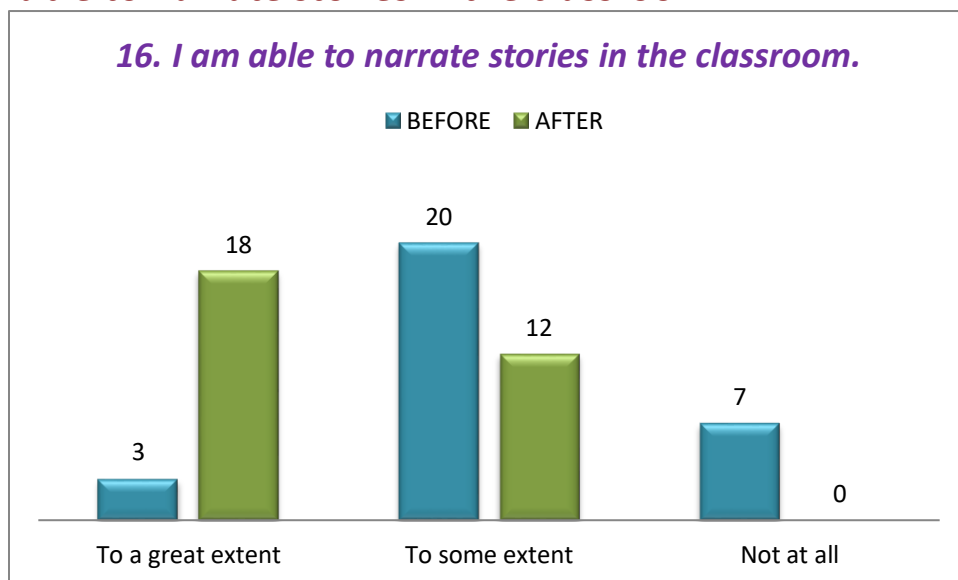
*There were very less teachers who prepared for lessons before the actual classroom session. This training helped the teachers to learn the importance of some **'self-homework'** before class which helps to bring **optimum output**.*

15) I depend completely on the textbook content and activities given in the textbook.



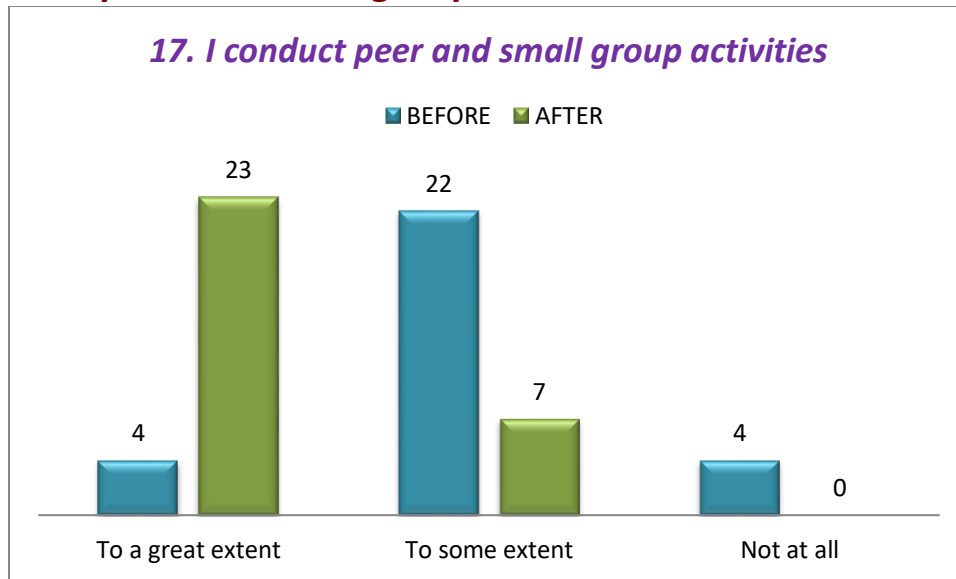
Here we can see that the **impact created by the training to push teachers ahead to use some creativity in their teaching process** was more or less the same as before training. But some teachers notably denied using textbook at all for such activities which means they included more other innovative practices.

16) I am able to narrate stories in the classroom.



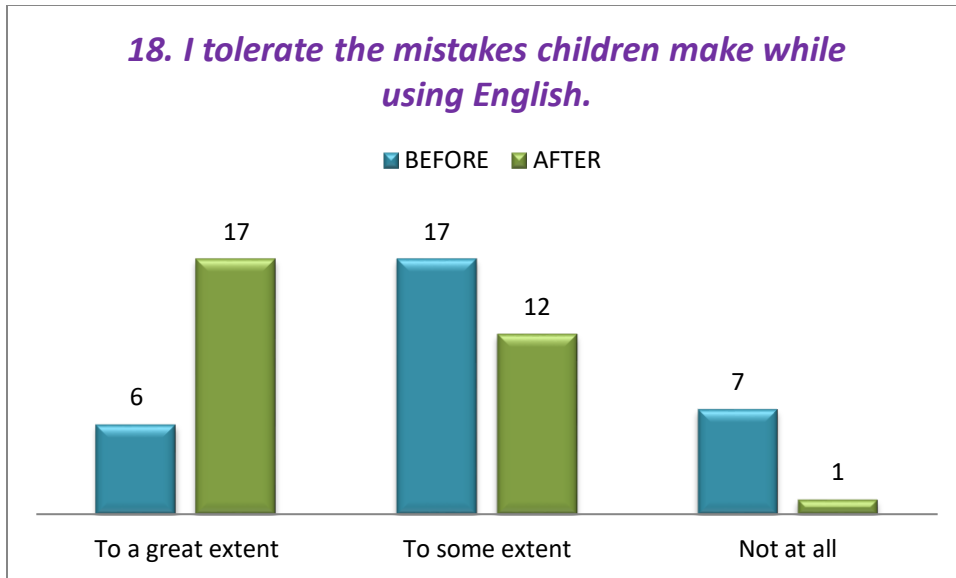
Most teachers who found it difficult to include narrative experiences in their lessons found it easier to add-on well known stories and fables which were relatable to their lessons thereby making learning a more fun experience.

17) I conduct peer and small group activities.



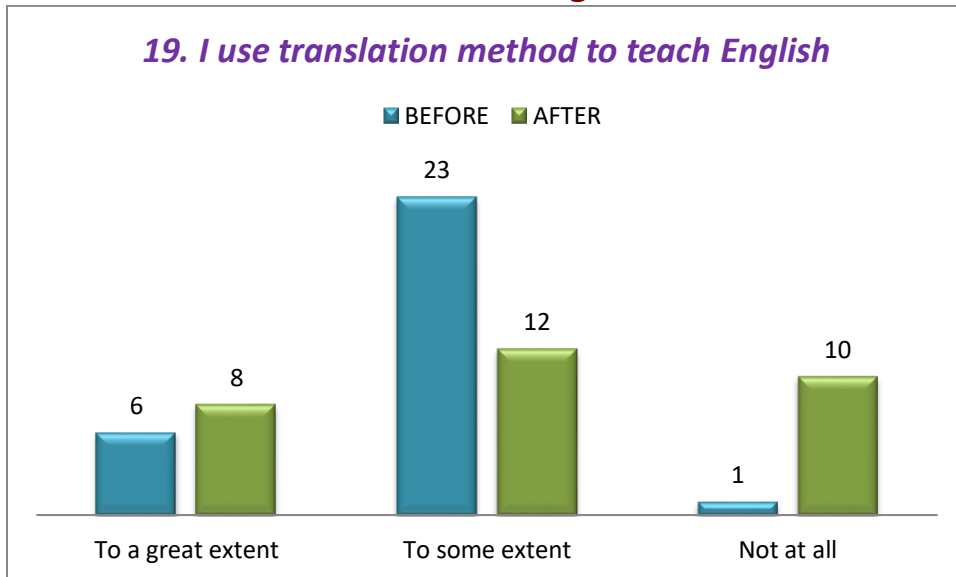
Improving **inter-personal skills** among the students is also one of the most important aspects a teacher must consider. Here teachers included this aspect in a very meager amount before the training but during the training when teachers were made aware of the importance of the improvement of social skills among the students there **seems to be a hike in the ratio of peer and small group activities teachers included, post training.**

18) I tolerate the mistakes children make while using English.



*Mistakes are a part and parcel of learning process. Tolerating such mistakes and helping students improve these mistakes makes the learning environment more comfortable. Students feel that they have scope for better learning. We can see a **hike in the percentage of tolerance post training.***

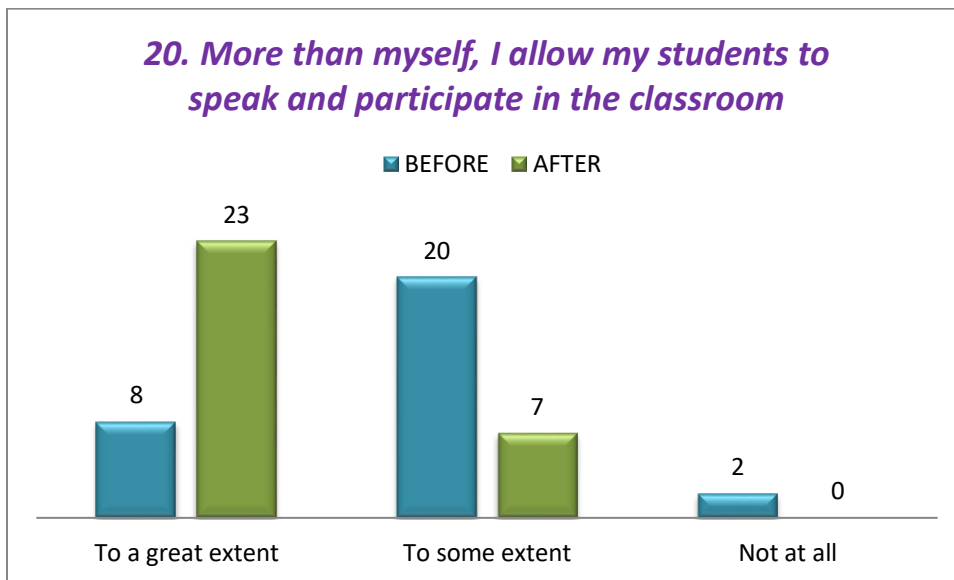
19) I use translation method to teach English.



*Translation method adopted to teach language is not one of the finest approaches as every subject and **language has its own grammar and vocabulary** that can be improved only by making students develop application skills in those areas. Here*

teachers also **reduced the extent of translation method post training** after realizing its drawbacks.

20) More than myself, I allow my students to speak and participate in the classroom.



Learner centric approach is very important in classroom. Hence participation by the students is also important. Here we can see through our survey that post training teachers allowed greater participation of students after becoming aware of the learner centric approach.

2. PRE AND POST TRAINING RESULTS OF ELEP TRAINING:

Various teaching learning aspects of English such as teaching vocabulary, grammar, developing listening, speaking, writing, reading skills, teaching writing, Lesson plans and Mode of Assessment were assessed through this short study which gave the data as below. Where in Teachers were asked to mark their detailed comments such as 1- to be marked as Not at all, 2- as To some extent and 3 – as To a great extent.

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)

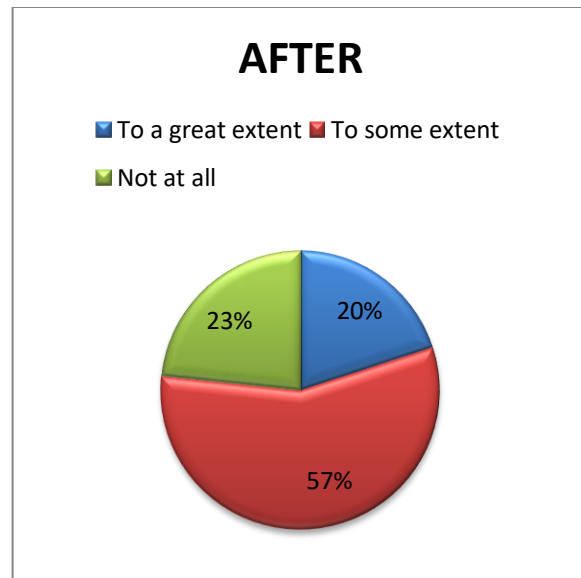
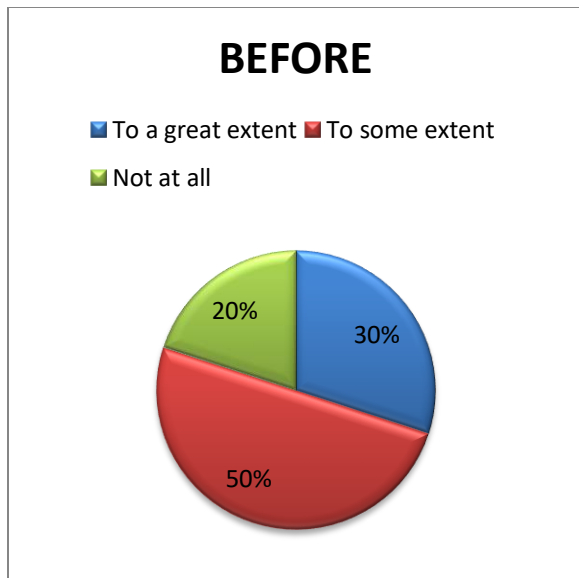
Wherever possible, write detailed comments/examples from your own classrooms.

TEACHING VOCABULARY

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

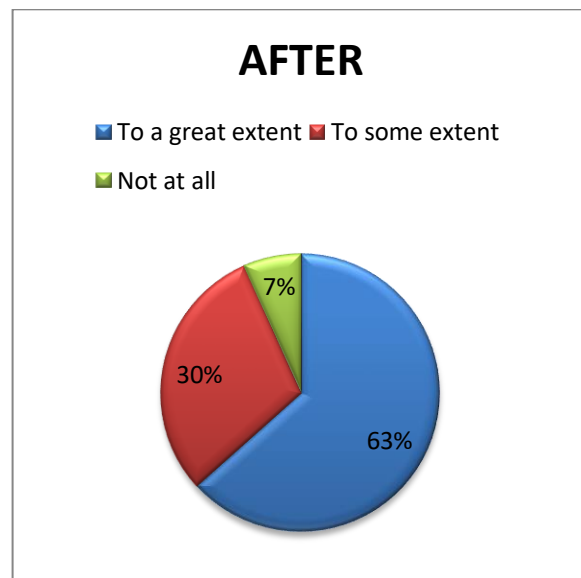
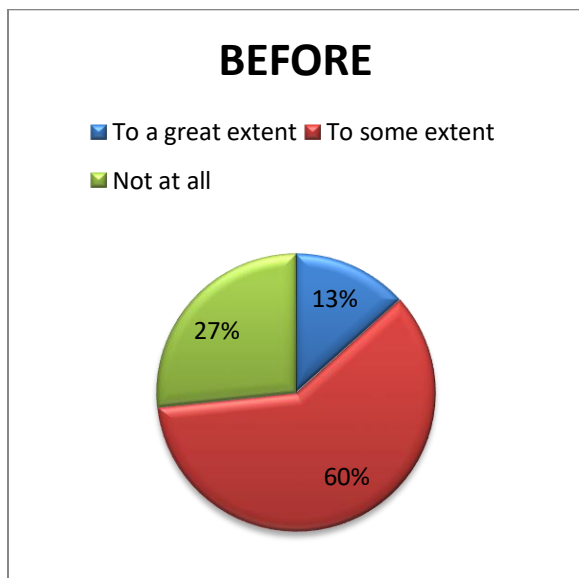
1. TEACHING VOCABULARY:

i) I use only those exercises given in the textbook.



*From the above distribution in the pie-chart we see that there is a decrease in the percentage of people who used only text-book as the sole means to guide them for pre-reading activity or post-lesson exercises. This **shift can be seen with decrease of 'to a great extent' and increase in 'not at all' and 'to some extent'.***

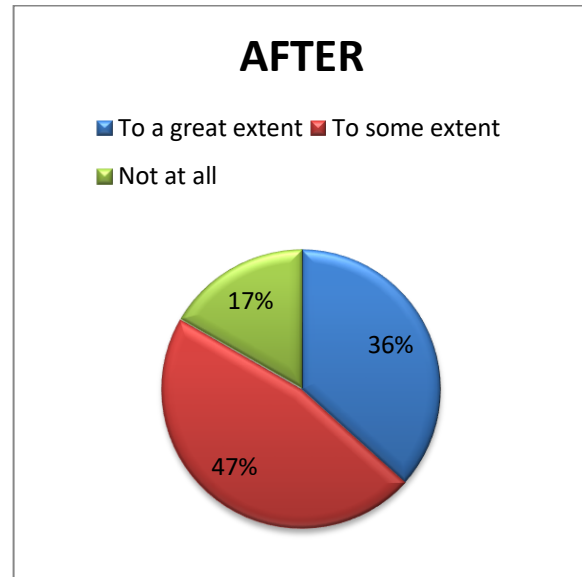
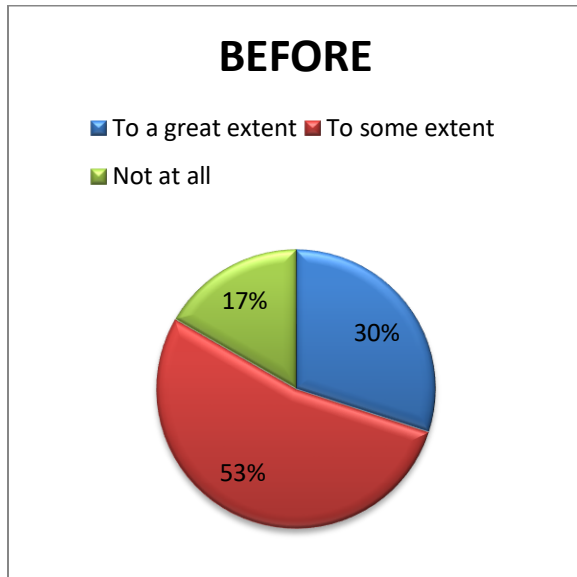
ii) I design additional activities.



*Before training, teachers had the least idea about **designing additional activities** but after getting various insights from the resource persons in course of the training, teachers learnt how to utilize various aspects in the teaching process.*

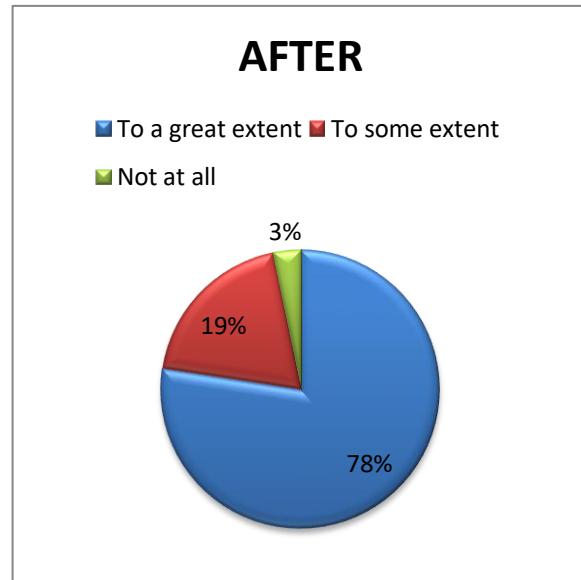
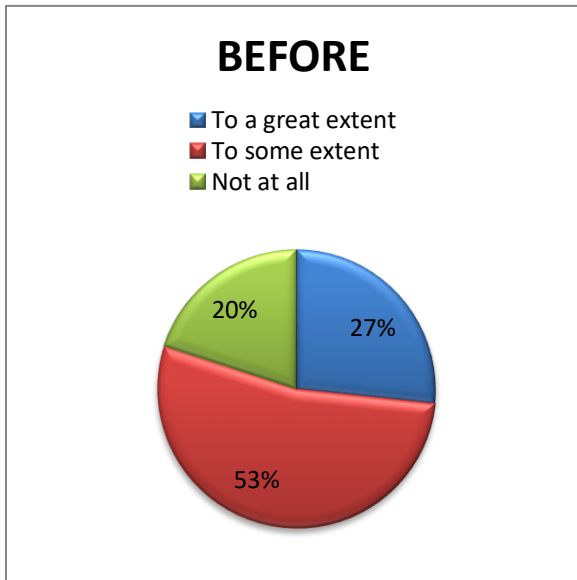
Here we can **see a great hike(63%)** in the percentage of teachers using additional activities to a very great extent.

iii) I write words on the blackboard, their meanings in mother tongue and ask students to copy them.



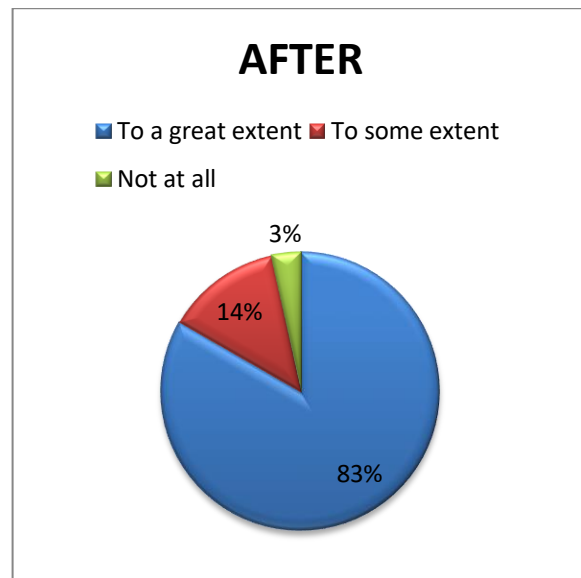
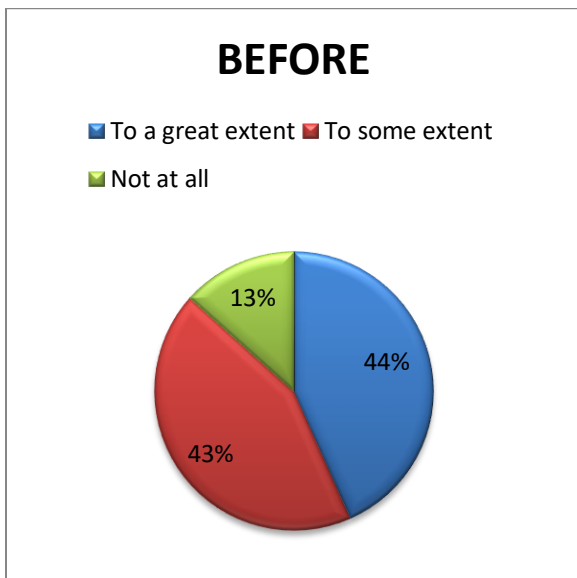
Enhancing the vocabulary of students is a very important aspect of teaching language. Teachers started using it to a great extent post training.

iv) I use dictionaries and encourage students to refer the sam



*Using dictionary is a very authentic method of teaching language. Teachers were made to realize its importance during the course of the training. **Post training we can see a tremendous hike wherein teachers use dictionary to a great extent i.e. upto 78% teachers agreed upon it.***

v) My students enjoy vocabulary games.



Increasing interest and curiosity among the students to learn any subject is an art a teacher must master. This could be done by conducting many activities, games,

quiz etc., here we see **a hike to 83% post training** where teachers say their students enjoyed various learning aspects.

CONCLUSION:

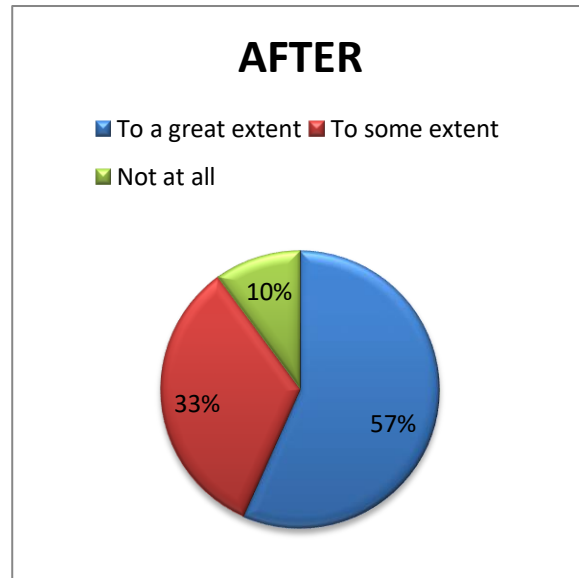
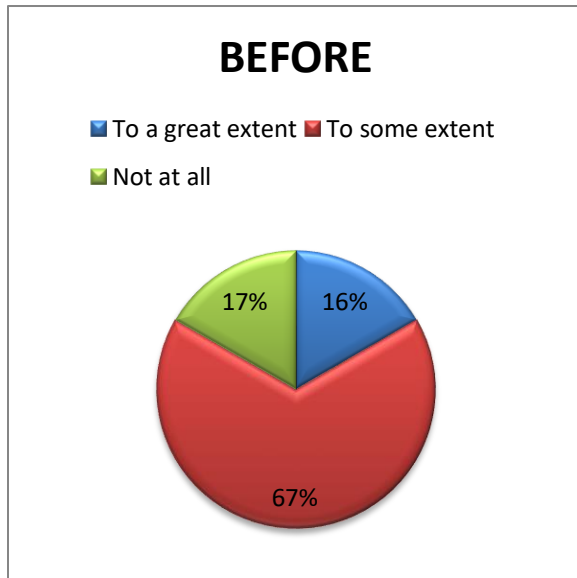
The very core of teaching Vocabulary shows that ELEP training has benefitted large number of teachers to emerge as autonomous and independent learners and teachers to optimum level. Free and creative thinking has hiked up. This is really a positive move towards the learning of English language which are shown in the above graphs with real findings.

TEACHING GRAMMAR

Sl. No.	Statements	Before the training	After the training	Details/comments
2	Teaching Grammar:			
i.	<i>I explain the rules first and ask students to do the textbook exercises.</i>			
ii.	<i>I teach grammar through examples and activities.</i>			
iii.	<i>I try to teach grammar in contexts.</i>			
iv.	<i>I try to make grammar as simple as possible and easy to learn.</i>			
v.	<i>I teach grammar while teaching the lesson simultaneously.</i>			

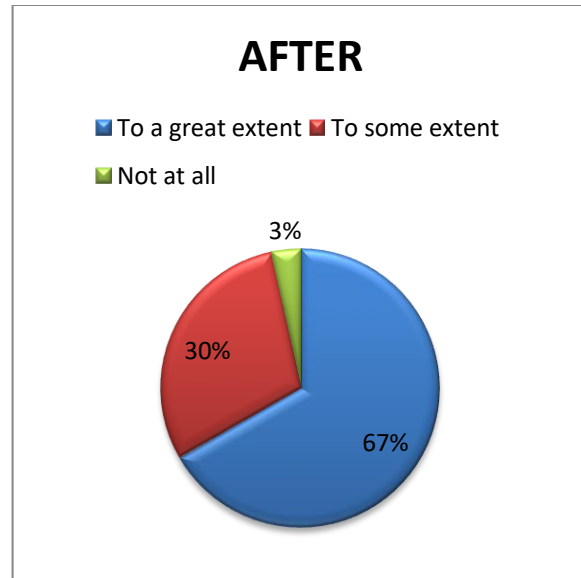
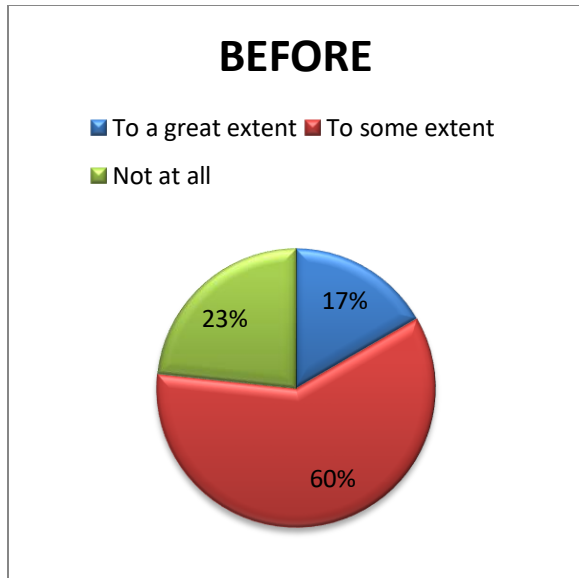
2. TEACHING GRAMMAR

i) I explain the rules first and ask students to do the textbook exercises.



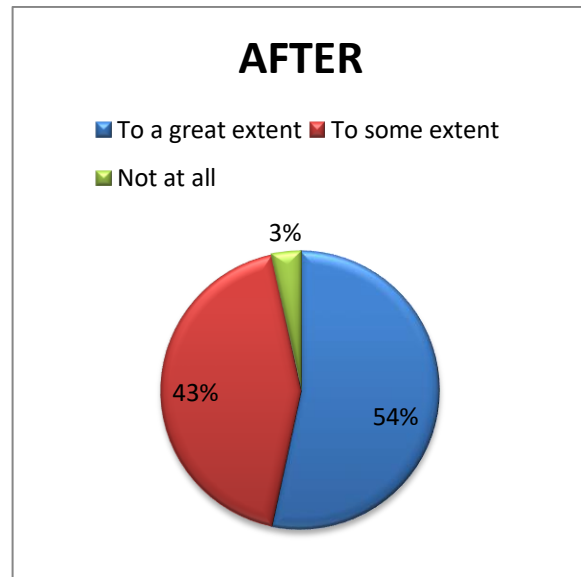
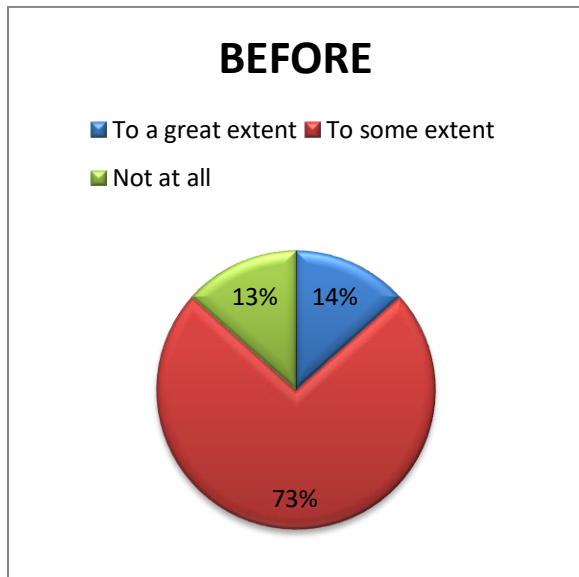
When a teacher is going about with a lesson, it is very necessary to follow a neat and scientific course. Learning by rote method must be avoided and care must be taken to make learning, child-centric. Here we see that teachers played the role of a facilitator to greater extent post training.

ii) I teach grammar through examples and activities.



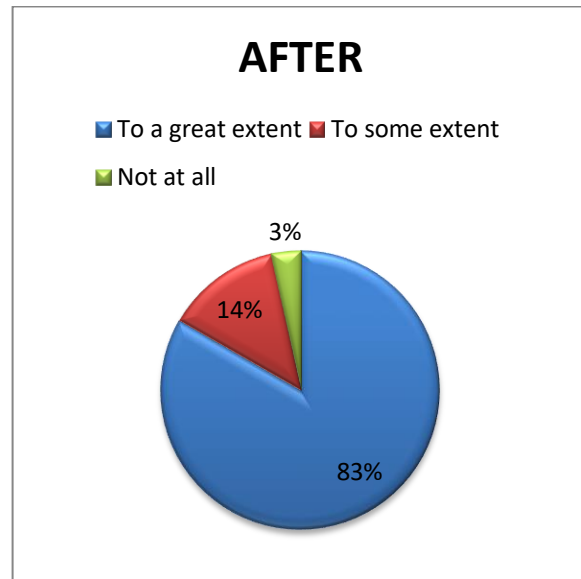
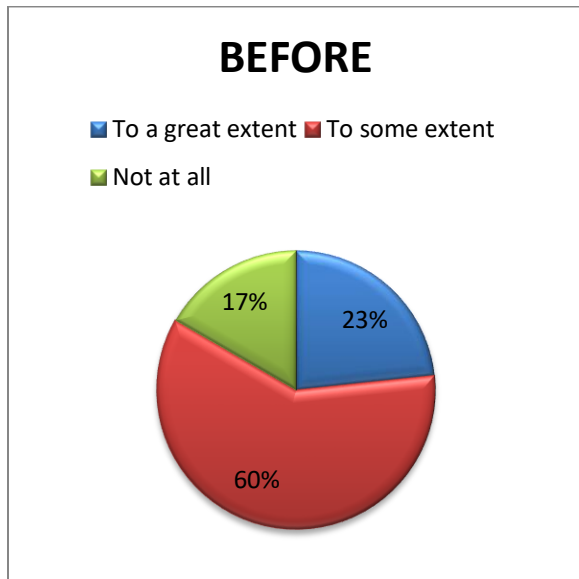
Teachers used examples and activities to greater extent post training. Examples and activities that were taught as a part of training were incorporated into their course of teaching.

iii) I try to teach grammar in context.



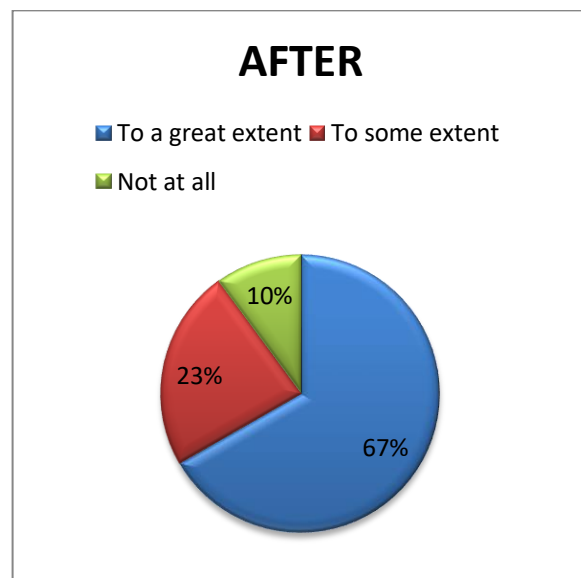
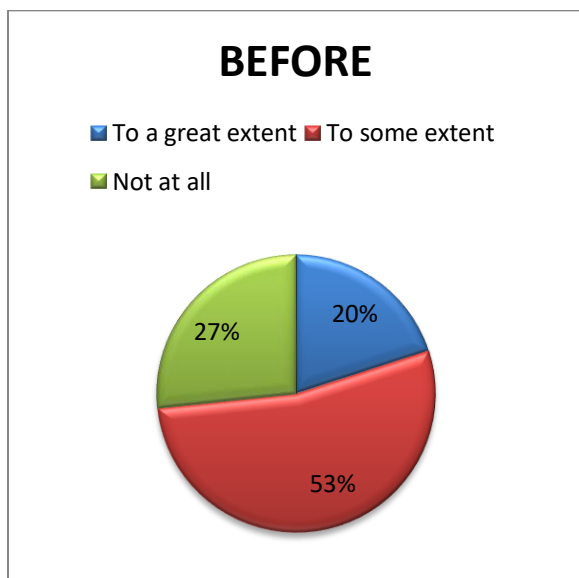
Sometimes teachers only make use of grammar exercises given behind the lessons. They teach lesson in story format without realizing the hidden grammar context in the course. Teachers were made aware of this aspect and we can see a hike to 54% of this technique usage to a greater extent.

iv. I try to make grammar as simple as possible and easy to learn.



*Simpler techniques to teach grammar were taught in the course of the training. Survey of the teachers post training **shows how well these methods were incorporated in their teaching process.***

v.I teach grammar while teaching the lesson, simultaneously.



Contextual teaching of grammar saw of hike to 67% from 20% which is a great technique to enhance grammar skills among students.

CONCLUSION:

Teaching grammar has brought about enriched grammar skills among teachers as well as students through use of simpler techniques while teaching it such as avoiding grammar only behind the lessons but understanding hidden grammar context in course of teaching. Teachers are now very much aware of the fact that while going about with lessons it is very necessary to follow a neat and scientific course, Learning by rote method must be avoided and care must be taken to make learning, child-centric. Here we see that teachers played the role of a facilitator to greater extent post training. So this is a great sign of positive development taking place in teaching grammar.

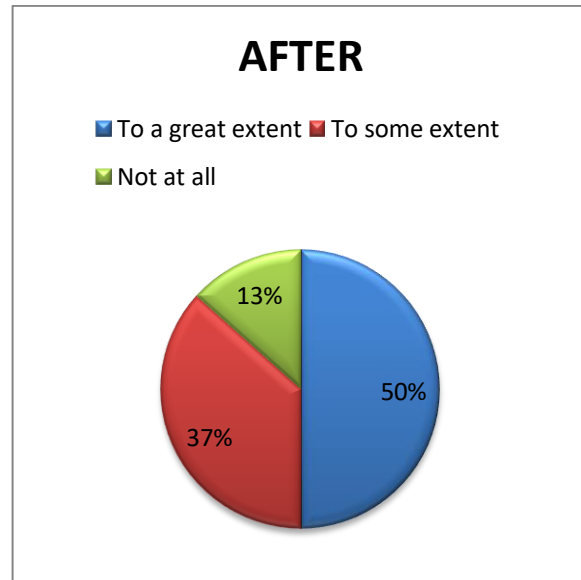
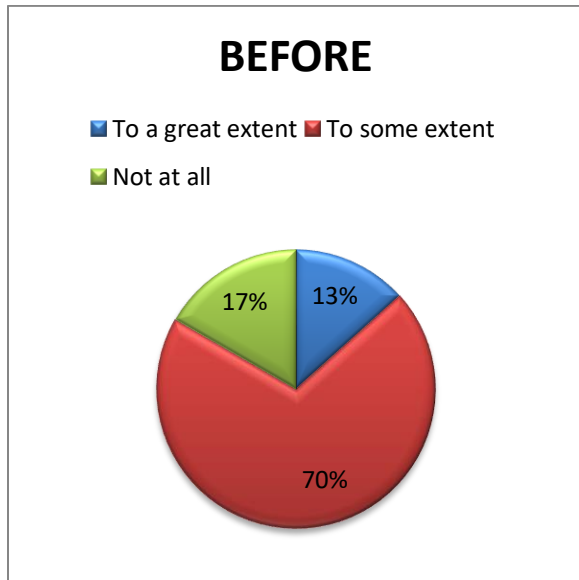
DEVELOPING LISTENING SKILLS

Sl. No.	Statements	Before the training	After the training	Details/comments
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.			
iv.	I make my students listen to their friends when they are answering the questions asked by the teacher or by their friends.			

v.	I make students listen to Radio news every day to develop their listening skills.			
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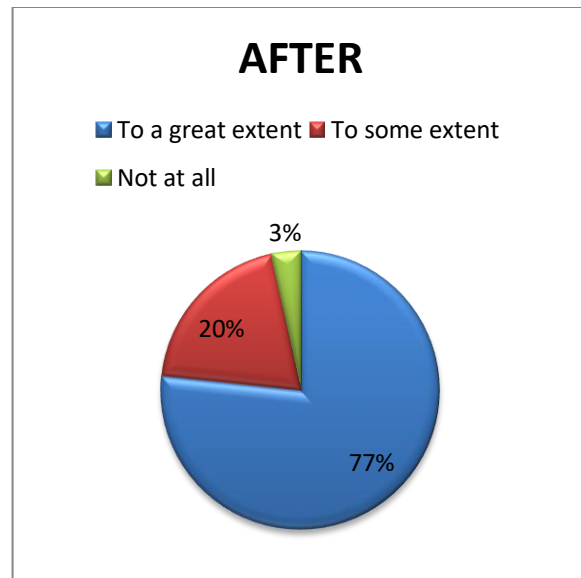
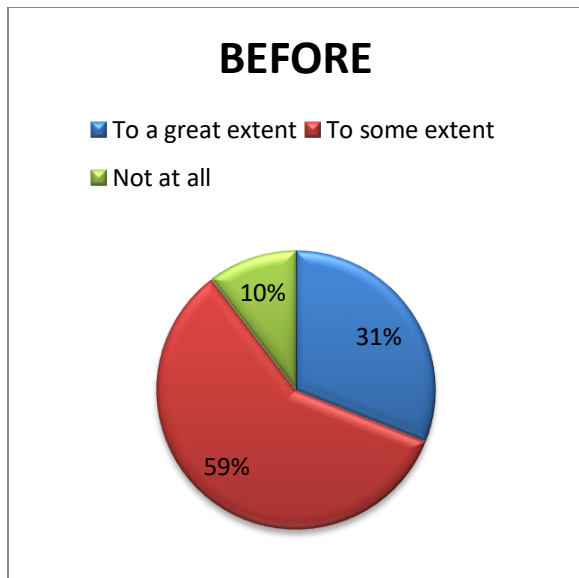
3.DEVELOPING LISTENING SKILLS

i) Students listen to me all the time.



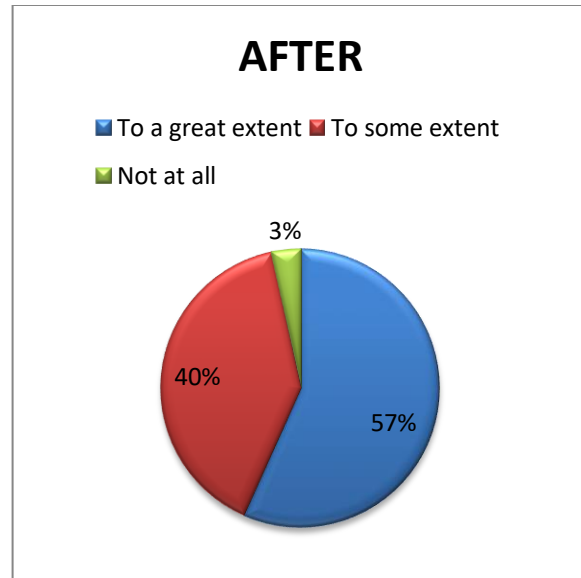
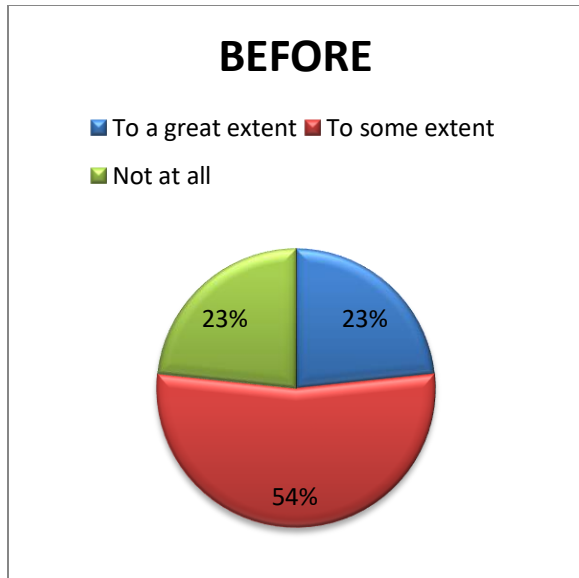
*It is the duty of the teacher to keep the class engaged and to keep the students attentive throughout. Teachers were taught some techniques, skills, activities in the training to pursue the same. Hence **we see attentiveness to a greater extent post training that teachers could achieve.***

ii) Students listen to stories, songs, poems, instructions, etc.



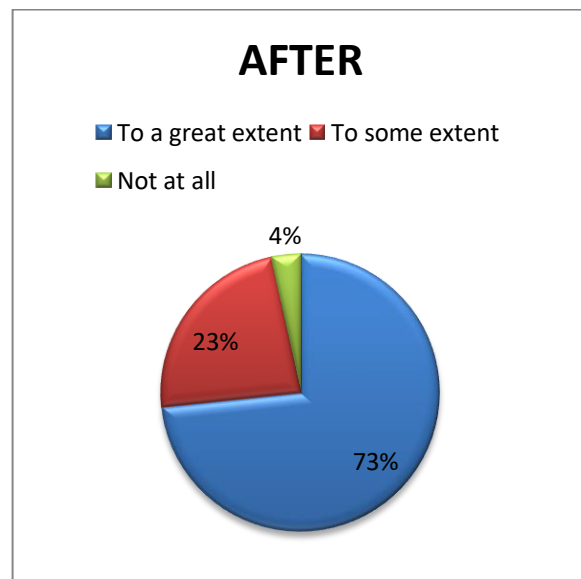
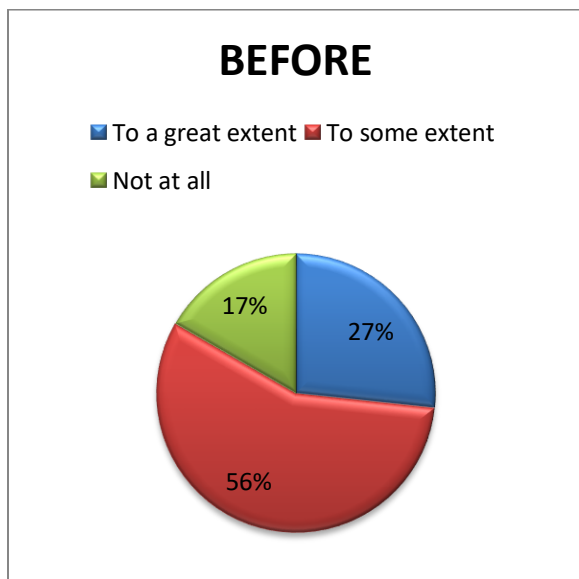
*Listening did not only mean attentiveness to a monotonous class. Teaching must involve various application techniques of the given lesson, stories with real life experiences, maybe songs to enhance vocabulary etc. **Students were made aware of their connections with the lessons and hence we see a hike to 77% post training.***

iii) I play audio and video recordings in my classroom to develop their listening skills.



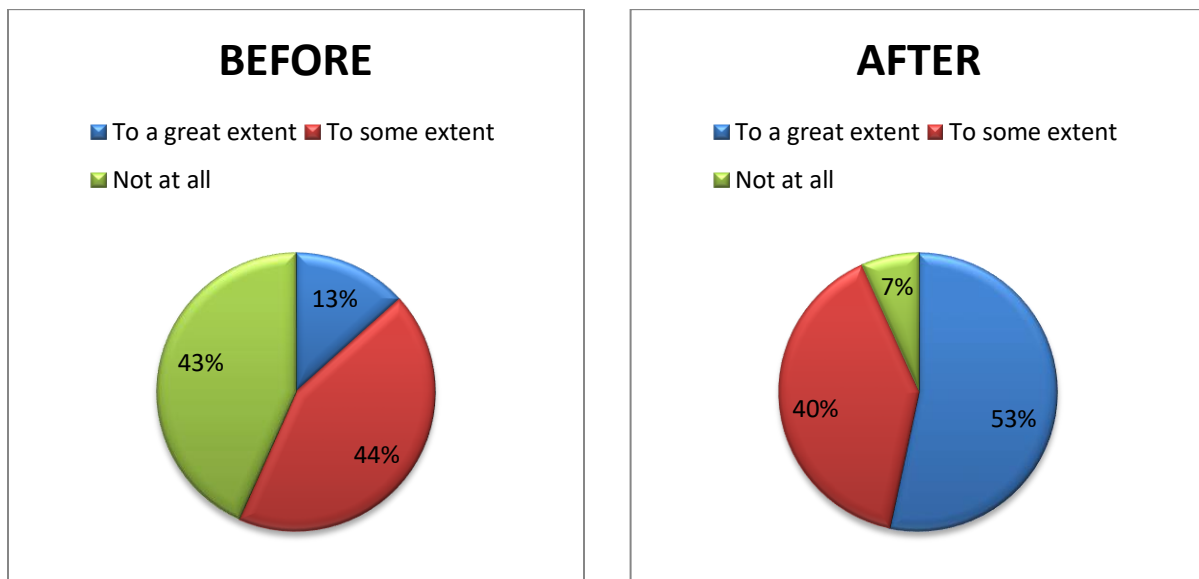
*In an era of digitalization, it is very necessary to use the latest available technologies so as to make most of it. It not only improves listening skills but also enhances application skills. When teachers were made aware of this point, **they made sure they utilized A-V equipments wherever possible (57%). Teachers who did not use them at all also changed their opinion post training.***

iv) I make my students listen to their friends when they are answering the questions asked by the teacher or by their friends.



Students must not only listen to the teacher but also to his/her fellow classmates. This helps inculcate various other techniques. Student becomes more aware of other point-of-views. Hence **teachers were instructed to help children remain attentive even when other students answered questions so that they improve listening abilities.**

v) I make students listen to radio news everyday to develop their listening skills.



Radio plays a very important role in reaching out to the last mile, the news of national importance. Even our prime minister conducts programs like **'Mann ki Baat'** – a radio program that helps the PM reach out to every corner of the country. It is very necessary to make students aware about such programs and various other programs that could **enhance their abilities and make them street smart.** Teachers used the radio to greater extent post training. **There were many who didn't use radio at all, but we see a hike to 53% towards a greater extent.**

CONCLUSION:

It is always seen that students speak a lot in the classroom despite several times instructions given by the teacher but post ELEP training shows that teachers have found solutions to keep students attentive throughout the classroom course

by using creative and innovative techniques which not only improve listening skills but also application skills are improved to a great extent. Now teachers are very much aware of the fact that Listening did not only mean attentiveness to a monotonous class but Teaching must involve various application techniques of the given lesson, stories with real life experiences, maybe songs to enhance vocabulary etc. Opening up to digitalization and making use of available technologies has made teachers and students more skillful in listening abilities and its application.

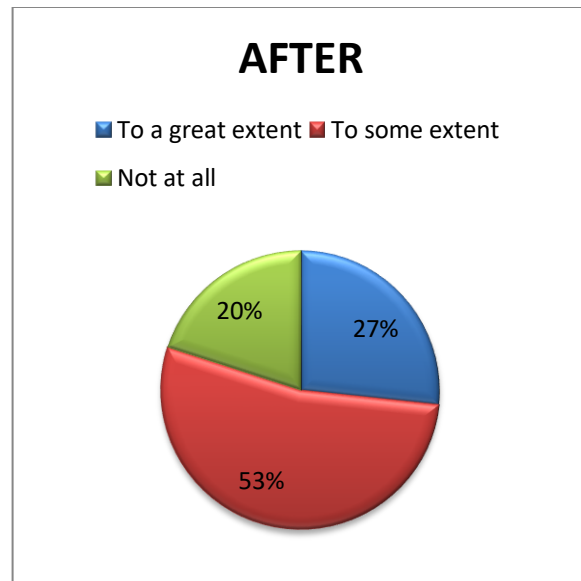
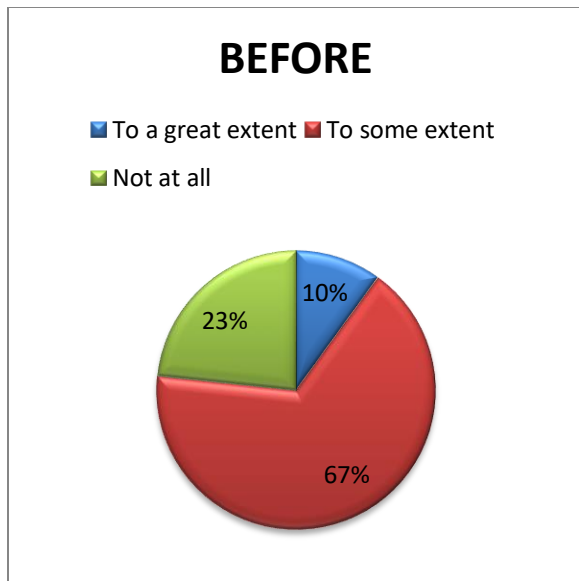
4.DEVELOPING SPEAKING SKILLS

Sl. No.	Statements	Before the training	After the training	Details/comments
4	<i>Developing Speaking skills:</i>			
	<i>i. There is more of teacher talk in my classroom.</i>			
	<i>ii. There is more interaction between students and teacher and between students and students.</i>			
	<i>iii. I involve students in different activities such as story telling, dramatization, self-introduction, describing things, etc.</i>			
	<i>iv. I encourage students to give speech in various competitions conducted by school as well as department.</i>			

v.	<i>My students are coming forward to speak English with full excitement.</i>			
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4) DEVELOPING SPEAKING SKILLS

i) There is more of teacher talk in my classroom.

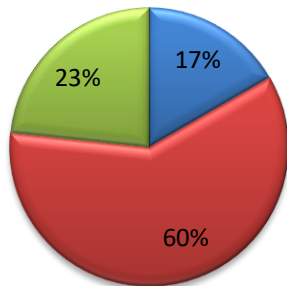


Here teachers were questioned about whether learning took place in a teacher-centric manner or learner-centric manner. Teachers showed a mixed response. We can see that **to improve speaking skills it is very necessary for the teachers to interact a lot in the classroom.** Here we see a shift from ‘to some extent’ to ‘to a great extent’.

ii) There is more interaction between students and teacher and between students and students.

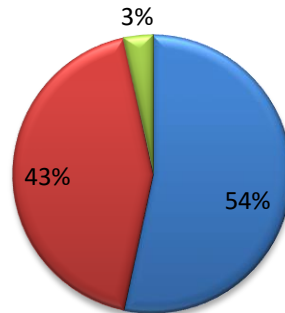
BEFORE

■ To a great extent ■ To some extent
■ Not at all



AFTER

■ To a great extent ■ To some extent
■ Not at all

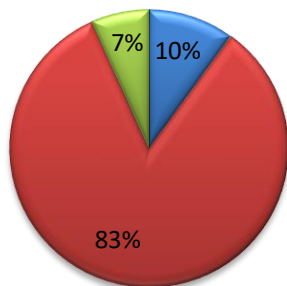


Enhancing interactive skills among the students is also a very important aspect in the teaching-learning process. Here we see a hike to 54% post training.

iii) I involve students in different activities such as story-telling, dramatization, self-introduction, describing things etc.

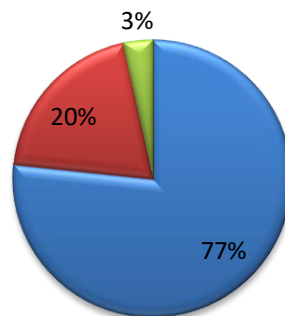
BEFORE

■ To a great extent ■ To some extent
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AFTER

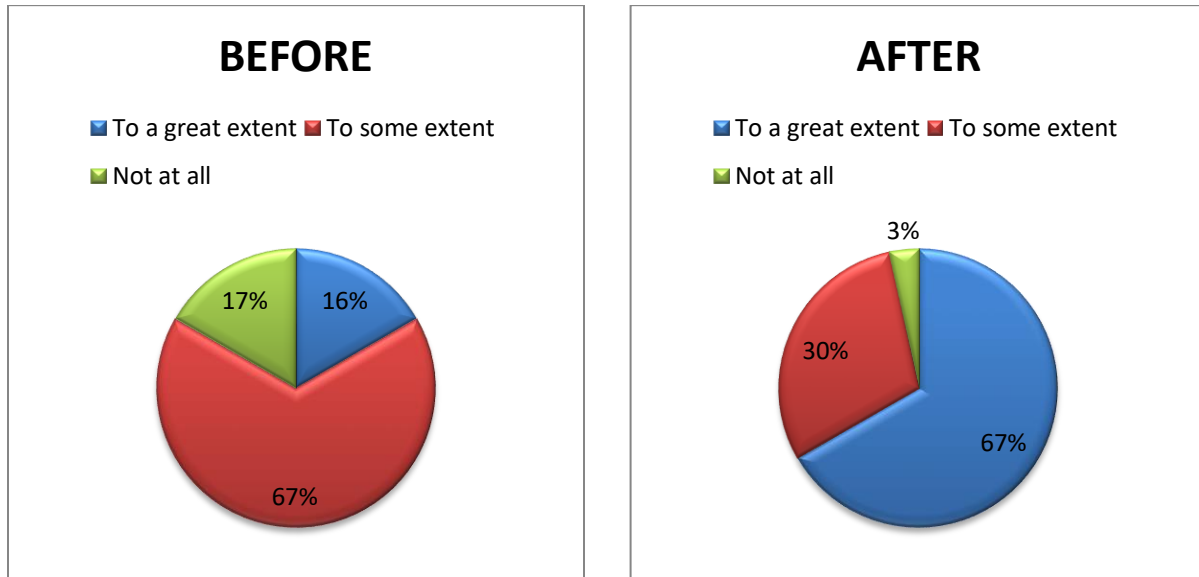
■ To a great extent ■ To some extent
■ Not at all



Participation by the students in the classroom was enhanced post training. We can see a percentage hike to 77% of 'to a great extent' post training.

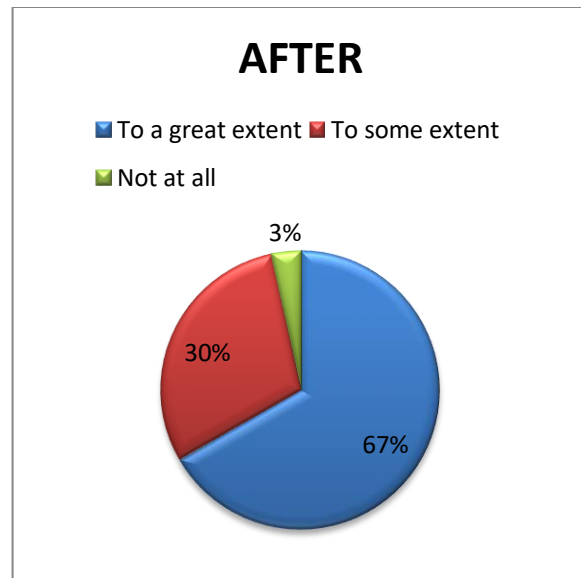
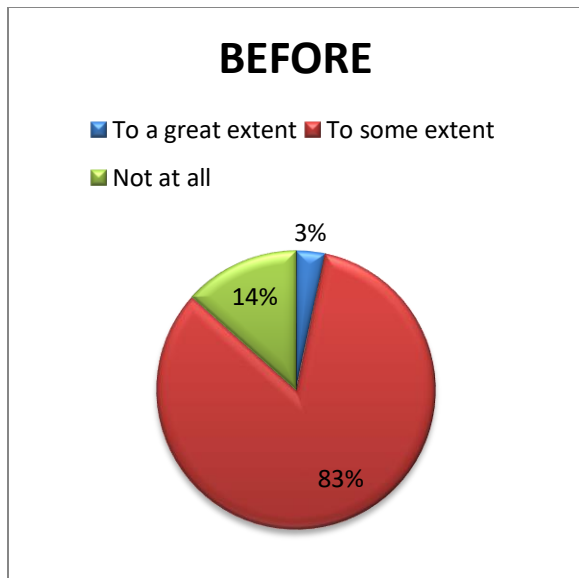
Participation helps improve creativity skills among the students and hence it is very necessary for the teachers to encourage students to participate actively in class.

iv) I encourage students to give speech in various competitions conducted by school as well as department.



Encouraging students to participate in competitions that can also be a lesson for improving their speaking skills, must be the duty of the teacher. Here we can see a hike to 67%.

v) My students are coming forward to speak English with full excitement.



*Students must be taught to come forward and speak with confidence. Learning a new language must not only be confined to books but must also help in participating in language based activities actively. **Here we see a hike to 67% post training.***

CONCLUSION:

As far as Speaking skills are concerned teachers have taken lot of measures to improve speaking skills. Students are taught to come forward and speak with confidence. They are very much cognizant of the fact that learning a new language must not only be confined to books but must also help in participating in language based activities actively. In connection to this teachers have encouraged students to participate in various speaking skill activities to overcome hesitation and fear.

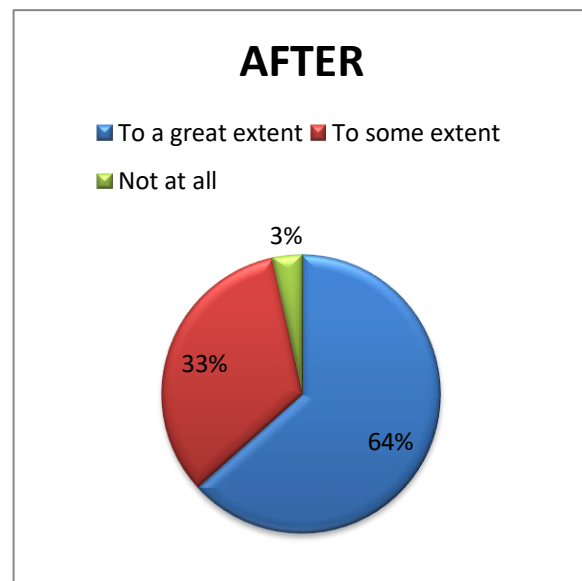
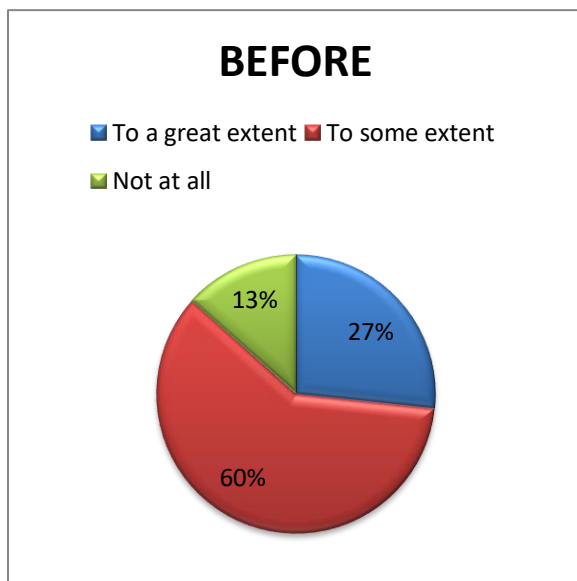
DEVELOPING READING SKILLS

Sl. No.	Statements	Before the training	After the training	Details/comments
5	Developing Reading skills:			
i.	<i>I read and ask the students to</i>			

	<i>repeat after me.</i>			
ii.	<i>I make sure that all the students are involved in reading by conducting pair, group activities.</i>			
iii.	<i>I encourage my students to read silently.</i>			
iv.	<i>I check reading comprehension by asking different types of questions.</i>			
v.	<i>I give them practice in pause, stress and intonation.</i>			

5.DEVELOPING READING SKILLS

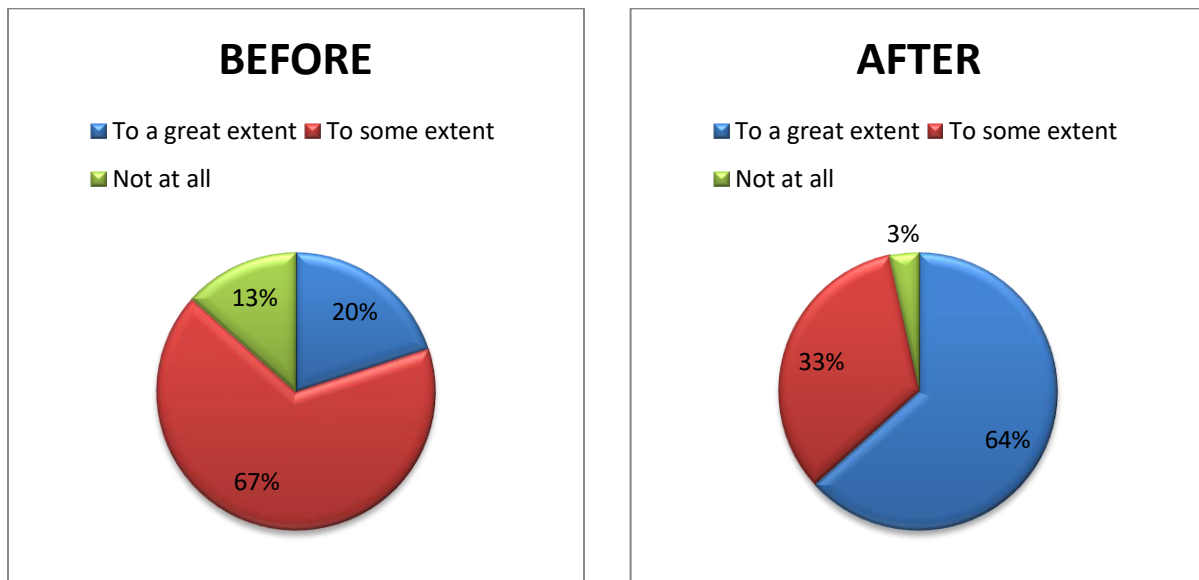
i) *I read and ask the students to repeat after me.*



Pronunciation as a technique in language classes must be mastered by both teachers and students in a good manner. It helps us use the language and thus

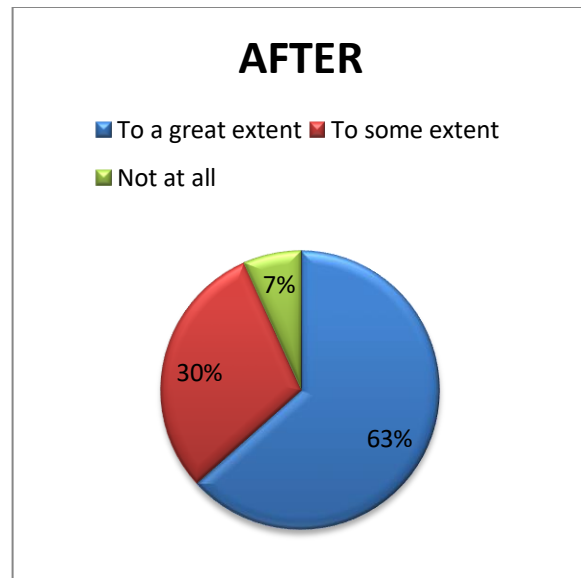
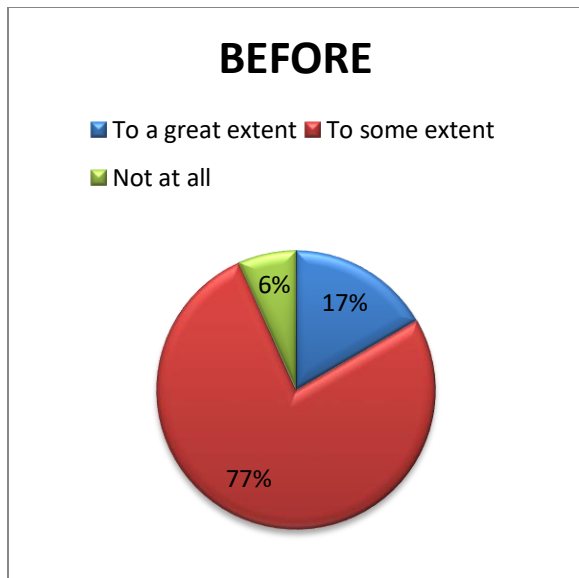
improve our communication skills. Here in the initial stages teachers must help students by asking them to repeat after them, thereby providing them a good base. **In our survey we found a hike to 64% post training.**

ii) I make sure that all the students are involved in reading by conducting pair, group activities.



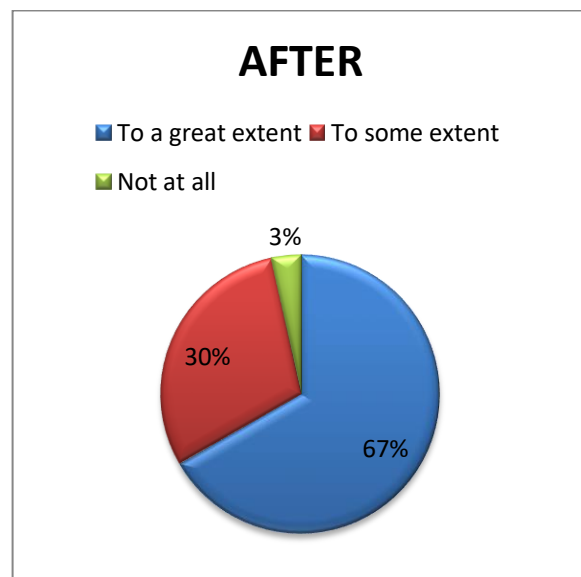
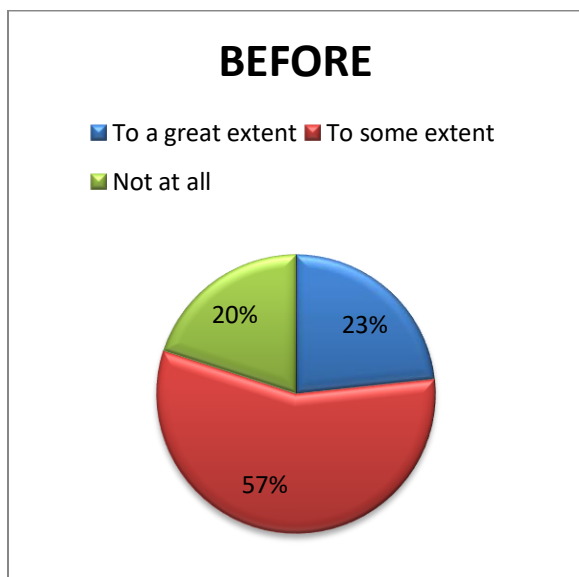
Conducting pair and group activities helps students collaborate and learn with greater enthusiasm. Hence teachers were made aware and were taught techniques to engage students in group activities in classes. Thus there's a rise to **64% from 20% post training. The percentage of Teachers who never used this technique before also saw a drop.**

iii) I encourage my students to read silently.



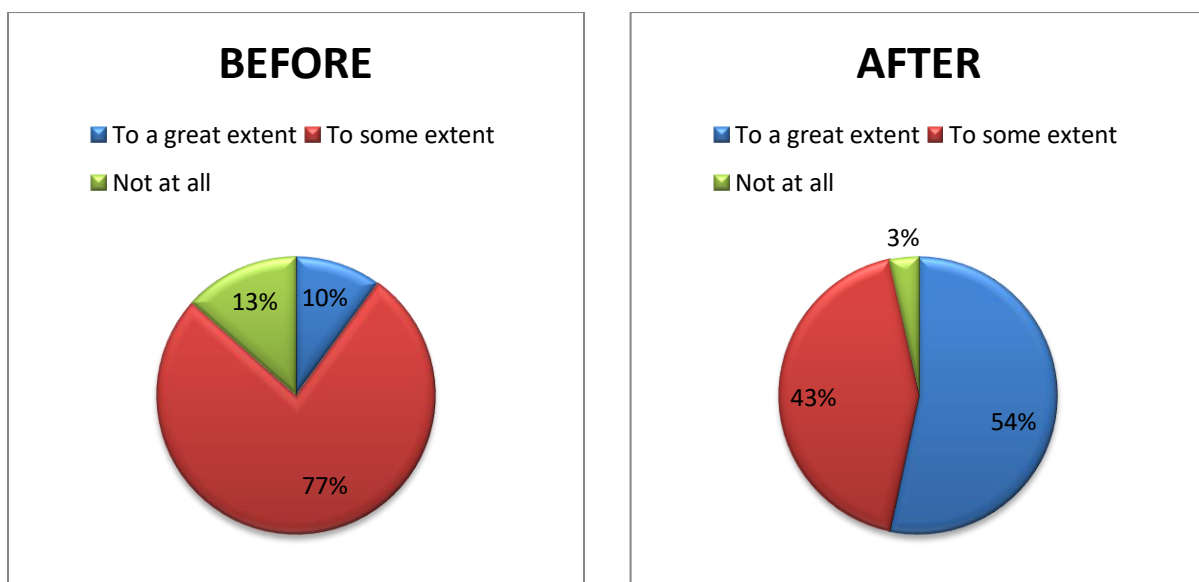
*While teaching yoga practices, a yoga teacher first demonstrates the steps and in the second stage he/she asks the students to close their eyes and imagine themselves following the sequence of the steps. This makes the student more perfect when he actually does the particular exercise. Same must be followed in classroom teaching. **Students must be allowed to read silently so that they can hear themselves mentally. Hence when teachers were made aware of this technique, we saw a rise to 63% post training.***

iv) I check reading comprehension by asking different types of questions.



When a student reads a particular thing it is very necessary for him/her to comprehend it also. **Mere reading will not bring out outcome. Analysis and conclusions drawn from the excerpt will solve the purpose of the learning.** Here through our training course teachers became aware of this necessity and hence **post training we can see that questioning was done in classes to a greater extent. The teachers who did not use this technique at all also adopted this strategy.**

v) I give them practice in pause, stress and intonation.



The practice that was followed only to some extent before training saw huge hike post training. Teachers were made aware of the techniques of pause, stress and intonation while developing reading skills.

CONCLUSION:

Developing reading skills is also one of the significant features of developing language skills. In this direction facilitator have guided students in various techniques of reading such as pause, stress and intonation as well as silent reading to comprehend the context. Progressive approach of reading where reading will bring out outcomes, analyse the subject and bring about conclusions from the excerpt will solve the purpose of the learning. Here through our training course teachers became aware of this necessity and hence post training we can

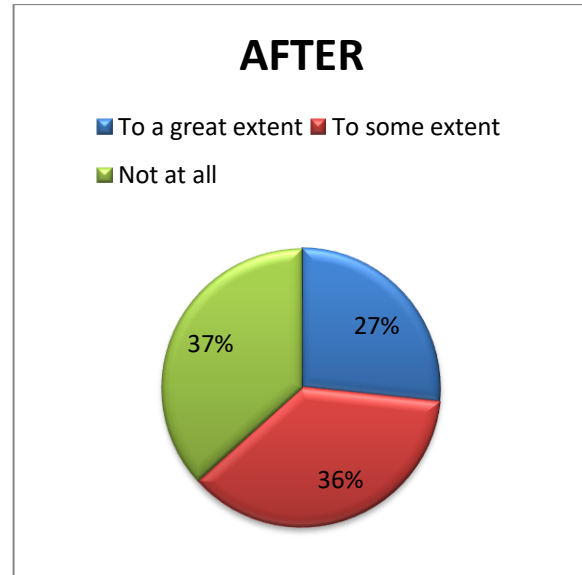
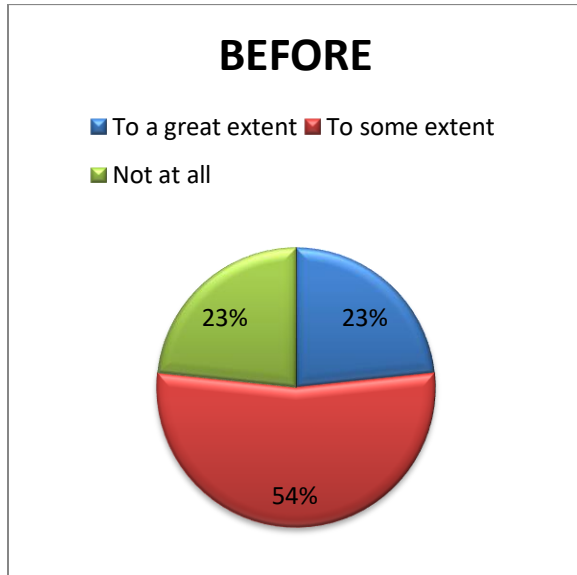
see that questioning was done in classes to a greater extent. The teachers who did not use this technique at all also adopted this strategy. So once again we see that there was lot of scope for amelioration of reading skills in classroom teaching.

TEACHING WRITING

Sl. No.	Statements	Before the training	After the training	Details/comments
6	Teaching Writing:			
<i>i.</i>	<i>Students write only questions and answers.</i>			
<i>ii.</i>	<i>I engage them only in copy-writing.</i>			
<i>iii.</i>	<i>I give practise in the three stages of writing – pre-, while- and post-writing.</i>			
<i>iv.</i>	<i>I conduct simple writing activities.</i>			
<i>v.</i>	<i>I make them write few lines on their own by giving them simple topics such as My school, My teacher, My dog etc,..</i>			

6. TEACHING WRITING

i) *Students write only questions and answers.*

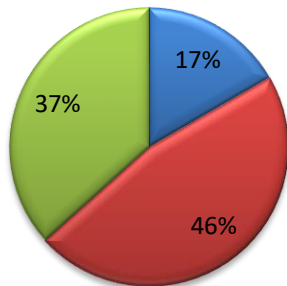


While developing writing skills among the students it is very necessary to help students be more creative and not merely follow the question-answer given after the lessons. Here we saw a **hike in the percentage of teachers who stopped using only this technique to enhance writing skills i.e. a hike to 37% of the 'not at all' category.** But some teachers still make use of it. This can be added as a point of future scope to our training methodology.

ii) *I engage them only in copy-writing.*

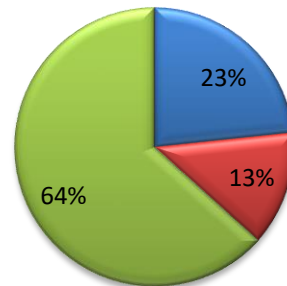
BEFORE

■ To a great extent ■ To some extent
■ Not at all



AFTER

■ To a great extent ■ To some extent
■ Not at all

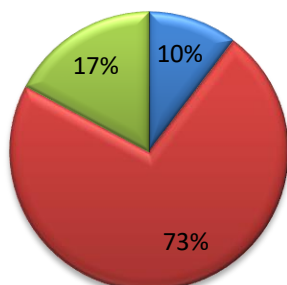


Copying an excerpt from the textbook will merely help students copy things. Making them write small stories, conclusions, morals, experiences of their own will help them become more creative. Hence teachers in the 'not at all' category saw a hike post training.

iii) I give practice in the three stages of writing: pre, while and post-writing.

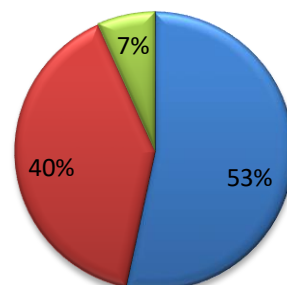
BEFORE

■ To a great extent ■ To some extent
■ Not at all



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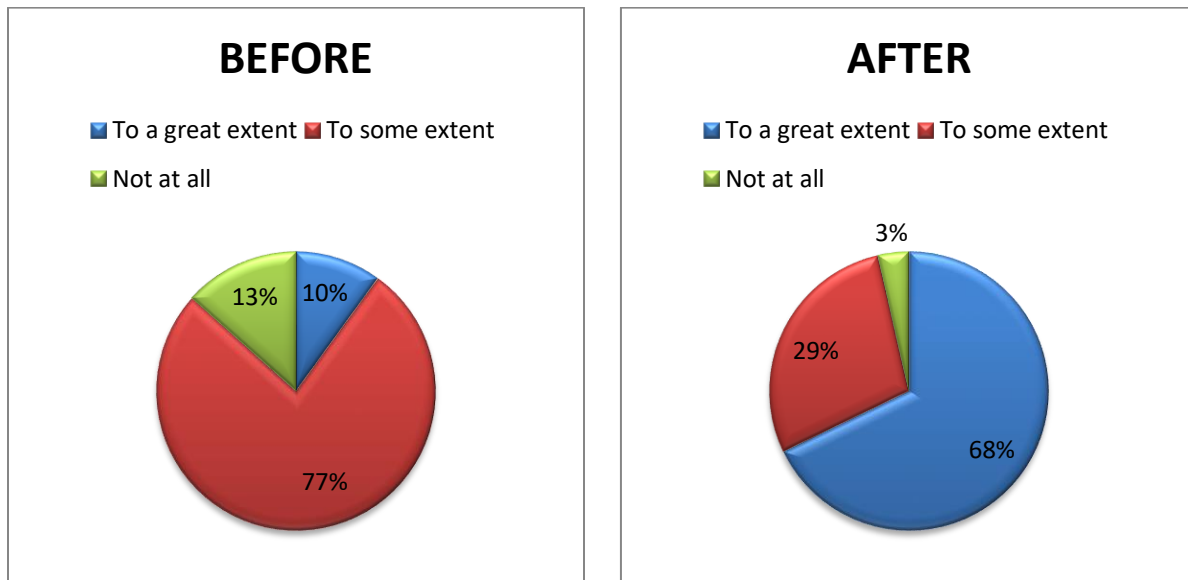
■ To a great extent ■ To some extent
■ Not at all



Following certain scientific methods is very important while developing writing skills. Hence when teachers were taught about this correct sequence, they put it

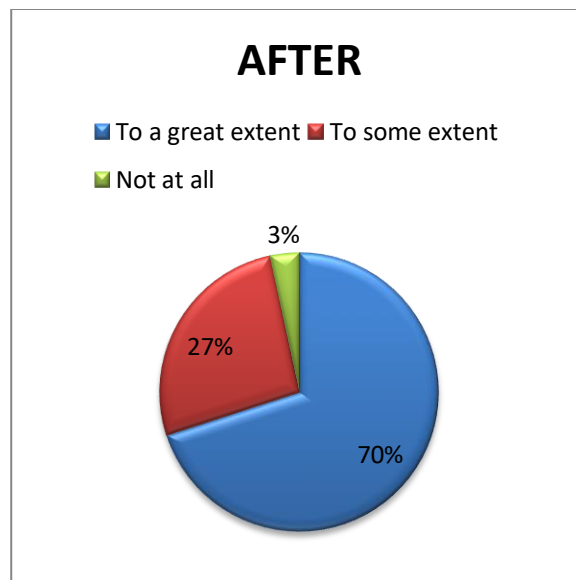
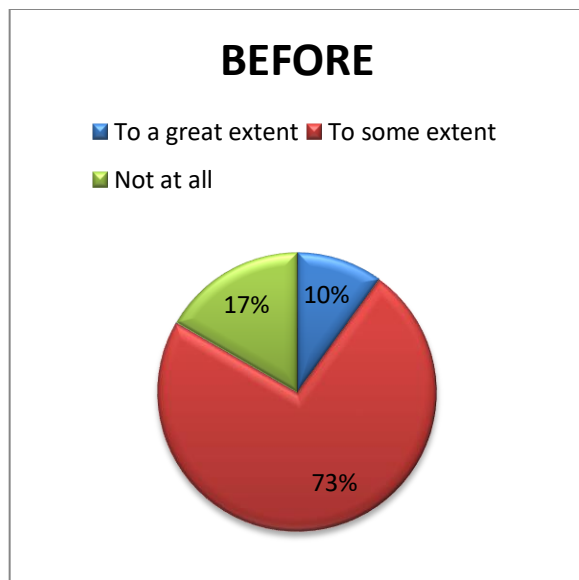
into practice immediately post training and therefore the hike to 53% in the 'to a great extent' category.

iv) I conduct simple writing activities.



*Conducting various activities in class helps improve certain aspects to a great extent. They say practice makes man perfect. Hence **post training we can see that many teachers conducted simple writing activities in class (68%).***

v) I make them write a few lines on their own by giving them simple topics such as my school, my teacher, my dog etc.



*Starting with simple topics while teaching writing skills is a good technique. Students can relate to simpler topics easily and write better. **Here we see that post training a lot of teachers used this technique to a great extent rather than to some extent.***

CONCLUSION:

As everyone knows about the saying that “Reading makes a wise man and writing makes a perfect man”, our teachers also did not remain behind in guiding students in this area. They tried their level best for the betterment of writing skills. Facilitators have realised the need of use of scientific method of writing and just writing of question-answers given after the lessons will be of no use. So there is hike in the percentage of teachers who stopped using just casual method of writing and switched to creative and scientific technique to enhance writing skills.

LESSON PLANS

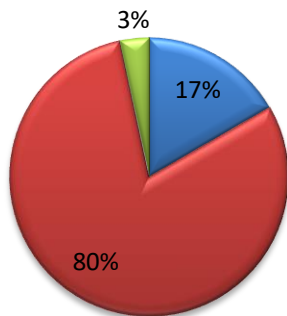
Sl. No.	Statements	Before the training	After the training	Details/comments
7	<i>Lesson plans:</i>			
	<i>i. I write lesson plans regularly.</i>			
	<i>ii. I write lesson plans integrating different skills and activities.</i>			
	<i>iii. I follow my lesson plan in the classroom and reflect on what I did and what I could not do in the classroom.</i>			
	<i>iv. I never forget to mention Tools and techniques used in classroom teaching.</i>			
	<i>v. I use readymade lesson plans available in the market.</i>			

7. LESSON PLANS

i) I write lesson plans regularly.

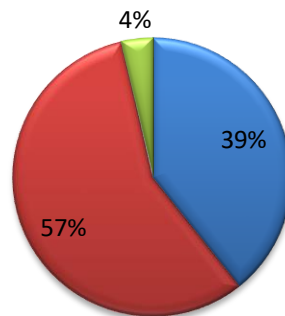
BEFORE

■ To a great extent ■ To some extent
■ Not at all



AFTER

■ To a great extent ■ To some extent
■ Not at all

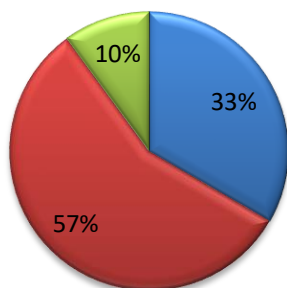


Writing a lesson plan is very important as it helps the teacher pre-plan his/her activities. Pre-planning is very important because it promotes a disciplined course through the academic year. When teachers were taught a right way to plan their lessons we saw a hike to 39% of teachers using lesson plans to a greater extent. Some teachers even honestly agreed for not having it done at all.

ii) I write lesson plans integrating different skills and activities.

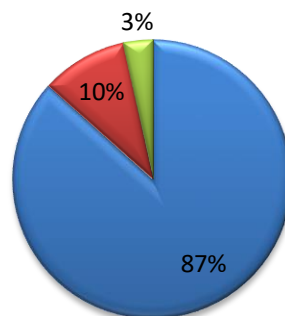
BEFORE

■ To a great extent ■ To some extent
■ Not at all



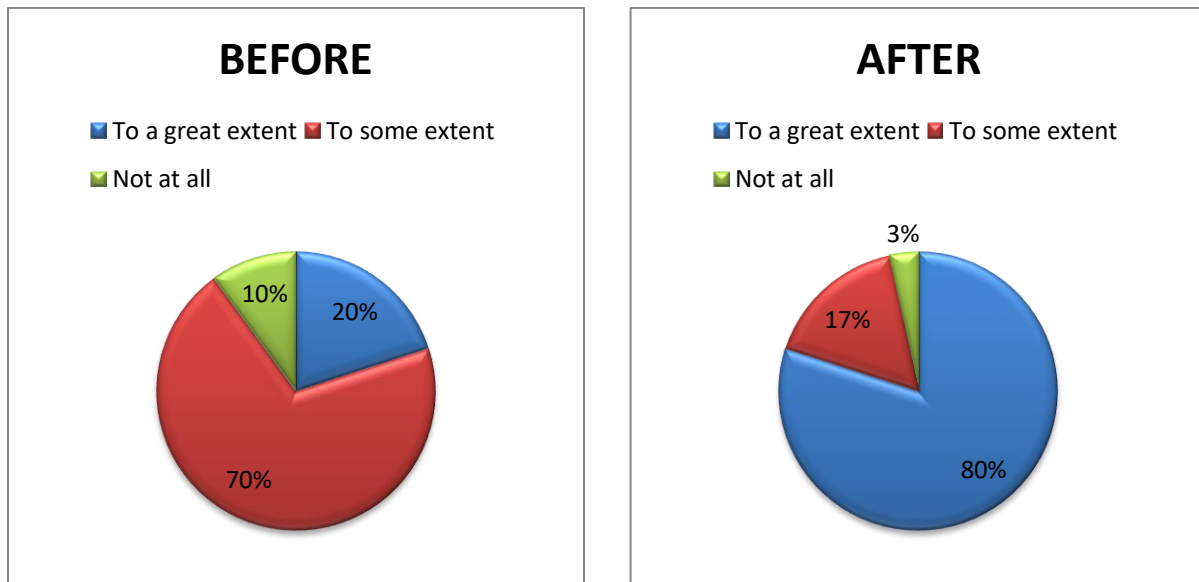
AFTER

■ To a great extent ■ To some extent
■ Not at all



Integrating various activities in the lesson plan is also a very important aspect. Here we see a hike to 87% post training when teachers were taught about various ways and methods to integrate these 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.

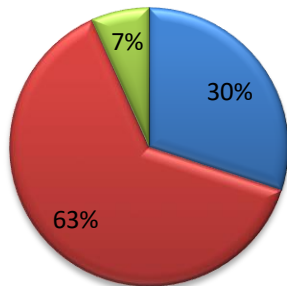


A lesson plan not only helps to prepare well for the class but also helps analyse ones drawbacks, difficulties that one faced during the teaching process. Post teaching one can do self analysis and find out the strengths and weaknesses one incurred. On making teachers realize these aspects, we see a hike to 80% post training. The teachers who did not use it at all also reduced and shifted to the greater usage side.

iv) I never forget to mention tools and techniques used in classroom teaching.

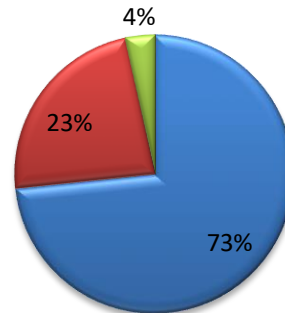
BEFORE

■ To a great extent ■ To some extent
■ Not at all



AFTER

■ To a great extent ■ To some extent
■ Not at all

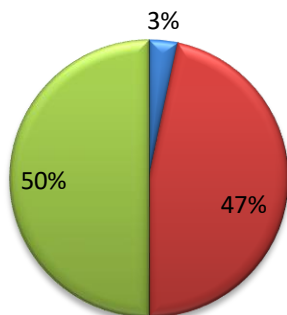


*Lesson plan must include even the smallest of the aspects so that analysis is more detailed. Use of tools and techniques makes teaching more and more interesting and meaningful. This gives a **clear picture and makes teaching process smoother. Here we see a hike to 73% post training.***

v) I use readymade lesson plans available in the market.

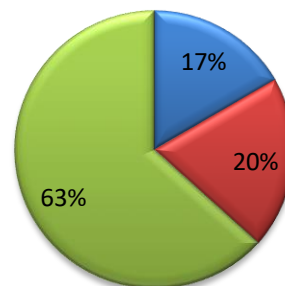
BEFORE

■ To a great extent ■ To some extent
■ Not at all



AFTER

■ To a great extent ■ To some extent
■ Not at all



*Readymade lesson-plans do not let the teachers showcase their creativity. It is a kind of spoon feeding that must be avoided. Every teacher must devise their own plan which includes their own strengths and weaknesses. **Here we see that post***

training teachers in the ‘not at all’ category showed a hike to 63% thus realizing the importance of self-made lesson plans.

CONCLUSION:

Lesson plans or Unit plans play an important role in making teaching learning process successful. A lesson plan not only helped to prepare well for the class but also helped analyse ones drawbacks, difficulties that one faced during the teaching process. So integrating various techniques of writing lessons plans not only helped teacher for pre preparation of classroom teaching but also helped analyse ones drawbacks, difficulties that one faced during the teaching process. So it is once again a concrete move towards the advancement of learning English language.

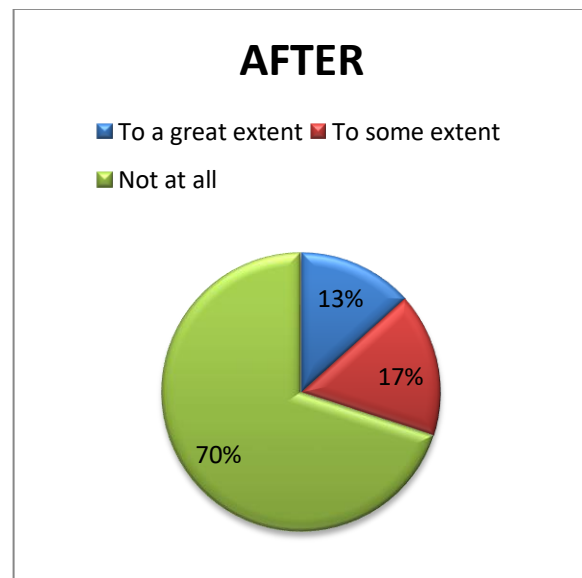
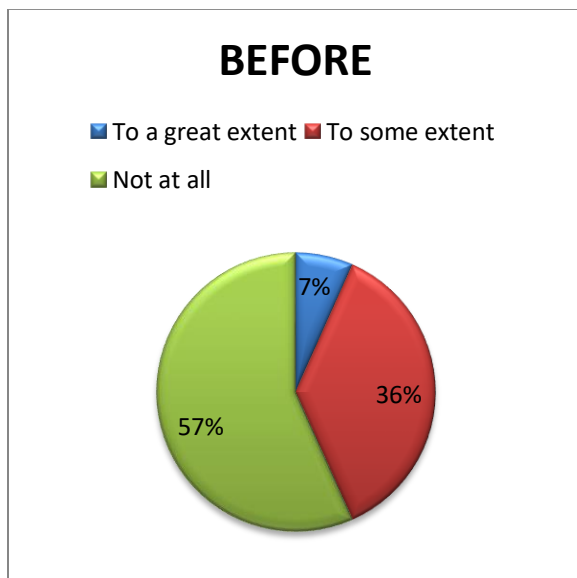
ASSESSMENT

Sl. No.	Statements	Before the training	After the training	Details/comments
8	Assessment:			
i.	<i>I conduct only written assessment.</i>			
ii.	<i>I conduct assessment through different activities such as oral test, story narration, projects, etc.</i>			
iii.	<i>My teaching is examination-oriented and my students learn the questions and answers by heart.</i>			

iv.	<i>I conduct remedial classes based on student's performance in assessment activities.</i>			
v.	<i>I conduct assessment based on CCE.</i>			

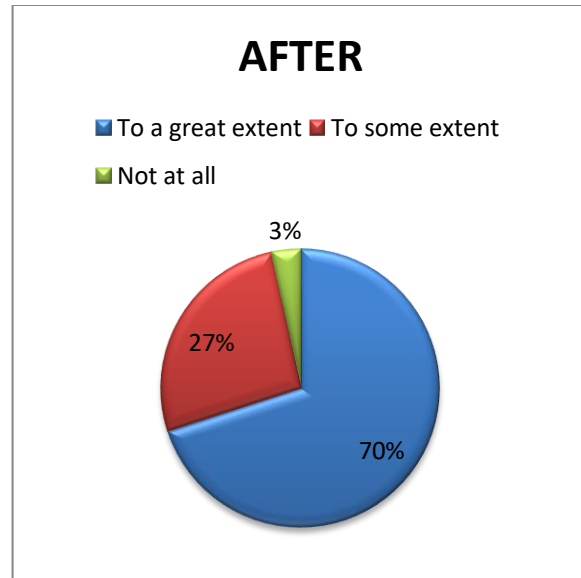
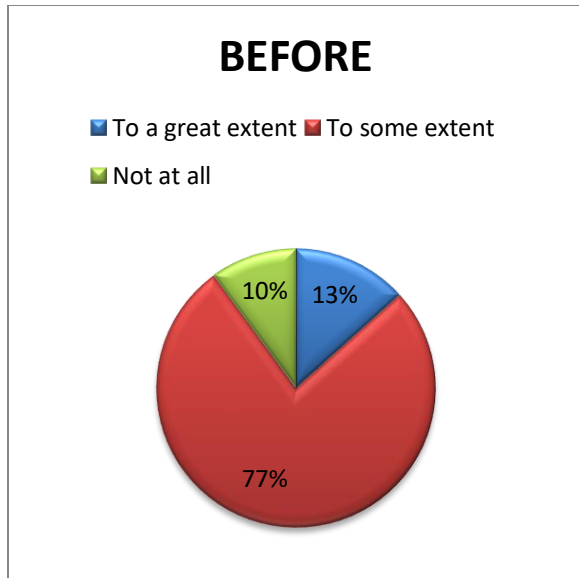
8.ASSESSMENT

i) I conduct only written assessment.



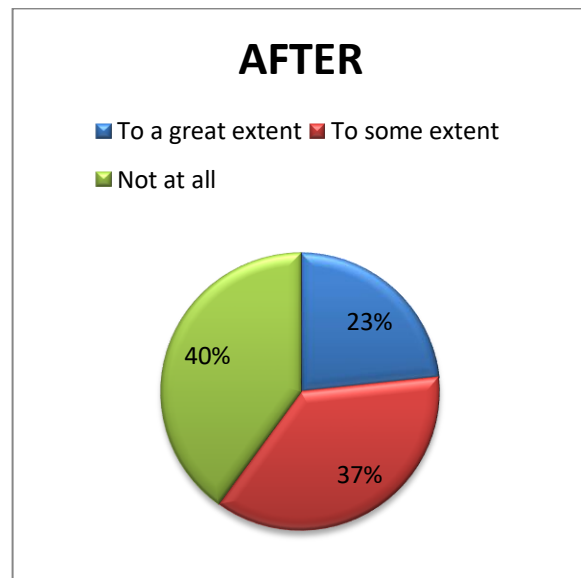
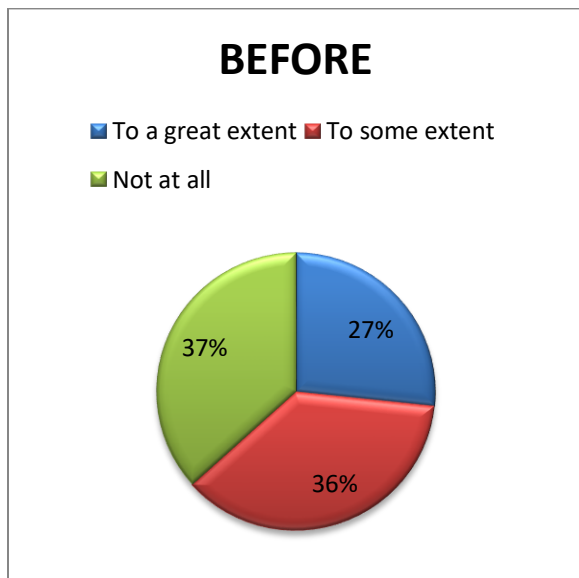
Conducting various types of assessment helps teachers analyse the overall development of the teacher. Conducting only written test brings along some flaws and disadvantages. It does not analyse the overall growth of the child. Hence we see post training a hike in the 'not at all' category to 70%. Some teachers still admitted to using this method to a great extent even post training due to lack of resources.

ii) I conduct assessment through different activities such as oral test, story narration, projects etc.



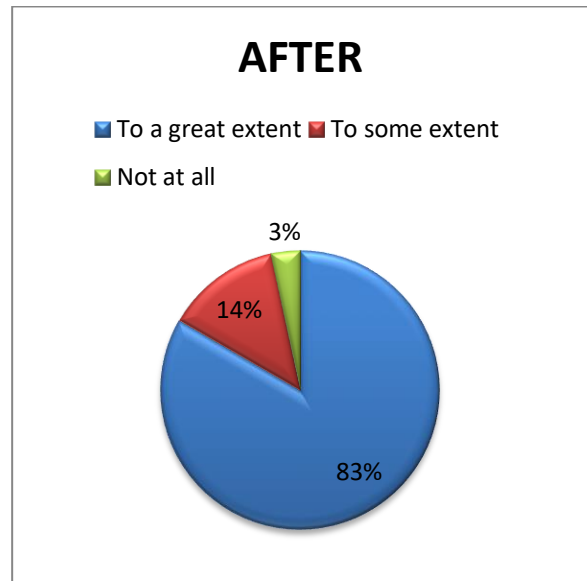
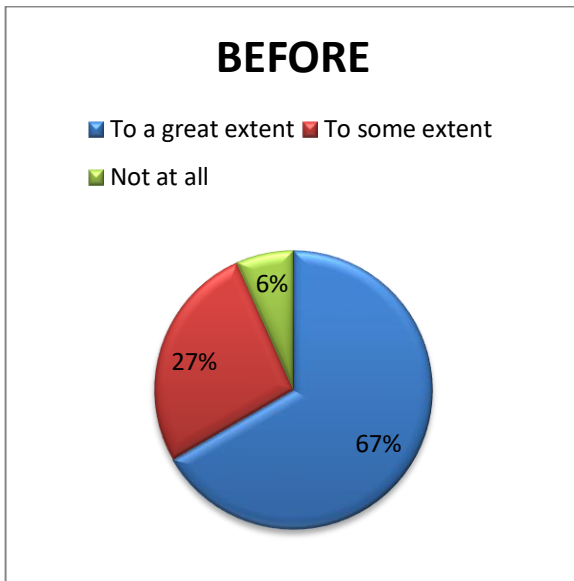
Realizing the importance of the overall assessment, the teachers showed a hike to 70% in the 'to a great extent' category post training.

iii) My teaching is examination- oriented and my students learn the questions and answers by-heart.



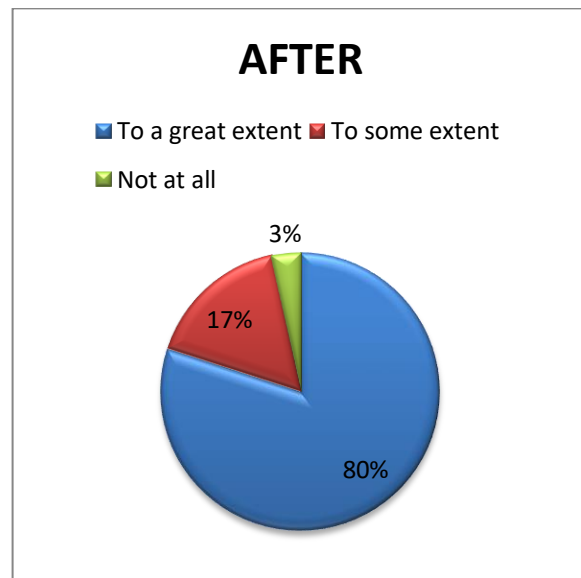
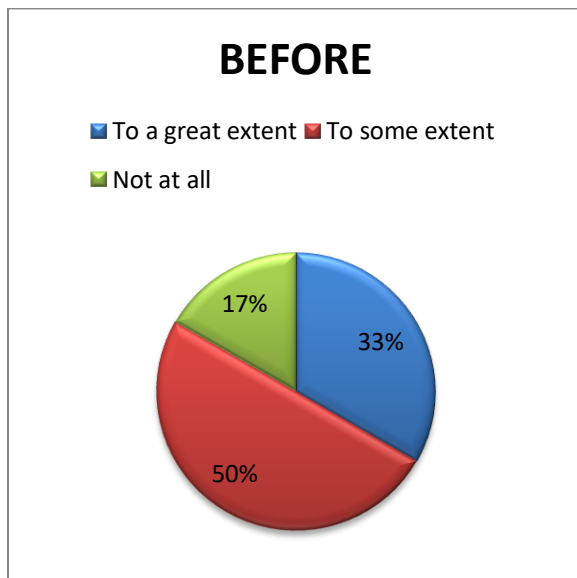
We see a hike to 40% in the 'not at all' category post training. Learning for examination only does not accomplish the sole purpose of learning i.e. learning to develop personality rather than for examination.

iv) I conduct remedial classes based on student's performance in assessment activities.



*Remedial teaching helps teachers give greater attention to students individually. They help the teacher help students overcome their weaknesses. Hence we see a hike to **83%** of usage of this method 'to a greater extent'.*

v) I conduct assessment based on CCE.



Based on the survey conducted it is found that before the commencement of ELEP training 33% of teachers did the assessment based on CCE to the great extent and 50% teachers did it to some extent where as 17% teachers did not do CCE based assessment at all. But after the training it is found that there is drastic change in their attitude as far as assessment is concerned. This shows that still few percent of teachers are following age old method of assessment. 80% of them are doing CCE based assessment and 17% know about it to some extent and hardly 3% are unaware of it. **So this data shows that there is further need of training and guidance for such teachers with regard to assessment.**

CONCLUSION:

To know the learning outcomes assessment plays pivotal role. With regards to this teachers have stopped stale methods of assessment within the four walls of the classroom. But they have realized the need and importance of continuous and comprehensive evaluation which has boundries outside the classroom and not limited to rote style of pen and paper method. Age old methods of assessment such as conducting only written exams are no more considered as valid but assessment through different activities such as oral test, story narration, projects etc. have taken prominence.

OVERALL OBSERVATIONS:

- Teachers are excited to learn English language and it has become their favourite subject. **But few teachers are hesitant to learn and speak the new language.**
- Teachers are taking much pain in developing learner's language skills as well as taking more time in explaining the content of the

lessons through creative activities. However few teachers are unable to do so because they are not competent enough to teach.

- Even though teachers are sometimes hesitant to speak English they are using multilingual approach to facilitate in the classroom activities. They are also using additional learning materials such as small story books, news paper cuttings, audios-videos, picture books with story narration, vocabulary games, spelling games, puzzles etc to make teaching learning more interesting.*
- It is found that in most of the schools, students learn English question answers by heart as it is difficult for them to retain the vocabulary and comprehend the meaning of words for a longer period.*

INNOVATIVE PRACTICES IN CLASSROOM TEACHING

3. Any other innovative practices you have implemented in your classroom after the district-level ELEP training:

After the district level ELEP training the results of our experiment through conducting Mini project work on its effectiveness and implementation in the classroom are positive. We are absolutely sure about the positive attitude of the teachers towards the teaching-learning implementation in the classroom. Various Graphs and Pie charts above are much inclined towards the progress of not only learning of English language skills but also excitement of teachers in formulating various classroom activities to make learning easy, interesting, natural and constructive. Post ELEP trained teachers became more aware of the additional activities available. Here we can see a great hike in the number of teachers using the additional activities. Over all study of using additional teaching learning materials other than text books shows that after effect of ELEP training has

boosted or equipped teachers more with innovative practices in the classroom transaction and has made them more confident in using them in the classroom teaching. Few are mentioned below:

OBSERVATIONS:

- *Writing names on every material present in the classroom Ex: chair, table, chalk, duster, water, table, clock etc. This is not only helping children to learn the names of various things but also learn the meanings and the spellings.*
- *Teaching action words in rhythmic sounds like cut-cut-cutting, put-put putting, do-did done, go-went gone etc and creating interest to learn more words.*
- *Preparing Teaching learning materials of English alphabets and playing the games of alphabets. Ex: Matching letter 'A' to Apple, 'B' to Bat etc.*
- *Conducting morning assembly in English wherein Greeting each other in English, Prayer, Thought for the day, News reading, Moral storytelling, Reading Panchang etc will be done to create to create English language environment.*
- *Using Laptops, Mobiles, Google help and Dictionaries to make teaching learning meaningful.*
- *Formation of 'English Club' and conducting various activities through this club such as Rhyme games, Vocabulary games, Word games, puzzles, language games etc., as well as conducting meetings about teaching learning process twice in a month or weekly to take feedback and measures for improvement.*

- *Conducting personality development activities such as pick and speak, extempore, speech, singing, dialogues etc and boosting the self confidence of the students.*
- *Conducting innovative ways of taking attendance. Ex: Calling students attendance by the name of days of the week, months of the year, alphabets, fruits, vegetables, animals, colors etc. by which students will not only learn about above things but also increase their vocabulary.*
- *Identifying parts of the body through mimicry by the students themselves in the classroom.*
- *Introduction of reflection sessions before the commencement of the class.*

So the post ELEP training has brought about drastic changes in the innovative practices in the classroom teaching. It is seen that even though few teachers are still lagging behind in implementing these practices they too are trying their level best to introduce such novel practices while teaching. In future there is lot of scope for training such teachers to make this training more meaningful and yield productive benefits.

ABILITY OF TEACHERS TO USE ENGLISH (TO SPEAK, READ/LISTEN AND COMPREHEND, WRITE):

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.

Rating Scale used to assess the ability of teaching English

RATING SCALE

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

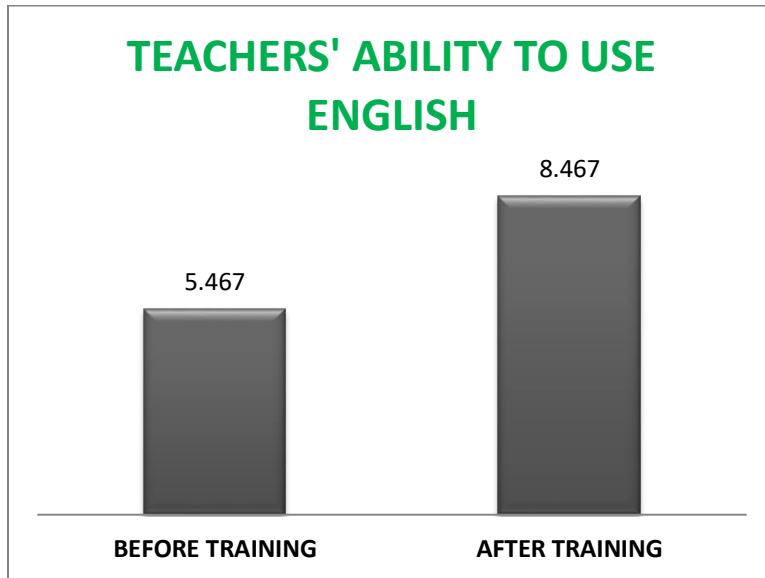
5. How do you rate your ability to teach English in a scale from 1 to 10 where 1 is the lowest and 10 is the highest point? Circle the best option.

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

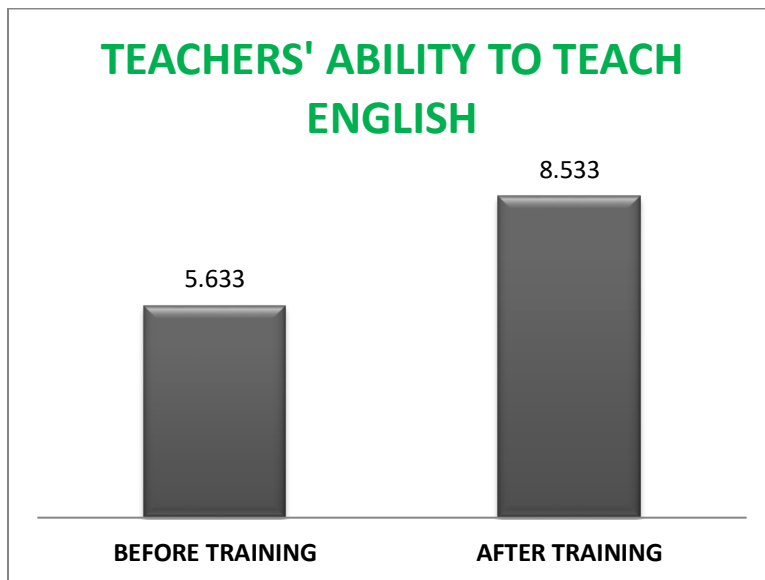
As already discussed in the above graphs, pie charts and also implementation of innovative practices in the classroom teaching it is noticed as below:

Teachers who were hesitant in speaking, reading or writing English have come up with self confidence and when asked about how they rate themselves in 1 to 10 scale where in 1 is the lowest and 10 is the highest point they have given variety of scale points taking into consideration before and after effects of ELEP training. So average of their scale points has been taken to know the before and after effects of training and what they can do for their academic growth as teacher in future.

Average ability to use English: Rating by teachers



Average ability to teach English: Rating by teachers



PART – B

1. OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES TEACHERS INVOLVED IN AFTER ELEP TRAINING

Teacher’s Professional Development “is the body of systematic activities to prepare teachers for their job, including initial training, induction courses, in service training and continuous professional development within school settings.

As already mentioned above teachers are exposed to various professional development activities they can pursue to equip themselves with enormous knowledge while performing their duties as a teacher in order to fulfill the various objectives such as:

- *Modifying teaching, learning strategies in the light of self evaluation.*
- *Becoming self governing, independent and autonomous learners.*
- *Discuss, evaluate, bring innovation in the changing needs of English language education.*
- *Prepare modules, design tasks for effective learning and teaching.*

These objectives make teachers aware of needs and dimensions of continuing professional developmental activities. After undergoing ELEP training there is lot of change as far as their professional development is concerned. In this connection teacher’s responses are positive which are elicited as below in the form of few examples:

OBSERVATIONS:

- *Before the training teachers use to make use of Wren and Martin grammar book and dictionary but after the completion of training they have started using functional grammar books.*
- *They are encouraging and preparing students for grammar and Spell bee competitions in order to create competitive spirit among the students.*
- *Teachers are first taking initiative to teach basic English to the students so that they can understand standing instructions given by the teachers and follow them in their day to day life.*
- *One of the important after effect of this training is teachers are using various learning materials such as using google, and internet, peer coaching, viewing educational videos, reading reference books and referring KOER resources rather than adhering to prescribed Textbooks only.*
- *Have stopped using readymade teaching learning materials in the classroom.*
- *Taking online coaching for Spoken English in addition to this training.*
- *Purchased Longman Dictionaries, Subscribed to daily English newspapers, Started to use electronic devices like computers and projectors, Started to watch English news channels, Started to read English story books, Started writing diary (creative writing), Started to use social media to help others out, Started to help each other in TLM preparations. Started to speak English with other colleagues and so on.*
- *They are aspiring for higher degrees to heighten their knowledge which in future would help to raise up their professional development activities.*

- *Even though language taught is Videshi but TLM's used are becoming Swadeshi.*

As far as Professional Development is concerned when teachers are assessed it is found that they still need a proper guidance in this direction to improve their teaching learning abilities. To make oneself self dependent teacher, it is very much necessary to have tremendous knowledge about the field or profession where we are working in.

2. MAJOR DIFFICULTIES TEACHERS FACE WITH ENGLISH LANGUAGE IN CLASSROOM/SCHOOL/PROFESSIONAL LIFE:

While conducting survey it is found that while handling the classroom, teachers have come across various difficulties and faced different challenges which are mentioned as below:

OBSERVATIONS:

- *Correct and proper usage of language is required irrespective of geographic, social and temporal restrictions.*
- *The ways and contexts in which spoken and written words are used.*
- *Few teachers and most of the students feel that English is a foreign language and it is difficult to learn.*
- *Hesitation and fear to speak and express in English language.*
- *New language phobia.*
- *English to English teaching is not yielding expected results of teaching, as students come from vernacular medium.*

- *Influence of mother tongue over the foreign language is hampering the progress of the language.*
- ***As far as ELEP training is concerned they are happy with the subjects covered in it but on the other hand teachers are of the opinion that if class wise and syllabus wise training is provided along with extra information it will help them more in the classroom teaching and yield good results.***
- *Frequent trainings as per the changes in the syllabus if introduced will help them to update their knowledge.*
- *Negligence of teaching English in lower classes.*
- ***Periods allotted for English language in the time table are very few where as more periods are required to handle the new language.***
- *As it is not a native language, there is negative attitude towards the learning of the subject.*
- *Indifferent and prejudiced attitude towards learning new language is snatching away the very purpose of teaching it.*
- *Phonetics of the language, Pronunciation, lack of foreign language environment, negligence, students coming from varied mother tongues, lack of class and syllabus based trainings, Grammar etc are the main challenges in learning new language.*
- *Very few schools are facing the problem of student-teacher ratio in schools.*
- *Judicial usage of various mother tongues while teaching English because both teacher and students mother tongues are different.*
- *Less space for other languages i.e. Other than English.*

In future while conducting ELEP training if the above mentioned aspects are taken into consideration it will help to reap productive and meaningful results.

3. WHAT ELSE DO TEACHERS WANT TO LEARN IN FUTURE?

It is said that “Positive attitude and thirst for knowledge always results in greater outcomes”. So is true with Post ELEP training results which has not only guided teachers in their respective subject but also accelerated them to learn many more novel things to comprehend the subject as well as to promote their professional efficiency. Few of the subject areas or general areas of interest they want to learn are quoted as below:

OBSERVATIONS:

- *Grammar and Phonetics.*
- *Innovative techniques of teaching which are ahead of current thinking.*
- *Command, fluency and mastery over the language.*
- *Forward looking activities to develop language skills.*
- *Tackling students in new language with ease and there by developing curiosity and excitement to learn more and more new notions or concepts.*
- *Comprehend ELEP Workbook and accordingly implement the concepts into the classroom teaching once again through refresher trainings.*
- *Pursue higher degrees to develop professionally within the school setting.*

- Frequent participation in Refreshers, Orientation programmes, Workshops, Seminars will help to share the knowledge and also enrich themselves with vivid no of new concepts.
- Want to learn about **Lexicography** of the language.
- Perpetual learning through trainings at regular intervals.

In future steps can be taken to enrich the above mentioned areas by conducting more and more refresher trainings which will boost their craving for knowledge.

(Part-C)

USEFUL ASPECTS AND CHALLENGES ENCOUNTERED DURING ELEP TRAINING AT DISTRICT LEVEL: (1 to 4)

Under part-C the teaching experience of the teachers and classes taught in the school are assessed and it is found that from class 1 to 8th all range of teachers have taken the benefit of ELEP training. Apart from this both much experienced and beginners have shared their experiences and given comments as well as suggestions for further improvement of the training.

Overall the findings are as follows:

<i>Classes taught:</i>	<i>1 to 4</i>	<i>5 to 6</i>	<i>5 to 8</i>	<i>Any other</i>
	<i>6</i>	<i>11</i>	<i>13</i>	<i>-</i>

<i>Experience in teaching:</i>	<i>Less than 5 years</i>	<i>More than 5 years</i>
	<i>8</i>	<i>22</i>

Various useful aspects of ELEP training, challenges trainees faced during district level training, whether all the teachers at elementary level should undergo ELEP training and many more things were assessed. Few of the important aspects are quoted below:

5. Useful aspects of ELEP training:

OBSERVATIONS:

- *Development of self confidence.*
- *Helped to overcome fear or phobia of English language.*
- *Understood basic mechanism of teaching English.*
- *Role of teacher in classroom transaction as a facilitator.*
- *Understood implementation of innovative practices/activities in the classroom.*
- *Multilingual approach of teaching English.*
- *Constructive approach of teaching the subject.*
- *Method of writing Unit plan and Conspectus of studies.*
- *100% participants have opined 'YES' to question '7'.*
(Question 7: Do you think all the teachers teaching English at the primary level should undergo ELEP training?)

6. Challenges trainees faced during district level training:

ELEP training not only taught various teaching skills to facilitators and updated them with the current trend of classroom practices but also made them capable of facing various challenges they are facing in the classroom implementation. Few of the challenges they faced during district level ELEP training are mentioned below:

OBSERVATIONS:

- *First and foremost challenge they faced during district level English training was compulsorily speaking in English only.*
- *Organising Reflection sessions and compulsory participation.*
- *Speaking fluently and having command over the language.*
- *35% of trainees said it was difficult to comprehend the English language as all the communication in the training was in English.*
- *After some days they started understanding it.*
- *40% said time management was difficult as it was a lengthy process of 8.30 am to 6.30pm.*
- *30% of them said leaving the family behind and being a residential trainee was difficult aspect.*

7.About the compulsory ELEP TRAINING:

About the compulsory ELEP training for primary school teachers, 100% teachers are of the opinion that all the Elementary level teachers should undergo this training, it should be made mandatory. Primary education is foundation for the future education of the students and if at this stage only they are well equipped with this language secondary education will be easy access for them. So when they enter colleges it will definitely give good results and increase the confidence level of the students. They will never be hesitant or shy to come forward in performing any educational activities by the fear of other English medium students. So taking English language training be made criteria for Probationary Period declaration.

8. Few suggestions and comments also were received while its implementation such as:

OBSERVATIONS:

- *Trainings should be given before the beginning of the academic year so the studies will not be hampered once the school starts.*
- *Bridging the gap between previous and post training is very much necessary.*
- *List of Expectations from the training should be taken and given much importance. In course of training one by one expectations should be discussed and common solutions should be given.*
- *Encouraging teachers to pursue higher education for professional development should be promoted.*
- *Refresher sessions at regular intervals are necessary to refresh whatever trainees have learnt in the training as well as to know the areas of challenges in its implementation.*
- *The most important thing to be taken into consideration is follow up work by implementing authorities at regular intervals.*
- *All teachers teaching English at Elementary level should compulsorily undergo ELEP training and it should be made mandatory.*
- ***Appointment of English teachers separately in all the schools is necessary so that undergoing training and its execution will be meaningful. Otherwise sometimes half-heartedly or forcibly teachers take the training and never try to implement it in the school. So the very purpose of training will fail.***

CONCLUSION:

So the need of English at elementary level, its importance, development of language skills, overcoming hesitation to speak the language, use of multilingual approach, teacher as a facilitator, teaching vocabulary and grammar, Lesson plans and Mode of assessment, innovative practices in the classroom, ability of teachers to develop various skills of the language and use of English in classroom practices, professional development activities, various challenges trainees faced during the training as well as while implementing in the classroom etc,.. has brought about good amount of change and it's a positive sign of progress towards empowering teachers with English language.

May be in the beginning they might have felt it very difficult but once they understood the lexicography of the language their perpetual performance in correct and proper usage of language irrespective of social, geographic and temporal restrictions improved to a great extent.

UNIT – 6
ANNEXURE – C
***VISIT FORMAT AND CLASSROOM
OBSERVATION***

ANNEXURE – C

Annexure-C

District Institute of Education and Training Belagavi

ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

VISIT FORMAT

DATE:

1. *School name:*

2. *Visitor's name:*

3. *Name of the head master:*

4. *Name of the English facilitator:*

5. *Action initiated to create English environment in schools:*

(i)

(ii)

(iii)

(iv)

6. *How frequently are English News headlines read in the morning assembly? Tick the right answer.*

a. *Frequently*

b. *Moderately*

c. *Never*

7. *Is thought for the day read in the morning assembly? Tick the right answer.*

Yes or No.

7. *Is English language quiz conducted in your school? Tick the right answer.*

Yes or No.

8. *Is English extempore speech conducted in your school? Tick the right answer.*

Yes or No.

9. Do your students know to use English dictionary?

Yes or No.

10. Do your students take part in skit/drama in English ?

Yes or No.

11. Did you conduct English calligraphy competition in your school?

Yes or No.

Class observation:

1. Name of the topic:

2. Does the English teacher :

a. Act as a facilitator

b. follows learning by rote method.

4. Is facilitator in possession of CCE based unit plan?

5. Did facilitator engage the class with a warmer?

6. Is warmer relevant to the lesson?

7. List of TLMs used.

1.

2.

3.

4.

5.

8. Body language of the facilitator:

a. Confident

b. Nervous

- 9. Did the facilitator make use of instructions during the teaching process?*
- 10. Did the facilitator make use of MCQs?*
- 11. Did the teacher utilize the Pre learning activity?*
- 12. Did the facilitator use translation method in classroom teaching?.*
- 13. Did the facilitator make use of tools and techniques as per unit plan?*
- 14. Is child portfolio being maintained?*
- 15. Did the facilitator develop the competencies?*
- 16. Did the facilitator make use of any ICT?*
- 17. Did students enjoy teacher's lesson?*
- 18. Feedback from others :*
 - a. SDMC -*
 - b. Parents -*
- 19. Feedback from head of the school.*
- 20. Suggestions given:*

Name of the facilitator

Name of the head master

***Name of the
visiting official***

VISIT TO SCHOOLS AND CLASSROOM OBSERVATION:

From the beginning itself the vision of ELEP training was not only to give training to elementary level teachers but was also to see the post effects in the form of its implementation by the trainees in the classroom teaching. So soon after the training various schools were visited and variety of lessons were observed and positive and negative suggestions were given for further improvement. After that post effects of training were discussed and various suggestions and comments in the form of positive feedback were collected from teachers, students, headmasters and SDMC members keeping in mind further scope of improvement in forthcoming trainings. While doing so I came across number of findings which are mentioned as below:

OBSERVATIONS:

- *Various actions are initiated by teachers to create English language environment in the school. For example students are directed to learn two new words everyday and write in their personal English diary and use them while conversing with their teachers and in peer groups.*
- *Rote method of teaching has marginally decreased and teachers are acting as facilitators in classroom teaching.*
- *Most of the teachers are preparing their Unit plans and Conspectus of studies based on CCE or constructivism method. Readymade use of above records has deteriorated to a great extent.*
- *Before the commencement of the class relevant warmers are used to motivate the children.*

- *Creative, skillful, informative and self made teaching learning materials prepared by teachers and students are used in the classroom to make teaching learning more meaningful. Ex: Traffic signal models, best out of waste models, live videos etc,*
- *Use of proper body language by teachers and pupils.*
- *Noting down tools and techniques in unit plans, child portfolio, writing down competencies, TPR activities, wall paintings etc are no more matters of difficulties but it has become daily routine for teachers.*
- *Voice recording and few minutes video clippings are also prepared in the classroom while conducting dialogues, speech etc.*
- *Professional Development chapter in the Module be little bit simplified.*
- ***To see post effect of ELEP training, refresher courses of short duration to discuss the innovative ideas and its execution is very much necessary because implementations refers to the process building rather than to design the process. So this short project is done in order to give the real meaning and make the training most successful by drawing out various findings after the training which is very much necessary for further improvement.***

Lesson observations:

30 Teachers gave a Demo lesson with preparation of lesson plan and TLM and other activities needed.

General observations:

- *All Teachers are enriched and fluent in their communicative skills, fluency and body language.*
- *They are using activities to each step of lesson and trying to conduct the activities in English only.*

- *Teachers appeared, responsible smart and active in language usage and fluency and management of the whole class.*
- *Still it is a teacher centered class room, teachers need to work hard to change it into a learner centered class.*
- *Teachers talk time is more than students talk time in almost all schools.*
- *They need to get clear concept of class room management, seating arrangement while conducting activities.*
- *Students are using English confidently, all teachers are confident to use English in the class room.*
- *Mother tongue usage is reduced in the classroom, which was a notable change.*
- *Teachers are using more TLM which are suitable to the concept of the competency development.*
- *More stress is given on competency rather than content of the lesson.*
- *In general there is a notable change in English class rooms.*
- *The impact of the training is positive and notable in all English class Room.*
- *The news is read in English, daily thought of the day is read in English, date, day, and importance of the specific day is announced in assembly in English.*
- *Some head masters are really cooperative in implementing the training aspects into the classroom.*
- *More activities and work is suggested to them in this regard.*
- *A strict follow up is needed.*

Suggestions given by teachers during visit:

- *Total 30 lessons were observed.*
- *Time span given for training is not sufficient, it can be extended for few more days.*

- *ELEP Basic trained teachers also should get the training of Advanced Module.*
- *Twice in a year the training should be conducted along with one or two Refresher Sessions.*
- *Focus on practical than theory classes.*
- *TLM preparation sessions to be conducted during training sessions.*

Among Thirty teachers lesson observed:

- *All used TLM and prepared lesson plan.*
- *Used maximum techniques.. Reading, writing and vocabulary development was the main focus in the classes generally.*
- *Most of the teachers focused on speaking and listening skills.*
- *Every teacher conducted activities during teaching at every step.*
- *50% of the classes observed were a teacher centric classes and 50% of the classes observed were learner centric classes.*
- *There was understanding and cooperation among the learners.*
- *Most of the teachers used maximum English and less of mother tongue.*
- *Most of the teachers were confident enough in the classroom.*
- *Most of the classes were lively and activity oriented, few classes were mechanical.*
- *More than 50% teachers used TLM judiciously.*
- *Female teachers did better than male teachers.*
- *Performance of Girl students is better than the boys.*

FEW SUGGESTIONS GIVEN BY VISITING AUTHORITY IN THE FIELD VISIT:

- *Teachers with keen interest to learn English should participate in the trainings otherwise very purpose of training and its implementation will be lost.*

- *Handwriting improvement along with correct spellings, pronunciation is very much necessary for teachers. Lot of drilling work in this direction along with students is required.*
- *Teacher should act more as a facilitator rather than as a sole dictator.*
- *Use of more and more TLM's while facilitating in the classroom without giving scope for financial burden and readymade materials.*
- *Enrichment of vocabulary.*
- *Sending further suggestions and comments if any to DIET website. Which are always welcomed whole heartedly as feedbacks and taken as lighting lamps to proceed towards the journey of improvement.*

CONCLUSION:

Performance of teachers and students show lot of changes in their attitude towards learning English. Visit report and class observation of the schools reveals that there is an English environment in the school. When interacted with children, students are very keen to learn English. At the outset, it is seen, the performance of the students depends on the performance of teachers. It is also seen, change is being accepted and worked upon with will. As a result of the training teachers are ready to embrace innovative practices in English language teaching. Therefore, we are able to see innovative techniques, methods and trends in language teaching.

We find teachers are involved in, trends, methods, peer practices, new devices, ICT, pedagogy, learning process and co-operative learning. This shows that teachers have liberalized themselves from the clutches of traditional methods of teaching. The traditional method lays more emphasis on a teacher himself/herself and is teacher centered.

Repetitive practice mechanical drills and memorization are the hallmarks of the traditional methods.

Overall visit to school show that there is lot of improvement in attitude and behavior of teachers towards dealing with English language. Teachers have become self confident and aware about its importance in future. ELEP training has become boon for the teachers which has shown them proper direction to sail in the ocean of teaching learning and facilitating process.

UNIT – 7

ANNEXURE – D

FEEDBACK FROM SOCIETY (SDMC)

(FEW SAMPLE ORIGINAL FEEDBACK SHEETS ARE ATTACHED)

ANNEXURE – D

Annexure-D

District Institute of Education and Training Belagavi

ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM SOCIETY (SDMC):

SIGNATURE, NAME AND DESIGNATION

FEEDBACK FROM SOCIETY (SDMC): Development of social intelligence:

*As already mentioned above various schools were visited to know the aftermath effects of ELEP training. In the visit not only suggestions were given for further improvement but also received from the facilitators and also feedback was received from the SDMC or few parents as a sample. **Few original copies are attached in the short project work to view.** While doing so few finding were drawn out which are as follows:*

OBSERVATIONS:

- *It is found that even though majority of SDMC members or parents are not much educated or illiterate still they know the gravity of teaching English and they are very much inclined towards the English teaching.*
- *Even though they do not know what exactly is English training but they are observing their children conversing in English, reading English news papers, saying rhymes, telling stories etc,.. Parents are proud about their children's performance.*
- *We find teachers are getting interested in others, talking less about themselves, encouraging others to talk, listening better, seeing the good in everyone, thinking of win-win outcomes in their dealings with all.*
- *Comparison of vernacular medium students with those of private English medium schools is slowly declining because whatever they are getting in those schools is also available in government vernacular medium schools irrespective of economic and social background of the pupil.*
- *The open mindedness to give ample credit and appreciation to others are the ground rules in developing social intelligence. Besides getting us friends, this approach eventually makes us wise as well.*
- *Parents too have realized the importance of learning English language as it is widely spoken in the world. They too want their children learn this language to secure their future.*
- *Creation of English language environment through basic conversation, greeting each other, improvement in communication skills, formation of simple sentences in English has*

brought about positive changes in the school environment. According to them it is a good move towards the progress of the school.

- *One more important aspect according to them which will bring enormous change in the school is use of ICT which will not only attract the students to classroom but also teaching will be more effective.*
- *Such trainings are necessary for professional development of the teachers which in turn has resulted in bringing fruitful results in the school.*
- ***English training should be made mandatory for all subject teachers so that all the subjects are taught in English thereby students are equipped with self confidence to compete with other English medium school students.***

CONCLUSION:

So English language implementation in the classroom teaching has reached every doorsteps of the parents and has influenced them with positive attitude. Parents are positive enough about the progress of the students, even though it is slow and steady because of lack of language environment at home and in the surrounding and lack of facilities. They are hopeful that in course of time their children too will be self confident and independent enough to transact in English. All 30 feedbacks from SDMC/Parents received shows that there is a definite improvement in the teacher of English and their children, after teacher attended ELEP training.

Such an impact of English teaching will help children to stand firm in this competitive world. As mentioned above even though schools are of vernacular medium if all subject teachers are trained in English language for their respective subjects it will be more effective. In the initial stage let them begin with multilingual approach for lower classes but as the children move on to higher classes they can be completely taught in English only. So the step taken by department to train English language teachers to enhance their English language skills thereby empowering them in the language, kindly be extended to all the subject teachers for more effective and meaningful results. SDMC is thankful for various initiatives taken by the department to bring about drastic changes to improve the quality of the government schools and helping the future generation to emerge as unique asset of the society.

UNIT – 7

ANNEXURE – E

FEEDBACK FROM HEAD OF THE SCHOOL

(FEW SAMPLE ORIGINAL FEEDBACK SHEETS ARE ATTACHED)

ANNEXURE – E

Annexure-E

District Institute of Education and Training Belagavi

ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM HEAD OF THE SCHOOL:

SIGNATURE, NAME AND DESIGNATION

FEEDBACK FROM HEAD OF THE SCHOOL:

In the previous Annexure I have discussed about the positive feedback and few suggestions given by the parents or SDMC towards the importance and weightfulness of learning English language and its further scope in future for the students. It is always noticed that every parent want best quality of education for their child, that to in their natural surroundings. At present when it comes to government schools and that to about English teaching they are very much eager about its implementation. Both the city and rural parents are more attracted

towards English language learning. So feedback from few head masters was also taken to know the gravity of post ELEP training and its effectiveness. Post ELEP training results are showing positive responses from the Heads of institutions too. Some of the findings drawn out of this short survey are as follows:

KHPS NO. 7 FULBAGH GALLI BELAGAVI

Annexure-D

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM SOCIETY (SDMC)

20 days ELEP training held in month nove in 2019 in Diet manner from this training our School KHP Fulbagalli teacher I.D. vadat had improved his Eng teaching. by this he create English atmosphere in a School Children or improving English reading, writing & other actives interesting talking English.

ಇದೇಶ್ ಪಾಟಿ
ಎಸ್. ಡಿ. ಎಮ್. ಸಿ
SIGNATURE, NAME AND DESIGNATION
ಸರ್ಕಾರಿ ಕನ್ನಡ ಮಾದರಿ ಶಾಲೆ
ಪುಲಬಾಗ ಗಲಿ, ನಂ.7 ಬೆಲಗಾವಿ

Annexure-E

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM HEAD OF THE SCHOOL

20 days ELEP training held in Diet manner it was great opportunity our Asst Mr I.D. vadat when he return to this training he improved his teaching method in e we observe him he was always planing something improve he made group activities create English atmosphere in school Assembly started that new words for day & english news before reader Children interste in all actives.

ಇದೇಶ್ ಪಾಟಿ
ಎಸ್. ಡಿ. ಎಮ್. ಸಿ
SIGNATURE, NAME AND DESIGNATION
ಸರ್ಕಾರಿ ಕನ್ನಡ ಹಿರಿಯ ಪ್ರಾಥಮಿಕ ಶಾಲೆ
ನಂ.7, ಪುಲಬಾಗ ಗಲಿ, ಬೆಲಗಾವಿ

MHPS HINDALGA BELAGAVI

Annexure-D

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM SOCIETY (SDMC)

* Our school teachers are doing good job in creating English atmosphere in the school.

* We are satisfied with achievements of our children.

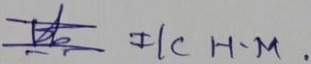
R.M.Lad. Member.
SIGNATURE, NAME AND DESIGNATION
M.H.P.S. Hindalga.

Annexure-E

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM HEAD OF THE SCHOOL

* We feel very proud that our children are trying to speak in English. English atmosphere has been created in the school. Our students are good at English than English medium students.


SIGNATURE, NAME AND DESIGNATION
M.H.P.S. Hindalga.

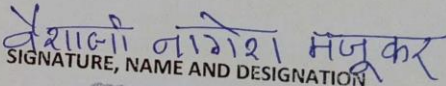
MHPS SADASHIV NAGAR BELAGAVI

Annexure-D

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM SOCIETY (SDMC)

It is a .
It is an excellent move and good for
students.

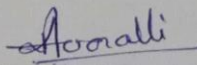

SIGNATURE, NAME AND DESIGNATION
- CHAIRMAN
GOVT. M.H.P.S. No. 41
Sadashivnagar, Belagavi

Annexure-E

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM HEAD OF THE SCHOOL

Understanding the english language is very
useful move. and in higher studies this move
is very very useful for the pupil


SIGNATURE, NAME AND DESIGNATION
Govt. M.H.P.S. No. 41,
Sadashivnagar, Belagavi.
Dist No. 29010304602

MHPS BAMBARGE

Annexure-D

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM SOCIETY (SDMC)

Our village schools students are good in English. according to parents report about English subject is satisfactory. It is effect of children interest and attention of parents, as well as interest of English teacher. Totally English language is good in my village school.

T. B. KOLE
SIGNATURE, NAME AND DESIGNATION
S. D. H. C.
GOVT. MHPS, BAMBARGE,
TAL. & DIST. BELAGAVI

Annexure-E

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM HEAD OF THE SCHOOL

In my school English language progress is satisfactory. A children, learns Eng. language happily & confidently. I am satisfy with my teacher's teaching in English to children's progress in English. Almost all children Experts in language basic skill.

(P. D. PATE) (P. D. PATE)
SIGNATURE, NAME AND DESIGNATION
HEAD MASTER
GOVT. MHPS, BAMBARGE,
TAL. & DIST. BELAGAVI

KHPS GANDHINAGAR BELAGAVI

Annexure-D

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM SOCIETY (SDMC)

* I am very proud of you
you are doing well. you are doing
great stuff. we proud on your teaching
that our children are speaking in English
Keep up the good work.

Salay
CHAIRMAN
SIGNATURE, NAME AND DESIGNATION
School Development
Committee, Govt. I
v. Kannada
School No. 23, Gandhi Nagar, Belgaumi

Annexure-E

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM HEAD OF THE SCHOOL

* I am very proud of you.
you are getting better every day.
* Good try if you use ICT in class
room
out standing performance

Hundangi
SIGNATURE, NAME AND DESIGNATION
2020. 10. 23, 10:30, 1
2020. 10. 23

KHPS HUDALI BELAGAVI

Annexure-D

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM SOCIETY (SDMC)

SDMC ಸದಸ್ಯರು - ಕ್ರಮೇಣ ಲ. ಮಾಳವಿ
 ಸಂಸ್ಥೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಶಿಕ್ಷಣದ ಕುರಿತು V. B ಕೆಲಸಗಳಿಗೆ
 ಶಾಲೆ ಹಾಗೂ ಇತರ ಸಂಸ್ಥೆಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಸಹಾಯ ಮಾಡುವ
 ಯೋಜನೆಗಳನ್ನು ಕುರಿತು ಸಲಹೆ ನೀಡುವಂತೆ ಪ್ರಯತ್ನ
 ಮಾಡುವಂತೆ ಕೋರಲಾಗಿದೆ. ಇಂತಹ ಯೋಜನೆಗಳನ್ನು
 ಕಾರ್ಯನಿರ್ವಹಿಸಲು ಸರ್ಕಾರದಿಂದ ಅನುಮೋದನೆ
 ಪಡೆಯುವಂತೆ ಪ್ರಯತ್ನ ಮಾಡುವಂತೆ ಕೋರಲಾಗಿದೆ.
 ಇದರಲ್ಲಿ ಸಹಾಯ ಮಾಡುವಂತೆ ಕೋರಲಾಗಿದೆ.

T.A.M ಕ್ರಮೇಣ ಲ. ಮಾಳವಿ
SIGNATURE, NAME AND DESIGNATION
SDMC ಸದಸ್ಯರು

Annexure-E

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM HEAD OF THE SCHOOL

ಪಿ.ಎ. ಹಿ. ಸಿ. ಎಂ. ಶಾಲೆ ಹಿ. ಸಿ. ಎಂ. ಶಾಲೆ - 2019-20
 ಈ ಶಾಲೆಯಲ್ಲಿ ಶಿಕ್ಷಣದ ಕುರಿತು V. B ಕೆಲಸಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ
 ಸಹಾಯ ಮಾಡುವಂತೆ ಪ್ರಯತ್ನ ಮಾಡುವಂತೆ ಕೋರಲಾಗಿದೆ.
 ಇಂತಹ ಯೋಜನೆಗಳನ್ನು ಕುರಿತು ಸಲಹೆ ನೀಡುವಂತೆ
 ಪ್ರಯತ್ನ ಮಾಡುವಂತೆ ಕೋರಲಾಗಿದೆ. ಇಂತಹ ಯೋಜನೆಗಳನ್ನು
 ಕಾರ್ಯನಿರ್ವಹಿಸಲು ಸರ್ಕಾರದಿಂದ ಅನುಮೋದನೆ
 ಪಡೆಯುವಂತೆ ಪ್ರಯತ್ನ ಮಾಡುವಂತೆ ಕೋರಲಾಗಿದೆ.
 ಇದರಲ್ಲಿ ಸಹಾಯ ಮಾಡುವಂತೆ ಕೋರಲಾಗಿದೆ.

T/c 4th Noli
ಮುಖ್ಯಾಧ್ಯಾಪಕರು
SIGNATURE, NAME AND DESIGNATION
ಕುಡಲಿ-590 016 ತಾ: ಜಿ: ಬೆಳಗಾವಿ

KHPS NO.18 ANGOL BELAGAVI

Annexure-D

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM SOCIETY (SDMC)

As per our observation, session conducted by
teacher was very Impressive, All the students
were interacting. Teacher followed all the training
points and activities.

N. K. Goudar
SIGNATURE, NAME AND DESIGNATION
SECRETARY
S. D. M. C.
Dist. H. P. K. S. No 18,
ANGOL, BELGAUM.

Annexure-E

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM HEAD OF THE SCHOOL

Mr. S.K. Gurusannavar handled classroom
very neatly, His session was more of interest to
the students where able to understand the
language and respond accordingly.

I. C. Goudar
ಮುಖ್ಯಸ್ಥರು
ಕರ್ನಾಟಕ ಸರ್ಕಾರದ ಸಂ.18
SIGNATURE, NAME AND DESIGNATION
ಕಾಂ. : 29010300701

MHPS KADOLI BELAGAVI

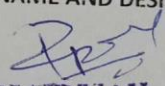
Annexure-D

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM SOCIETY (SDMC)

After completion of ELEP training Smt. G.Y. Tashilda teachers made good work in her classroom. She taught well english to her students. And the students are very active in english language. She did many activities and language games to improve the English language. Parents are very happy with their children for English. It is very good to progress our school in education.

SIGNATURE, NAME AND DESIGNATION


CHAIRMAN

Annexure-E

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

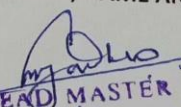
FEED BACK FROM HEAD OF THE SCHOOL

After completion of E.L.E.P training Smt. G. Y. Tashildar implements the activity in IIIrd std classroom, as follows:

- 1) Flash card reading
- 2) Spelling game
- 3) Using projector - Name of fruits, Wild and Domestic animals.
- 4) New words and their meaning.
- 5) Rhyming words.

Using these T.L.M. students are able to read the words and write. This is the good way for children to learn easy. Thank you.

SIGNATURE, NAME AND DESIGNATION


HEAD MASTER P. C. SHRI C. M.

KHPS BHAGYANAGAR BELAGAVI

Annexure-D

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM SOCIETY (SDMC)

Smt. S.M. Hubalkar (AGT) English Teacher has taught English prayers in school. Stud children greet each other in English. They try to speak simple conversation in English. Teacher is trying to create English Atmosphere.

* V S D U H e
SIGNATURE, NAME AND DESIGNATION
ಲಸ್ಕಾಣೆ, ಶಾಸ್ತ್ರೀಯ ಹಾಕು.
ಮೇಲನು, ವಾ. ಕುಮಾರ್,
ಕ. ಕೆ. ಎ. ಪ್ರ. ಅಲೆ ಭಾಸ್ಕರನಾರ್.
ಅನನ್ಯನಿ. ನಗರವಲಯ, ಬೆಳಗಾವಿ

Annexure-E

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM HEAD OF THE SCHOOL

Smt. S.M. Hubalkar, AGT (English) has attended the ELEP Training from 20 days. After the training she has increased the conversation in English. Students are also trying to speak in English. They are reading fluently. In morning assembly students are reading thoughts of the day in English. News in English etc. Totally she is creating English Atmosphere in our school.

Sle (Smt)
SIGNATURE, NAME AND DESIGNATION
ಸುಪ್ರೀಯಾಪಾಠ್ಯಾಯಿ
ಶಾಲಾ ಕನ್ನಡ ಹರಿಯ ಪ್ರಾಥಮಿಕ ಶಾಲೆ
ಭಾಗವನಗರ ಬೆಳಗಾವಿ ನಗರ

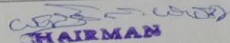
UHPS KAKATI BELAGAVI

Annexure-D

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

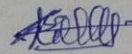
FEED BACK FROM SOCIETY (SDMC)

I, Shri M.N. Pathan, the chairman of the U.H.P.S. Kakati observed & attended the weekly & monthly competitions of English Language. Our students gave full response & enjoyed the activities & competitions.


CHAIRMAN
SIGNATURE, NAME AND DESIGNATION
Govt. Urdu Hr. Pny. School
KAKATI, Dist. Belgaum

SDMC MEMBERS SIGN

- 1) Khurshid A Pathan
- 2) Jayedw. M. Pathan
- 3) Shaheen K. Pachapur
- 4) Jabbar R. Pachapur
- 5) SATTAR B. Solapur.



(Smt. S.S. Kittur)

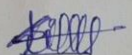
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District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM HEAD OF THE SCHOOL

I, S.K. Naik, Head Mistress of U.H.P.S. Kakati observed the daily class of English. The trained English teacher Smt. S.S. Kittur took many competitions of English languages competencies, many activities, English word games, language writing, Comprehences, Vocabulary etc. By this our children learnt English very well.


HEAD MISTRESS
SIGNATURE, NAME AND DESIGNATION
Govt. Urdu Hr. Primary School
KAKATI, Dist. Belgaum


(Smt. S.S. Kittur)

MHPS ASHTHE BELAGAVI

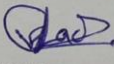
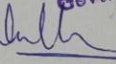
Annexure-D

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM SOCIETY (SDMC)
S.D.M.C. Chairman and Members

We know that Smt. R.S. Gawade (Asst. Teacher) teach English subject better. I feel more happy about English language. Students try to use simple English words to conversation. Students will improve in English language. Opinions of the parents are also good in learning about their child.

Next academic year we advise you to encourage students more and more in English speaking.

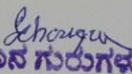
 (V.B. Lad)
S. D. M. C. CHAIRMAN
Govt. Hr. Pry. Marathi School
ASTE, Tal. Belgaum
S.D.M.C. Mem -  (S.M. Kiddur)

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM HEAD OF THE SCHOOL
Shri. S.L. Chougule (H.M. Govt. M.H.P.S, Ashte)

I am confirm that there is a difference between before (ELEP) training and after training. Students improve in English language after training. The parents also encourage their child and also actively take part in story telling, dialogue, rhymes, language games and other activities. After training teacher will trying to improve English language. Students handwriting also good some students write cursive neatly.

SIGNATURE, NAME AND DESIGNATION


ಪ್ರಧಾನ ಗುರುಗಳು
ಸರ್ಕಾರಿ ಹಿರಿಯ ಪ್ರಾಥಮಿಕ ಮಠಾಡಿ ಶಾಲೆ

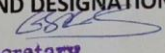
MBS NO.16 SHAHAPUR BELAGAVI

Annexure-D

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM SOCIETY (SDMC)

After the ELEP training our pupils were studying english very interesting. Improves their reading and writing. Teacher also teaching very well. Using lot of teaching materials. Make students very active. Students also enjoying all the activities with a happiness.

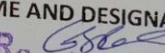
SIGNATURE, NAME AND DESIGNATION
J. A. Keskar 
Chairman Secretary
For SDMC, M.B.S. No. 16
Shahapur Belagavi

Annexure-E

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM HEAD OF THE SCHOOL

After ELEP training teacher is very active. Teaching is very effective and easy to understand the pupil. Different activities are taken that's why students also actively participated and enjoying every activities. The training is very excellent.

SIGNATURE, NAME AND DESIGNATION
J. A. Keskar 
Chairman Secretary
Govt. M.B.S. No. 16
Shahapur Belagavi

MHPS BASARIKATTI BELAGAVI

Annexure-D

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM SOCIETY (SDMC)

Smt. S.N. Chougale (Asst. Mistress) of our school was attended 15 days training at DIET.

After training our children are using more English language in regular life. It is positive change in all classrooms.

D.M.K. (Kandaskep)

ಅಧ್ಯಕ್ಷರು
ಎಸ್.ಡಿ.ವಿ.ಬಿ.ಸಿ.
ಸರ್ಕಾರಿ ಹಿರಿಯ ಪ್ರಾಥಮಿಕ ಮರಾಠಿ ಶಾಲೆ
ಬಸರಿಕಟ್ಟೆ ತಾ. ಬೆ.ಬೆ.ಗಾವಿ

SIGNATURE, NAME AND DESIGNATION

Annexure-E

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM HEAD OF THE SCHOOL

Smt. S.N. Chougale of our school working as assistant teacher was attend the ELEP training conducted in DIET, it is very nice programme & needfull to all school.

After the training she is using more english in classroom. & also conducting more activities in classroom. It is very useful for our students. other teachers should also get this opportunity.

ಪ್ರಧಾನ ಗುರುಗಳು

ಸರ್ಕಾರಿ ಹಿರಿಯ ಪ್ರಾಥಮಿಕ ಮರಾಠಿ ಶಾಲೆ
ಬಸರಿಕಟ್ಟೆ ತಾ. ಬೆ.ಬೆ.ಗಾವಿ

SIGNATURE, NAME AND DESIGNATION

KHPS VV NAGAR BELAGAVI

Annexure-D

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM SOCIETY (SDMC)

After taken english ELEP training english language teacher using new methods in her teaching. Childrens are very happy to learn english. We all are very happy to see our childrens and their improvements in english

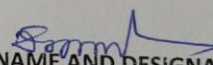
ಕೃಪಾ ಬಿ. ಗಣಿಯಾಲ
SIGNATURE, NAME AND DESIGNATION
CHAIRMAN
SDMC, Govt. Kann. H. Pny. School
No. 26, V.V. Nagar, Belagavi.

Annexure-E

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM HEAD OF THE SCHOOL

Smt. Indira. B. Kale. Asst. Teacher. She has taken ELEP Training twenty days Training from DIET Belgaum. She has implementing training gave which is that methods of teaching English language implementing in very good way to understanding students from 6 & 8. She improved English teaching in class room situation. Students are very happy about her class.


SIGNATURE, NAME AND DESIGNATION
ಮುಖ್ಯೋಪಾಧ್ಯಾಯರು
1ರಕಾರಿ ಮಾದರಿ ಕನಡ ಪ್ರಾಥಮಿಕ ಶಾಲೆ ಸು...
ವಿಶ್ವೇಶ್ವರಯ್ಯ ನಗರ, ಬೆಳಗಾವಿ-590001
ಫೆಸ್ ನಂ. 29016504301

MHPS NO.32 VADAGAON BELAGAVI

District Institute of Education and Training Belagavi

ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM SOCIETY (SDMC)

Our school teacher shri R.N. Jadhav taken ELEP training from DIET during year 2019-20. I heard that from that teacher that training was useful to teach our school students, and I observe personally and asked to the students it very good and I appreciate teacher in our monthly SDMC meeting and all students parents also now very happy. So I shri Ananda Kallappa Birje president of SDMC giving my feed back and I thank your institution given opportunity to our school teacher.



A. K. Birje
SIGNATURE, NAME AND DESIGNATION

अध्यक्ष कार्यदर्शी
शाळा सुधारणा व व्यवस्थापन समिती
गव्ह. हा. प्रा. मराठी शाळा नं. 32
रगत गल्ली, वडगांव - बेंदगांव - 5

District Institute of Education and Training Belagavi

ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM HEAD OF THE SCHOOL

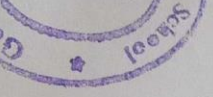
Shri. R.N. Jadhav, Asst. Teacher in our school, who had taken ELEP 2019-20 training held by DIET. Manour. This training is very useful to teacher as well as in our school. He had made English Environment in our school campus. Every one student is tries to speak and write with their capacity. They doing daily activities like come, go, sit, shut, and giving wishes to each other. In text book like fill in blanks, match the opposites, simile words etc. Our Teacher is also purchased so many other activity books to hold workshop of the students (to improve).
Thanks to the ELPE.



SIGNATURE, NAME AND DESIGNATION

H/C As
Head Master
GOVT. M.H.P.S. No.-32
Rayat Galli, Vadgaon,
Dise No. 29010301303

MHPS AMBEWADI BELGAVI

 District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM SOCIETY (SDMC)

As a SDMC Chairman with respect to our teacher I would say I am satisfied with the outcome from our children's result. Talking about the communication skills the interaction between the children and teacher itself is a bridge for developing communication skill and boosting the confidence among the children.

SIGNATURE, NAME AND DESIGNATION
L. K. Chafade
S. D. M. C.
A. P. M. S. Ambewadi
Tal, Belgaum.

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM HEAD OF THE SCHOOL

As a headmaster with respect to my teachers I would say I am satisfied with the outcome from my students results as in the efforts and struggle made by my teachers to convey the message to the students can be seen on my students performance. The interaction between the teachers and the student is always has been good. The teacher always try to reach out to each individual student as to develop and built the confidence among the individual and clear the doubt as well.

SIGNATURE, NAME AND DESIGNATION
Fos/IC Bujale
- HEAD MASTER
Govt. Hr. Pry. Marathi School
Ambewadi, Tal./Dist. Belgaum

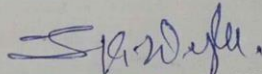
MODEL KHPS K K KOPP BELAGAVI

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM SOCIETY (SDMC)

After attending this training
students are using English
communicating with each other
so it's my humble request
to provide this training for all the
teachers

Regards.

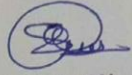

SIGNATURE, NAME AND DESIGNATION
ಕಾಲಾಭವ್ವದ್ವಿ ಹಂಚಿಕೆ ಮತ್ತು ಸಂಸ್ಕರಣಾ ಇಲಾಖೆ
ಕರಣಾಡಿ ಜಿ. ಪಿ. ಕನ್ನಡ ಶಾಲೆ ಕೆ. ಕೆ. ಕೊಪ್ಪ
ತಾ. ಜಿ. ಬೆಳಗಾವಿ

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM HEAD OF THE SCHOOL

After attending this training
students are learning English with
interests by seeing this above
improvement I can say this training
is very helpful

Regards.


SIGNATURE, NAME AND DESIGNATION
ಪದವಿಧರಣ್ಣ ಪ್ರಧಾನ ನಿರ್ದೇಶಕರು
ಕರಣಾಡಿ ಜಿ. ಪಿ. ಕನ್ನಡ ಶಾಲೆ ಕೆ. ಕೆ. ಕೊಪ್ಪ
ತಾ. ಜಿ. ಬೆಳಗಾವಿ

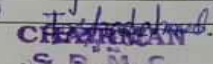
UHPS DHAMANE BELAGAVI

Annexure-D

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM SOCIETY (SDMC)

You are doing well. Outstanding performance is going well. You are doing great stuff. We proud on your teaching that our children are speaking in English. Keep up the good work.


S. S. S. C.
 Govt. U.H.P.S. Dhamane
 SIGNATURE, NAME AND DESIGNATION

SDMC Members

1) Smt Asma. Mulla.	-	Asma. M. Mulla.
2) Smt Asif. Tamamakatti.	-	Asif. Tamamakatti.
3) Smt. Almas. Tamamakatti.	-	الماس التمامكاتي
4) Shri. Inam. Kavaldar.	-	انام کوالدار

Annexure-E

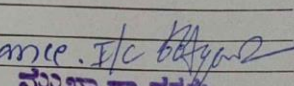
District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM HEAD OF THE SCHOOL

* I am very proud of you. you are getting better everyday.

* Good try if you use Ict in class room.

* Out standing performance. Ifc Belagavi


ಮುಖ್ಯಾಧ್ಯಾಪಕರು
 ಇದೇ ಶಾಲೆಯ ಹಿರಿಯ ಪ್ರಾಥಮಿಕ ಶಾಲೆ
 SIGNATURE, NAME AND DESIGNATION

MHPS MANNUR BELAGAVI

District Institute of Education and Training Belagavi

ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM SOCIETY (SDMC)

According to me ELEP training is more useful to students and as well as teacher. As per our observation parents are very much happy that their childrens are started to speak in English to each other. Now the students/Childrens are greeting each other in English. as the involvement & interaction with students of our English teacher is fabulous. Teacher motivation is very good that's why I think Childrens are reading & writing stories in English and doing preparation for news reading, thought for the day, for school assembly as well as using dictionaries and all language games and activities in their study purpose. I would like to say thanks you for DIET for organising such trainings and motivating our teachers.

SIGNATURE, NAME AND DESIGNATION

R. D. Puti
Chairman Secretary
S. D. M. C

10VE, M. H. P. S. Mannur, Tal, Belgaum

District Institute of Education and Training Belagavi

ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM HEAD OF THE SCHOOL

ELEP training is more useful to teachers and students. I found a lot of changes in my school. Students now capable of designing task activities, worksheets using necessary resources.

Teachers are more confident to implement whatever they have learnt in training.

I am happy to say that they read English English news paper and now a days students are more confident when they speak in English.

Every Saturday they read news papers, sing English prayer & says thought for the day, in school assembly. Students are trying to communicate in English with each other. The involvement of students in terms of activities, telling stories is phenomenal. And In our school it implemented very nicely in other classroom activities also.

SIGNATURE, NAME AND DESIGNATION

Aghada
ಪ್ರಧಾನ ಗುರುಗಳು

ಅರಸಾರಿ ಹಿರಿಯ ಪ್ರೌಢವಿಕ ವಿದ್ಯಾಪೀಠ, ಬೆಳಗಾವಿ
ಬೆಳಗಾವಿ ಗ್ರಾಮೀಣ, ಜಿ. ಬೆಳಗಾವಿ

KGS NO.5 VADAGAON BELAGAVI

District Institute of Education and Training Belagavi

ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM SOCIETY (SDMC)

I am happy with the teacher because after his training he has improved his English. Now the students do not hesitate to speak in English and they enjoy learning in his class.

SIGNATURE, NAME AND DESIGNATION

ಶ್ರೀಕೆ ಎಂ. ಶಿವಶಂಕರ್
ಅಧ್ಯಕ್ಷರು ಕಾರ್ಯದರ್ಶಿ
ಎಸ್.ಡಿ.ಎಂ.ಸಿ.
ಸರ್ಕಾರಿ ಕನ್ನಡ ಹೆಣ್ಣು ಮಕ್ಕಳ ಹಿರಿಯ ಪ್ರಾಥಮಿಕ
ಶಾಲೆ ನಂ.5, ವಡಗಾವಿ, ಬೆಳಗಾವಿ.

Annexure-E

District Institute of Education and Training Belagavi

ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM HEAD OF THE SCHOOL

I am satisfied with the teacher. He teaches English effectively. And all the students enjoy in his class.

SIGNATURE, NAME AND DESIGNATION

ಮುಖ್ಯಸ್ಥರು
ಸರ್ಕಾರಿ ಕನ್ನಡ ಹೆಣ್ಣು ಮಕ್ಕಳ
ಶಾಲೆ ನಂ.5, ವಡಗಾವಿ, ಬೆಳಗಾವಿ.

KHPS NO.2 SHETTY GALLI BELAGAVI

Annexure-D

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM SOCIETY (SDMC)

elep programme is very useful. Teache is implementing it in a good manner, overall its its a useful

Nehedee
SIGNATURE, NAME AND DESIGNATION
No. 2 Belagavi

Annexure-E

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM HEAD OF THE SCHOOL

This programme is very useful and prompt to developse teachers knowledge and upgrade the teacher with new/modern techunques

I/c Ho
SIGNATURE, NAME AND DESIGNATION
ಇಲಾಖಾ ಅಧ್ಯಕ್ಷರು ಪ್ರಾಥಮಿಕ ಕನ್ನಡ
No. 2, ಶೆಟ್ಟಿ ಗಲ್ಲಿ, ಬೆಲಗಾವಿ

UHPS PEERANWADI BELAGAVI

Annexure-D

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM SOCIETY (SDMC)

I notice our children that they are very happy to attend english period afters our teacher got this training.

Such trainings are very useful for our students to build their future bright and shining. English is very important now-a-days. So do such type of trainings to develop our teachers professional qualities.

Amayanda
CHAIRMAN
SIGNATURE, NAME AND DESIGNATION
SDMC U.H.P.S
PEERANWADI

1) Smt. Safura.S. Sandi - V.P. صقور
2) " Halima.G. Mukkadam.M. طبر

CS Scanned with CamScanner

Annexure-E

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM HEAD OF THE SCHOOL

I am very much grateful to the organizers of this English language empowerment programme 2019-20. ELEP training, because after getting training my A.M.(P.A.Mulla)'s teaching became more effective and interesting. which help us to improve the happy learning of english language in our school.

Amayanda
SIGNATURE, NAME AND DESIGNATION
HEAD MISTRESS
Govt. Urdu Hr. Pry. School,
Peeranwadi, Belagavi-590014
Smt: A.H. Jamkhandi

KGHPS BHADAKAL BELAGAVI

Annexure-D

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM SOCIETY (SDMC)

In our school all students are able to read and write spellings and communication with other are good.

SIGNATURE, NAME AND DESIGNATION	
1) Bhagyashree .P. Kaganekar.	ಶಿಕ್ಷಣ ಮತ್ತು ಮಾನವ ಸಂಪನ್ಮೂಲ ಸಚಿವರು ಕೆ. ಜಿ. ಎಸ್. ಸಿ. ರಿ. ಭದ್ರನಗರ, ಬೆಳಗಾವಿ
2) Sangeeta.M. Somannavar	5.M.ಸೋಮನಾರ
3) Rezavana IR Kotiwale	R.R Kotiwale
4) Jayashree R. Hadapad.	ಜಯಶ್ರೀ
Kalpana. P. Kaimble.	ಕಲ್ಪನಾ ಪಿ. ಕೈಂಬ್ಲೆ
Anita K. Valke	ಅನಿತಾ ಕೆ. ವಾಲ್ಕೆ

Annexure-E

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM HEAD OF THE SCHOOL

In our school we are manage many types of activities. Rhymes, Story telling, Action song and Reading news-papers, spelling chart English word games. etc. All students participate very happily.

SIGNATURE, NAME AND DESIGNATION
ಶಾಲಾಧಿಕಾರಿ ಕನ್ನಡ ಹೆಣ್ಣು ಮಕ್ಕಳ ಮಾದರಿ ಪ್ರಾಥಮಿಕ ಶಾಲೆ ನಂ-1

MHPS UCHAGAON BELAGAVI

Annexure-D

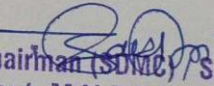
District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM SOCIETY (SDMC)

English learning is today's need. so improved of class in English speaking, writing etc.

our teacher create English atmosphere during the English period. students are enjoying activities that, role-play, dialogues. They speak English very well. Students also dramatisation in our school gathering.

SIGNATURE, NAME AND DESIGNATION

For: 
Chairman (SDMC) Secretary
Govt. M.H.P.S. Uchagaon,
Tal./Dist. Belgaum

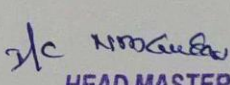
Annexure-E

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM HEAD OF THE SCHOOL

After this training students are improved by our teacher. During the period students speak about good thought, Dialogue, story-telling, cognomas. etc. Students speak very well. Teacher also encourage the student for speaking English. By creating English atmosphere in the classroom she taught very well.

SIGNATURE, NAME AND DESIGNATION


HEAD MASTER

KHPS SAMBRA BELAGAVI

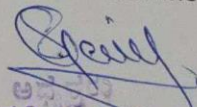
Annexure-D

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM SOCIETY (SDMC)

our SDMC members are very good. they always co-operate to school, teachers as well as students. They encourage to us and also they help to students. SDMC always appreciate about my duty, work, teaching and relation with my beloved students and they support me to have some infrastructure facility. They feel proud to having like me teachers in Sambra School. They didn't absent when I call the meeting.

SIGNATURE, NAME AND DESIGNATION


ಶಿಕ್ಷಣ ಮತ್ತು ಮಾನವ ಸಂಪನ್ಮೂಲ ಇಲಾಖೆ
ಬೆಲಗಾವಿ

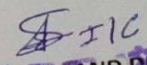
Annexure-E

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM HEAD OF THE SCHOOL

Our School Head Master is very good person. My Hm in a week observed my class and gave me feed back about my lesson. teaching-learning process in a best. My Hm appreciate my work, duty, teaching and also praise about my relationship with my beloved students. Always our Hm getting very proud feel about me. I conduct 15 days in a meeting then I showed my class students performance in front of Hm.

SIGNATURE, NAME AND DESIGNATION


ಶಿಕ್ಷಣ ಮತ್ತು ಮಾನವ ಸಂಪನ್ಮೂಲ ಇಲಾಖೆ
ಬೆಲಗಾವಿ

MHPS MUCHANDI BELAGAVI

Annexure-D

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM SOCIETY (SDMC)

Performance of the teacher before the training was good but after the training our pupil are fluent in English. They can recite the simple rhymes also know the simple words & sentences.

SIGNATURE, NAME AND DESIGNATION

A.S. Goud
Chairman

Annexure-E

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM HEAD OF THE SCHOOL

Fluent Performance after of the teacher is very the training.

SIGNATURE, NAME AND DESIGNATION

[Signature]
ಮುಖ್ಯೋಪಾಧ್ಯಾಯರು
ಸರಕಾರಿ ಮ. ಹಿ. ಪ್ರಾ. ಶಾಲೆ, ಮುಚ್ಚಂದಿ.
ತಾ: ಬಿ: ಬೆಳಗಾವಿ.

KHPS ASHOK NAGAR BELAGAVI

Annexure-D

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM SOCIETY (SDMC)

I am quite impressed to the type of training i.e. GLEP training

ಶ್ರೀಮತಿ ಅ.ಎ.ಎ. ಅಧ್ಯಕ್ಷರು
SIGNATURE, NAME AND DESIGNATION
ಇ. ಅಶೋಕ ನಗರ, ಬೆಲಗಾವಿ
(Cont: Sumantra A. Marrennavar)

ಕರ್ನಾಟಕ ಹಿರಿಯ ಪ್ರಾಥಮಿಕ ಕನ್ನಡ ಶಾಲೆ,
ಅಶೋಕ ನಗರ, ಬೆಲಗಾವಿ

Annexure-E

District Institute of Education and Training Belagavi
ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEED BACK FROM HEAD OF THE SCHOOL

Understanding the english language is a very useful move. In higher studies this move is very very useful to the pupil

K. Balavari
ಪ್ರಧಾನ ಗುರುಗಳು
SIGNATURE, NAME AND DESIGNATION
ಇ. ಅಶೋಕ ನಗರ, ಬೆಲಗಾವಿ

ಕರ್ನಾಟಕ ಹಿರಿಯ ಪ್ರಾಥಮಿಕ ಕನ್ನಡ ಶಾಲೆ,
ಅಶೋಕ ನಗರ, ಬೆಲಗಾವಿ

OBSERVATIONS:

- *Post ELEP training has brought about fully assured results in the classroom teaching because now teachers are no more speculative implementers but they are very much sure in their performances.*
- *The style of classroom teaching and good performance students has lifted the morale of the teachers.*
- *Slowly English language impact has picked up in most of the schools and teachers have overcome the fear, anxiety and hesitation to teach and speak in English.*
- *Heads of the institutions are also inspired by the efforts put in by the teachers to engage the classes in English language along with creative, skillful and innovative activities full of life.*
- *Morning assembly in English has inspired the entire school students to come forward and present their talent in foreign language.*
- *Even though beginning was slow and steady at last it has won the race of acquiring the knowledge of English language.*
- *Using dictionaries, participating in vocabulary games, word quiz, Rhymes, drama, dialogue competitions has become routine course for the students.*
- *Last but not the least if ICT based classes are engaged and such facilities are provided to all the schools, within no time students as well as teachers will emerge with concrete results.*

CONCLUSION:

At the beginning since from the inception of ELEP training to classroom implementation even though it was “ENGLISH VINGLISH” process in the school but the sincere efforts of teachers and cooperation

from the students to learn new language has resulted in significant results. All 30 feedbacks from head of the institute also reveal that, their teachers have switched over to activity based teaching from traditional method English environment is being created by English teacher. Moreover heads of institutions have given full support in implementing English language for the bright future of the students. I am very much sure that we made a meaningful contribution to this project by the joint collaboration of DSERT, RIESI & DIET which is reaping its fruits today. It is an excellent move by the department to secure the future of the students to the great extent.

UNIT – 8
ANNEXURE – E
FEEDBACK FROM THE STUDENTS

ANNEXURE – F

Annexure-F

District Institute of Education and Training Belagavi

ENGLISH LANGUAGE EMPOWERMENT PROGRAMME 2019-20 (STUDY)

FEEDBACK FROM STUDENTS:

Name of the students: _____

Name of the School _____

SL. NO.	STATEMENTS	YES	NO
1	<i>I am happy to learn English.</i>		
2	<i>I feel more confident when I speak in English.</i>		
3	<i>I use simple words to converse in English.</i>		
4	<i>My parents are very happy with my English learning.</i>		
5	<i>I follow all the instructions given by my teacher in the classroom.</i>		
6	<i>I do my English homework happily.</i>		
7	<i>I read English news paper and thought for the day in the prayer whenever asked to do so.</i>		
8	<i>I try to communicate in English with my friends and teachers.</i>		
9	<i>My teacher is very patient while teaching English language.</i>		
10	<i>I feel that learning of English language is useful for my future studies and life.</i>		

11	<i>I feel more happy to participate in English Dramatisation and story telling.</i>		
12	<i>I learn everyday one new word in English and write in my diary.</i>		
13	<i>I know to use dictionary for meaning of new words.</i>		
14	<i>English Word games are known to me.</i>		
15	<i>I am happy with the teaching of my English subject teacher.</i>		

Signature of the student

FEEDBACK FROM STUDENTS OF THE SCHOOL:

After all students are the main pillars of the school and future of nation and this short project will not be complete without their feedback. Existence of any school depends on the quality of education they receive from their teachers. Whatever is taught in the school is reflected in them. So in this journey of short project when students were put under the assessment, at the beginning they were little bit hesitant to give their feedback as it was written in English. But once the meaning of each statement was orally told to them and the purpose of this feedback was known they were ready to give their opinion.

Over the last couple of years, learning has gradually been moving from chalk and talk, teacher-centred top-down approach to a student centred, bottom up one. The trend has accelerated rapidly in recent months with the growing change, positive attitude of teachers, quantity and quality of information on the internet. In many respects this has

changed the teacher's role from that of "knowledge-transmitter to consultant, coach, facilitator, friend, philosopher, and guide.

It is rightly said that " Bachhe man ke sachhe" ie,.. children are always truthful by their heart and the feedback received from them equally carries the most important contribution in assessing the true impact and effectiveness of English language empowerment training in classroom teaching.

While doing the survey 5 students each from 30 schools ie,.. 150 students were picked up and in that randomly 30 students were assessed to find out the observations for further scope of study. They were supposed to give their feedback in "Yes" or "No" form. From the feedback collected from the students we got some findings which are mentioned as below:

- Total school students assessed – 150
- 5 students each from 30 schools
- Total random assessment – 30 students

Assessment of students feedback:
(Annexure – F)

SL. NO.	STATEMENTS	YES	NO
1	<i>I am happy to learn English.</i>	30	-
2	<i>I feel more confident when I speak in English.</i>	18	12
3	<i>I use simple words to converse in English.</i>	30	-
4	<i>My parents are very happy with my English learning.</i>	30	-
5	<i>I follow all the instructions given by my teacher in the classroom.</i>	30	-

6	<i>I do my English homework happily.</i>	21	9
7	<i>I read English news paper and thought for the day in the prayer whenever asked to do so.</i>	26	4
8	<i>I try to communicate in English with my friends and teachers.</i>	18	12
9	<i>My teacher is very patient while teaching English language.</i>	30	-
10	<i>I feel that learning of English language is useful for my future studies and life.</i>	30	-
11	<i>I feel more happy to participate in English Dramatisation and story telling.</i>	24	6
12	<i>I learn everyday one new word in English and write in my diary.</i>	21	9
13	<i>I know to use dictionary for meaning of new words.</i>	27	3
14	<i>English Word games are known to me.</i>	26	4
15	<i>I am happy with the teaching of my English subject teacher.</i>	30	-

OBSERVATIONS:

- *Sample feedbacks collected from students show that they are very much interested to learn English and feel confident when they utter few simple words to converse in English if not many.*
- *All the parents irrespective of social, economic and geographical background are very happy with their children learning English.*
- *Students follow all the instructions given by the teacher and do their homework regulary. But few students find it difficult to do their home work independently without the help of teachers as they don't have educated parents or surrounding.*

- *Majority of the students are very excited to participate in the morning prayer as they get an opportunity to read English news paper and say Thought for the day. Because the appreciation after the prayer they get instills or boosts their talent and thirst to learn English. **But few are still very much hesitant and introvert to do so.***
- *Even though students are from vernacular medium they try to communicate in English with simple words with their teachers and friends. It is possible only because of patient teaching by teacher in the classroom. **But few are still lagging behind because of mother tongue influence.***
- *Students have been made aware of English language learning and its further scope in future so they know the seriousness of learning English.*
- *Except few students remaining all are happy to participate in various co-curricular activities conducted in the school. **But as usual few are still in the waiting line to overcome the fear of speaking simple English. They are very much shy and hesitant to participate in dramatization and story telling.***
- *Most of the students are learning one new word in English and writing in their diary which has become “Mini Dictionary” for them. **But few are unable to do so due to disinterest to do so. Little bit motivation in future will help them also overcome negativity.***
- *Use of Dictionary by students is common scene in all the schools, they are quick enough to find the meaning of new words. **Few have to be guided little more in this direction by their teachers and peer groups.***

- *Large number of students know Word games and feel happy to participate in such games. Very few need little attention in this matter.*
- *Last but not the least statement of assessment is with regard to the teaching of English language by the teacher which shows that students are very much comfortable and happy about the knowledge given by their facilitator.*

CONCLUSION:

Finally English building challenge in schools has enormously taken up the speed by the great cooperation of pupils also. The students who were reluctant to learn English are now showing remarkable progress through deeper involvement. They are very much happy to learn the language and have understood the significance of learning English to secure their future.

UNIT – 9

***FACTORS AFFECTING IMPLEMENTATION
AND SUGGESTIONS***

ANY OTHER SUGGESTIONS

FUTURE SCOPE OF ELEP TRAINING

XI. Factors affecting implementation and suggestions for improvement.

1. Impact of mother tongue on learning the language.

Solutions:

- *The teacher has to constantly motivate the students and kindle their interests to listen to English language and comprehend the meaning. Gradually, the teachers should wean the students off the bilingual approach and switch over to English.*
- *Motivating students constantly and arousing their interest to learn English language and comprehending the meaning would wean off the bilingual approach of the students and teachers and gradually they will switch over to English.*

2. Hesitation and Phobia of foreign language.

Solutions:

- *Conducting more and more interaction sessions in classroom teaching and creating free and fearless environment would help both teachers and students to overcome the problem.*
- ***“Making mistakes is better than faking perfection” should be the principal of day to day classroom teaching.***

3. Attitude towards learning the English subject or taking training. (Restricted only to English language teacher.)

Solutions:

- *Motivating all other teachers of the school also towards using more and more English in classroom teaching.*

4. Demand of teachers and students for Technical support and ICT training pertaining to English.

Solutions:

- *Framing the Elementary level syllabus and conducting training by the department in future would promote the classroom teaching more effectively.*
- *Finding donors for technical support with the help of SDMC will also work to equip the school with technology.*

5. Developing communication skill.

Solutions:

- *Developing communication skills is the main objective of an English language teacher. Once the students develop their language skills, they will come out of the communicative apprehension. . It is to be understood that their ability to communicate is more important than speaking with accent.*

6. Age as a barrier to learn new language.

Solutions:

- *Whatever may be the age of yourself it will never become a barrier to recapture the thirst for knowledge. Once it is captured then nobody will stop you from learning*

XII. Any other Suggestions

- ***Focus of the training should be more on interaction sessions rather than mere transfer of knowledge.** It will help the trainees to overcome fear and hesitation towards the language.*
- *Regular and continuous follow-up may be planned by specialist's.*
- *AGT cadre be recruited at frequent intervals.*
- *Along with regular sessions in the training, **TLM preparation and Exhibition sessions** should be given priority so that more and more ideas will be shared among the trainees.*
- *This training be facilitated to all teachers of English as a **"Induction Training"** For PP declaration this training be made mandatory requirement.*

- **ICT based self learning classes pertaining to English language** should be given more importance in classroom teaching so that learning will not only be interesting but also creative in nature. Audio-Video effect of LCD Projector will leave long lasting impact on the minds of the students.
- **ICT based trainings should be started at Elementary level itself** so that both students and teachers will be well acquainted with the technology and it should be made compulsory.
- Once in five years, similar trainings are to be planned and facilitated to the teachers.
- In the **school time table equal weightage** should be given for English language while allotting the periods because comprehending the subject requires more time.
- Last but not the least, various **“Need based Certificate courses”** in English should be made available locally so that more and more teachers will take benefit of the course and thereby help themselves to develop professionally. With regard to this frequent trainings should be given to interested DIET faculty which will further help in smooth conduct of the Certificate courses.

XIII. Future scope of ELEP Training:

Taking into consideration all the findings, comments and suggestions given by the trainees and Resource persons below mentioned steps can be taken for future scope of the ELEP Training:

- Steps can be taken to widen the horizon of the training by including Seminars, Refresher courses , Certificate courses etc,.. at DIET level which would further strengthen the ELEP training and thereby its impact would be reflected more in the classroom teaching.
- Organising **“Need based trainings”** at regular intervals before the commencement of the academic year would be more useful which will not hamper the syllabus and routine course of the school.

- *Technology has a lot of potential to improve education. The trainings of ICT pertaining to english will boost the English language learning, so in future steps can be taken in this direction to strengthen the capabilities of trainees.*
- ***As most of the DIETS all over the state are running short of students, if the new Certificate courses in English are introduced in our own DIETs definitely students can be attracted towards it hence in future steps can be taken in this direction.***

UNIT - 10
PHOTOGRAPHS

SCHOOL ACTIVITIES : CALLIGRAPHY WRITING

classmate
Date _____
Page _____

Caligraphy

'Honesty'
is the best
policy

NAME: SANIYA · I · MULLA
CLASS: 7th
SCHOOL: U · H · P · S PEERANWADI

classmate
Date _____
Page _____

CALIGRAPHY

'Work is
worship'

Name: Bhagya - Siddapur
Class: 7
School: K · H · P · S - 26 VV nagar

VOCABULARY BUILDING ACTIVITIES

classmate
Date _____
Page _____

My Dictionary

Name: Nadim. N. Mulla
Class: 7th
School: Govt. KHPS Sombra

- ① Confident - Very sure
- ② Loyal - faithful
- ③ Awaited - wait for
- ④ Toxic - poisonous
- ⑤ Backyard - Near the rear

classmate
Date _____
Page _____

MY DICTIONARY

Name: Akshata . G . Dawale
Class: 7th
Name of the school : M.H.P.S, Bambarge

- 1-) literate - one who knows to read and write
- 2) Biography - A person's life story
- 3) Autobiography - A self written biography.
- 4) Duel - A struggle between two persons or ideas
- 5) Inaugurate - To initiate.

OTHER ACTIVITIES

Allowed
m m m

Homophones



Smoking is not allowed here.

Aloud
m m m



The pain made him cry aloud.

Altar
m m m



The groom left the bride standing at the altar.

Alter
m m m



I can't alter the plans.

Ant
m m m



Ants work hard all summer.

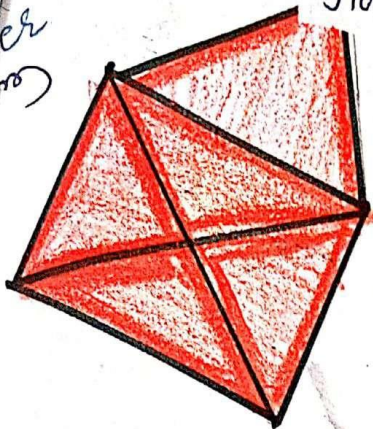
Aunt
m m m



My aunt lives in Canada.

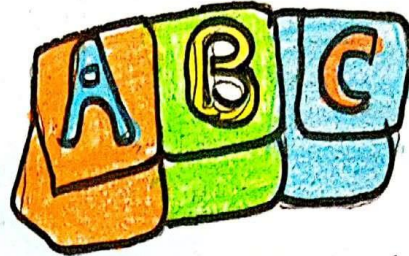
Homographs

er
(er)



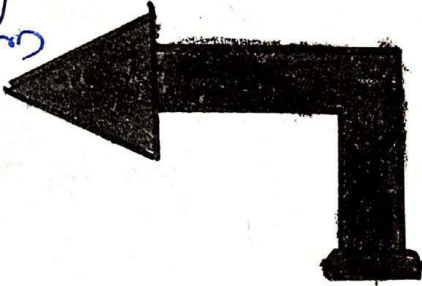
There's a letter for you

Letter
(letter)



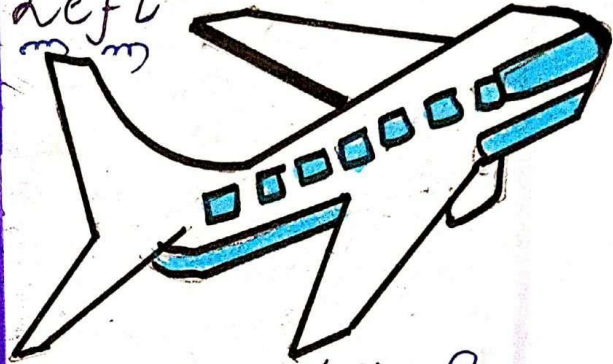
'B' is the second letter of the alphabet.

Left
(left)



Look left and right before you cross the road.

Left
(left)



The plane left for Dallas last night.

Can
(can)

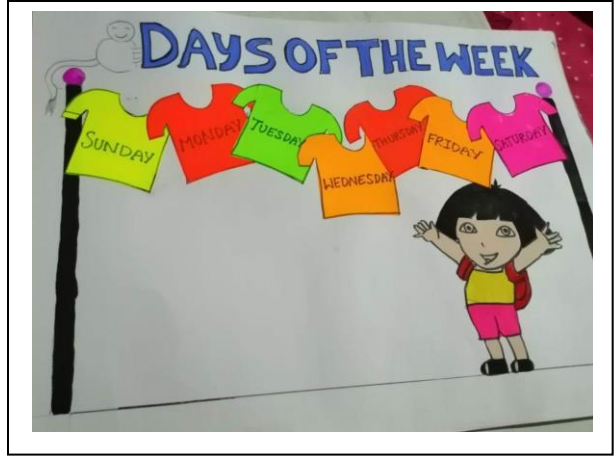
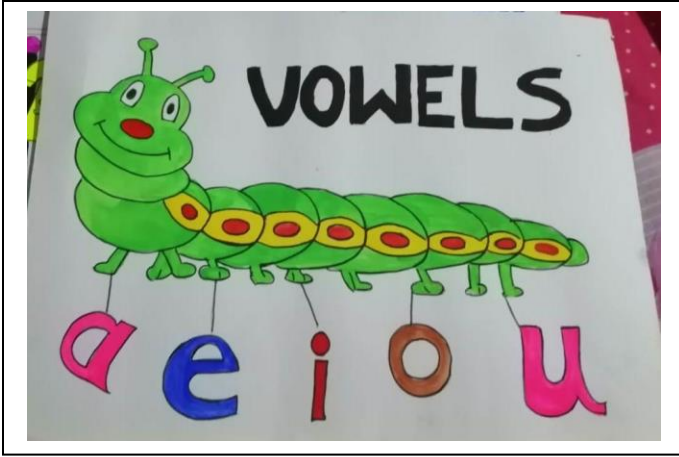


I can speak French fluently

Can
(can)

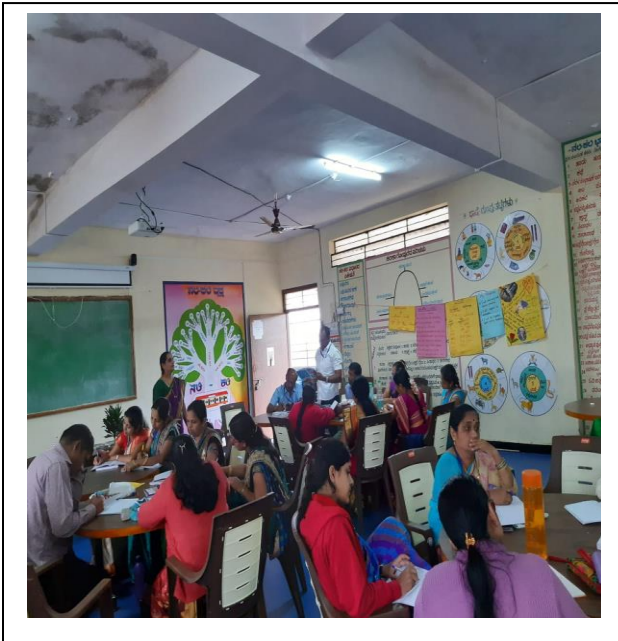


We drank a can of Coke each





ELEP TRAINING PHOTOS







GOVERNMENT OF KARNATAKA

DISTRICT INSTITUTE OF EDUCATION AND TRAINING MANNUR BELAGAVI

AGE EMPOWERMENT TRAINING PROGRAMME (BASIC) FOR PRIMARY SCHOOL TEACHERS 27-06-201



ELEP TRAINED TEACHERS ALONG WITH PRINCIPAL MR. M M SINDHUR SIR AND COURSE COORDINATOR SMT. S S BALEKUNDRI AND RESOURCE PERSONS

UNIT - 11
CONCLUSION

CONCLUSION:

“Free and compulsory education to all children up to the age of fourteen years is the constitutional commitment in India. Therefore if this free and compulsory education is supported by the Quality, Accountability, Commitment and Continuity, it will result in miracles. Hence in this direction more officially driven efforts are being done by the department especially by DIET Belagavi to reach teachers and students with respect to empower English language among students and teachers not only in city schools but also in areas where resources are scarce. Improving education is a critical area of investment and focus but if we want to strengthen our young workforce for better future it is must and should. Because weak foundation in primary education can derail the lives, careers and productivity of tens of millions of its pupils.

Quality learning requires attention to many things, including increased accountability from the teacher. Part of this process requires better assessments at each level and more efficient monitoring and support systems. It is the esteemed wish of all the parents that their kids should come up with flying colors in their lives as far as knowledge and various life skills are concerned. Educational institutions are great supporters in this regard. Main concern of education is ensuring quality, improving teacher capabilities and effective use of technology to achieve better learning outcomes through the collaborative sharing of experiences in the form of trainings and its meaningful implementation at the grass root level.

So after effect of ELEP training shows its contribution in improving the English language skills in classroom teaching to make a significant difference. This empowerment workshop facilitated trainees to be able to teach English or other subjects in English and confidence to deliver classes in English and the ability to present accurate models of language to learners in a way in which learners understand.

An attempt has been made in the present Research project to review the progress made with regard to different components of ELEP training. However the focus of the research is on effectiveness of ELEP training in classroom teaching in Elementary schools.

ELEP training acted as a platform to showcase the effectiveness of English language skills of teachers and students, checking the capabilities and most importantly to learn new things. So in the journey of Research project to study the effectiveness of ELEP training in classroom teaching it was found that teachers unlike before were more chiseled facilitators, friends, philosophers and guides to their pupils. There was more of Student centered learning taking place in the classroom with the English language atmosphere very much present over there.

So in my opinion trainings are very important to update teachers with current knowledge and continuous follow up of the given training to monitor the classroom teaching will result in uplifting the learning levels and to ensure the change in behaviours and effectiveness, along with sense of professionalism not only in teachers but also follow up authorities of the department.

Hence I conclude by stating that ELEP training has not only motivated the researcher to take up research project but also has given the good results of English language learning at primary level by taking a positive step towards the attainment of a basic proficiency in natural language learning and development of language acquisition by the trainees and the pupils.

*****THANK YOU*****

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