



IMPACT OF CELT TRAINING ON ENGLISH LANGUAGE TEACHING IN KARNATAKA: INSIGHTS FROM DISTRICT RESOURCE TEAM (DRT) REPORTS

**Prepared by:
Regional Institute of English South India,
Bengaluru**

**GOVERNMENT OF KARNATAKA
Department of School Education and Literacy
Department of State Educational Research and
Training (DSERT), Bengaluru
Regional Institute of English South India (RIESI),
Bengaluru**



**Impact of CELT Training on English Language Teaching in Karnataka:
Insights from District Resource Team (DRT) Reports**

Edited by

Dr. Ravinarayan Chakrakodi

Professor and Academic Head

Regional Institute of English South India (RIESI), Bengaluru

Regional Institute of English South India

Jnanabharathi Campus, Bengaluru-560056

E-mail Id: riesi.bangalore@gmail.com

Ph:+91-080-35101131

Website: www.riesi.ac.in

Year of Publication: 2024

Copyright: © RIESI, 2024

*Impact of CELT Training on English Language Teaching in
Karnataka: Insights from District Resource Team (DRT)
Reports*

Editor:

Dr. Ravinarayan Chakrakodi, Professor and Academic Head, RIESI

Editorial Committee:

Shri. K. S. Mani, Director, RIESI, Bengaluru

Dr. Ravinarayan Chakrakodi, Professor and Programme Coordinator, RIESI, Bengaluru

Dr. Hitesh C. Bhakat, Professor, RIESI, Bengaluru

Dr. Pooja Giri, Lecturer, RIESI

Dr. Uzma S. Raheel, Lecturer, RIESI

Mr. Suman Bandi, Lecturer, RIESI

Ms. Taskhiya Tabassum, Guest Lecturer, RIESI

Ms. Indira C. S., SADPI, English Cell, DSERT

Supporting Staff:

Mr. B. Azam Rahi, Accounts Superintendent (Addl. Charge)

Dr. Manjula T., Mr. Abhilash Y. G., Ms. Bhagyalakshmi, Library Staff, RIESI

Mr. Raghavendra K., Technical Assistant & PA to Director, RIESI

Ms. Anitha, Senior Assistant, RIESI

Mr. Premkumar C., FDA, RIESI

Mr. Shivaprasad S., SDA, RIESI

Mr. Chethan Kumar K., MTS, RIESI

and Members of the RIESI Staff

FOREWORD

The one-month ‘Certificate in English Language Teaching’ (CELT) programme has been one of RIESI’s flagship initiatives in enhancing English language pedagogy across Karnataka. In order to assess the impact of the one-month training, a District Resource Team (DRT) was created in each district. The DRT consisted of 08 members namely a senior Lecturer from the DIET who acted as the Nodal Officer, a Lecturer from the CTE, a Subject Inspector, a BRP, a CRP and 3 to 4 experienced school teachers. The major responsibility of the DRT was to visit schools and assess the actual classroom impact of CELT training — how teachers have integrated new methods, how students have responded and what changes have occurred in the teaching-learning process.

The school visits of the District Resource Team (DRT) documented in this volume reflect the real-world impact of the CELT training on teachers, classrooms, and students.

This book brings together comprehensive reports prepared by the District Resource Teams (DRTs) across Karnataka, who visited schools where RIESI-trained teachers were translating the ideas they gained in the 30-day Certificate in English Language Teaching (CELT) programme into their classroom practices.

The reports collectively highlight the strengths and challenges of implementing communicative, learner-centred approaches in English classrooms across diverse contexts of Karnataka.

This volume stands as a testimony to RIESI’s continued commitment to improving English language education through research-based, practice-oriented professional development.

The findings and reflections captured in these reports provide valuable insights into the transformation of English teaching in government schools. I congratulate the RIESI Faculty, all the DRT members, teachers and contributors who have made this documentation possible.

Director

Regional Institute of English South India

Bengaluru

Acknowledgements

The Regional Institute of English South India (RIESI) acknowledges with gratitude the honourable Principal Secretary, Department of School Education and Literacy, Government of Karnataka, honourable Commissioner of the Department of School Education, Government of Karnataka, the Department of State Educational Research and Training (DSERT), all the District Institutes of Education and Training (DIETs) and all District Resource Team (DRT) members who contributed to the preparation of these reports.

We extend our sincere thanks to Faculty and staff of RIESI for their support in coordinating and compiling this publication. Special appreciation goes to the school headmasters, teachers, and students who participated in the classroom observations and assessments.

This volume is the result of collaborative academic effort aimed at enhancing English language education in Karnataka.

TABLE OF CONTENTS

1	Foreword	4
2	Acknowledgments	5
3	Preface	7
4	Chapter 1 – Introduction	8
5	Chapter 2 – Belagavi	12
6	Chapter 3 – Ballari & Vijayanagara	17
7	Chapter 4 – Bengaluru Rural	21
8	Chapter 5 – Chikkaballapur	31
9	Chapter 6 – Kolar	39
10	Chapter 7 – Uttara Kannada (Kumta)	43
11	Chapter 8 – Mandya	61
12	Chapter 9 – Dakshina Kannada (Mangaluru)	65
13	Chapter 10 – Raichur	82
14	Chapter 11 – Shivamogga	87
15	Chapter 12 – Vijayapura	91
16	Chapter 13 – Summary	95
17	Annexures <ul style="list-style-type: none">• General Instructions• Tool 1,2 and 3• Template for report writing	99

PREFACE

The Regional Institute of English South India (RIESI), Bengaluru, in collaboration with the Department of State Educational Research and Training (DSERT), has been at the forefront of enhancing the quality of English language teaching across Karnataka. The one-month Certificate in English Language Teaching (CELT) programme, conducted by RIESI for in-service English teachers teaching at the high school level, is a professional development programme designed to strengthen teachers' proficiency in English and their pedagogical competence. The month-long residential course focuses on the integration of linguistic skills with practical classroom methodologies and the use of learner-centred, activity-based approaches to language learning.

As a part of post-training academic monitoring, the District Resource Teams (DRTs) from various District Institutes of Education and Training (DIETs) across Karnataka undertook field visits to schools where CELT-trained teachers are currently teaching. The purpose of these visits was to evaluate the impact of CELT training on teacher performance, classroom practices and student learning outcomes.

This volume presents a consolidated compilation of eleven DRT reports, which were selected out of 35 districts in a random manner, representing different districts of Karnataka — Belagavi, Ballari, Bengaluru Rural, Chikkaballapur, Kolar, Uttara Kannada, Mandya, Dakshina Kannada, Raichur, Shivamogga and Vijayapura. Each chapter documents the process and findings of the DRT visit, providing an evidence-based understanding of how the CELT programme has influenced English language teaching at the secondary level in government schools.

The chapters retain the authenticity of the original reports, including extracts from classroom observations, student assessment data and teacher interviews. This compilation aims not only to document the outcomes of CELT but also to serve as a reflective resource for teacher educators, policymakers, and practitioners engaged in English language education. The final chapter synthesises the major findings across districts, highlighting common strengths, challenges and recommendations for sustaining the gains achieved through CELT training.

This collective effort represents the continuing commitment of RIESI, DSERT, and the DIETs to improving English language education through professional development, reflective practice and academic research.

Dr. Ravinarayan Chakrakodi

Professor and Academic Head

Regional Institute of English South India (RIESI), Bengaluru

Chapter 1: Introduction

1. Background

The Certificate in English Language Teaching (CELT) is a 30-day professional development programme designed and implemented by the Regional Institute of English South India (RIESI), Bengaluru. The programme aims to enhance the linguistic proficiency and pedagogical competence of in-service English teachers working in government schools across Karnataka. It focuses on developing teachers' communication skills in English, strengthening their understanding of language teaching methodologies and building reflective classroom practices.

The CELT curriculum integrates both theoretical and practical aspects of English Language Teaching (ELT), with emphasis on:

- Development of Listening, Speaking, Reading and Writing (LSRW) skills.
- Use of learner-centred and activity-based methods.
- Teaching of grammar and vocabulary in context.
- Use of ICT and multimedia tools to create interactive classrooms.
- Focus on assessment, feedback, classroom-based research and reflective practice.

Thousands of English teachers across Karnataka have undergone CELT training. As part of the post-training evaluation, RIESI and DSERT initiated a field-based study to understand the impact of CELT on teachers' classroom performance and student learning through the participation of District Resource Teams (DRTs).

2. Purpose of the Study

The DRT visits were conceived as part of an academic monitoring process to:

- Assess how CELT training has influenced classroom teaching practices.
- Evaluate changes in teachers' English proficiency, confidence and pedagogical style.
- Examine students' language learning progress, particularly in LSRW skills.
- Identify strengths and challenges in implementing the ideas gained in the training programme in varied classroom contexts.

- Provide feedback for future CELT and in-service training programmes.

Through these objectives, the study sought to bridge the gap between teacher training and classroom application, providing a reality-based understanding of CELT's long-term educational impact.

3. Methodology

The DRTs, comprising DIET lecturers, BRPs, CRPs, and experienced English teachers, conducted visits to selected schools where CELT-trained teachers were currently teaching. The teams used standardized tools developed by RIESI to ensure consistency across districts.

Tools Used

1. Tool 1 – Student Response Sheet

- Used to assess students' oral and written performance in English.
- Tests included oral questions (self-introduction, reading comprehension, pronunciation) and written tasks (grammar, picture description, paragraph writing).

2. Tool 2 – Classroom Observation Schedule

- Used to evaluate the teacher's performance in live classroom teaching.
- Components included *Teacher Talk*, *Student Talk*, *Innovative Strategies*, *Content Knowledge* and *Classroom Process & Evaluation*.

3. Tool 3 – Teacher Interview / Classroom Implementation Study

- Used to understand teachers' reflections on CELT training and its classroom application.
- Focused on self-assessment of confidence, professional growth and pedagogical adaptation.

Data Collection

Data were collected through classroom observation, teacher interviews and student assessments. Both qualitative and quantitative data were recorded using the above tools. DRTs documented contextual details such as school environment, medium of instruction, student

background and use of teaching aids to provide a holistic picture of the teaching–learning process.

4. Scope of the Study

This compilation covers the findings from eleven districts which were randomly selected out of 34 districts in the state. The 11 districts represent diverse geographical, linguistic and educational contexts of Karnataka. Each report provides insights into:

- Teacher performance after CELT training.
- Classroom engagement and use of English as a medium of interaction.
- Student proficiency levels in oral and written English.
- Pedagogical innovations and use of ICT.
- District-specific challenges affecting English learning.

The districts covered are:

- Belagavi
- Ballari
- Bengaluru Rural
- Chikkaballapur
- Kolar
- Uttara Kannada
- Mandya
- Dakshina Kannada
- Raichur
- Shivamogga
- Vijayapura

5. Organisation of the Book

Following this introductory chapter, Chapters 2 to 12 present individual district reports using a common structure, ensuring uniformity and comparability across the districts. Each chapter includes:

1. Introduction
2. Objectives of the Study
3. Methodology
4. Findings and Analysis
 - Student Assessment
 - Classroom Observation
 - Teacher Interview / Implementation Study
5. Summary of Findings
6. Recommendations
7. Conclusion

The final Chapter 13 – Summary synthesises the overall findings from all districts, presenting common trends, patterns, and recommendations for sustaining CELT outcomes and enhancing English language education in Karnataka’s government schools.

Chapter 2

District Institute of Education and Training (DIET), Belagavi

School Visited: Government Marathi High School, Amte, Khanapur Taluk, Belagavi District
Date of Visit: 13 February 2024

District Resource Team (DRT) – Belagavi:

1. Smt. Meenaxi Patil – Lecturer, DIET Mannur
2. Shri P. S. Madar – Headmaster, GHS Handoor
3. Smt. Tabassumnigar Kunchur – CRP, Belagavi City
4. Smt. Manjula Shivpuje – Assistant Master, KHPS Shivapur

ABSTRACT

Education develops minds, hearts, and thoughts of individuals. Language plays a vital role in this process, serving as the medium of communication and learning. The Regional Institute of English South India (RIESI) conducted the 30-day Certificate in English Language Teaching (CELT) programme for in-service government school teachers across Karnataka to enhance their language proficiency and pedagogical competence.

This report presents the findings of the DRT visit to *Government Marathi High School, Amte*, aimed at evaluating the classroom implementation and impact of the CELT programme on the professional growth of Mr. B. B. Patil, an English teacher.

Data were collected through student assessments, classroom observation, and teacher interviews. Findings reveal that the teacher demonstrated commendable proficiency in English and effectively used technology and modern teaching aids to facilitate learning. Students displayed enthusiasm and willingness to learn, though exposure to English remained limited due to the dominance of the regional language.

The report concludes that CELT training has significantly improved the teacher's professional confidence, language proficiency, and classroom performance, with scope for continued mentoring and follow-up support to address contextual challenges.

BACKGROUND AND INTRODUCTION

The Government Marathi High School, Amte, is situated in a small village in Khanapur Taluk, surrounded by scenic natural beauty. The school was selected randomly for observation as part of the DRT's evaluation of CELT-trained teachers.

The Certificate in English Language Teaching (CELT) programme, organized by RIESI Bengaluru, is a 30-day in-service training for government primary and secondary teachers across Karnataka. It aims to develop teachers' linguistic, professional, and pedagogical skills while creating awareness about trends in English Language Teaching (ELT), curriculum reform, use of technology, and evaluation methods.

Objectives of the study:

- To assess teachers' English proficiency.
- To observe teachers' ability to develop students' LSRW skills.
- To evaluate the use of teaching methodologies in classroom practice.
- To assess the impact of CELT on teachers' confidence and communicative ability.
- To analyze the use of CELT materials for effective classroom management.

RESEARCH DESIGN AND METHODOLOGY

Type of Study:

The research is both qualitative and quantitative, combining observation, interview, and assessment data.

Design:

Experimental and descriptive in nature — focusing on the observed impact of CELT training on teacher performance and student outcomes.

Data Collection:

- Formal interaction with the Headmaster and staff.
- Teacher interview and classroom observation.
- Students' oral and written tests (Tool 1).
- Teacher observation schedule (Tool 2).
- Teacher self-assessment questionnaire (Tool 3).

Population and Sample:

The study was conducted with students of *Government Marathi High School, Amte*. Mr. B. B. Patil, an English teacher with 29 years of experience (B.A., B.Ed.), trained under the 30-day CELT programme, was the focus of the study.

TOOL 1 – STUDENT RESPONSE SHEET

Fifteen students were assessed on oral and written components, each carrying 25 marks.

Extract from Report:

“The oral test comprised six questions related to self-introduction, family background, ambition, and reading comprehension. The written test involved picture description, grammar exercises, dictation, and short paragraph writing.”

Students' Oral Response Scores (10 marks)

Student Name	Oral Score (10)
Manisha	7
Luxman	7.5
Amar	7
Kajal	8
Mahadev	7.5
Narayan	7
Luxman	7
Nivedita	6.4
Namita	6.6
(Average)	7.3

Students' Written Response Scores (15 marks)

Student Name	Written Score (15)
Manisha	8
Luxman	10
Amar	6
Kajal	8
Mahadev	12
Narayan	10
Luxman	7
Nivedita	6
Namita	8

“Overall, students performed better in oral activities than in writing. Pronunciation and sentence formation were encouraging, but written grammar and structure need improvement.”

Interpretation:

The majority of students demonstrated average oral skills and basic written proficiency. The influence of the regional language (Marathi) was noted, affecting sentence structure and vocabulary.

TOOL 2 – CLASSROOM OBSERVATION

School: Government Marathi High School, Amte

Teacher: B. B. Patil

Experience: 29 years

Training: CELT (30-day)

Subject: English

Class: IX

Unit: *Karna – A Truthful Friend*

Date: 13 February 2024

Component	Max Marks	Marks Obtained
Teacher Talk	25	16
Student Talk	20	11
Innovative Strategies	20	13
Content Knowledge	15	12
Classroom Process & Evaluation	20	12
Total	100	64

Extract from Observation Sheet:

“The teacher used TLMs and audio-visual resources effectively. Lesson planning was appropriate, incorporating activities and pair work. Students participated, though their confidence in speaking English was limited.”

Interpretation:

The classroom atmosphere was interactive, and the teacher’s ability to use English fluently was evident. However, student engagement varied, and consistent practice in speaking English is needed.

TOOL 3 – CLASSROOM IMPLEMENTATION STUDY (Teacher Interview)

Extracts from Teacher Questionnaire:

“Before CELT, I was interested in teaching English to some extent. After training, I became more involved and confident.”

“I now prepare audio and video resources as per lesson needs.”

“CELT training has developed my teaching calibre to a great extent.”

“Learners are first-generation students, facing problems in learning basics of English language.”

Summary of Responses:

- Confidence and Professional Growth: Improved significantly after CELT.
- Use of English: Teacher reports increased fluency and accuracy.
- Pedagogical Change: Shift from translation-based to activity-based learning.
- Challenges: Students’ lack of exposure to English and mother-tongue interference.

DISCUSSION AND FINDINGS

Strengths:

- Strong infrastructure and large campus.

- Enthusiastic teacher with readiness to integrate technology.
- Regular student attendance and positive learning environment.

Limitations:

- Limited exposure to English language outside the classroom.
- High influence of regional language (Marathi).
- Need for more regular drilling and follow-up practices.

CONCLUSION

The 30-day CELT training has led to visible improvement in the teaching methods of Mr. Patil, who demonstrated enthusiasm and creativity despite nearing retirement. He effectively uses multimedia tools such as projectors, PowerPoint, and YouTube videos to teach language components and LSRW skills.

“He is trying his best to teach all the language components to his learners. But still there is need of teacher’s professional development.”

The report concludes that CELT training has strengthened English language pedagogy and professional awareness, though continuous orientation and follow-up visits are necessary for sustained progress.

SUGGESTIONS

1. Conduct orientation and follow-up programmes twice a year.
2. Organize online training sessions to address teacher challenges.
3. Ensure frequent DRT and subject expert visits for monitoring and mentoring.
4. Continue promoting technology integration in classroom teaching.

Chapter 3

District Institute of Education and Training (DIET), Ballari & Vijayanagara

School Visited: Government High School, Chaganuru, Ballari East

Date of Visit: 08 February 2024

District Resource Team (DRT):

1. H.K. Pandu – Lecturer & EMTIP Nodal Officer, DIET Ballari
2. Mayur G. – Lecturer & EMTIP Nodal Officer, DIET Vijayanagara
3. Shashikala – BRP, Kurugodu
4. Kotresh S. – Assistant Teacher, GHS Anka Samudra, H.B. Halli
5. Rajashekhara A. – Assistant Teacher, KPS Moka, Ballari
6. Shekhar – CRP, Vijayanagara
7. Shivaleela M. Kalhal – Assistant Teacher, Sirivara
8. Anupama – CRP, Kudligi
9. Suresh P. – CRP, H.B. Halli
10. Arundathi S. – Assistant Teacher, GHPS Kakubalu
11. Munsheera Begum – Assistant Teacher, Sandur
12. Maruthi – CRP, Siruguppa
13. Manjunath – CRP, Siruguppa
14. Shanmukha – CRP, Kurugodu

ABSTRACT

The Regional Institute of English South India (RIESI), Bengaluru conducted a one-month in-service Certificate in English Language Teaching (CELT) training for English teachers in government schools where English is taught as a second language. The course focused on developing effective teaching skills among teachers, thereby helping students “learn English easily and effectively.”

The District Resource Team (DRT) of Ballari and Vijayanagara visited *Government High School, Chaganuru* to assess the classroom-level impact of the CELT programme. The team observed classroom teaching, assessed student responses, and interacted with the teacher.

Findings show that the CELT-trained teacher displayed strong preparation, effective use of teaching aids, and fluent articulation of English in class. Students participated actively, though the written component required improvement in “sentence construction and syntactic accuracy.” The report concludes that CELT training has positively influenced teacher confidence and classroom interaction, while highlighting areas for ongoing improvement in written proficiency and broader student engagement.

1. INTRODUCTION

The District Resource Team (DRT) was required to observe and evaluate classroom competencies in English teaching of the CELT trained teacher. The DRT visit aimed to “assess the effectiveness of the CELT training programme in the teaching–learning process and identify shortcomings at the ground level.”

The team visited *Government High School, Chaganuru, Ballari Taluk and District*. The school has classes IX and X with a total student strength of 123 and eight teachers on staff.

2. OBJECTIVES OF THE STUDY

1. To assess the ability of teachers in teaching English language.
2. To evaluate the effectiveness of the CELT training programme.
3. To assess the exposure to English language at school.
4. To observe the articulation of English by the teacher after CELT training.
5. To assess student involvement in English classroom activities.
6. To study student participation in language-based learning tasks.

3. EXPECTATIONS OF THE DRT

- Better articulation of English language on the part of the teacher and enhanced awareness of LSRW (Listening, Speaking, Reading, Writing) skills.
- Greater involvement in the teaching–learning process.
- Improved motivation in both teachers and students.
- Better use of teaching aids and technology.
- Awareness among teachers of the difference between teaching *content* and teaching *skills*.

4. METHODOLOGY

The following methods were used in preparing the DRT report:

1. Observation of classroom teaching.
2. Random selection of ten students from Class X.
3. Administration of a test paper to assess reading and comprehension skills.
4. A questionnaire to evaluate student communication skills.
5. Observation of the overall teaching and learning process.
6. Collection and analysis of student responses.
7. Evaluation of competencies demonstrated by both teacher and students.

5. TOOL 1 – STUDENT RESPONSE AND ASSESSMENT

Ten students from Class X were assessed using a combination of oral and written questions (maximum marks: 25).

Sl. No.	Student Name	Oral (10)	Written (15)	Marks Obtained (25)
1	Bhavani A	10	14	24
2	C. Gadilinga	10	11	21
3	Pawan	10	14	24
4	A. Savtha	9	11	20
5	Bhavana	8	6	14
6	Sneha	8	13	21
7	P. Ankitha	9	13	22
8	N. Manasa	8	12	20
9	C. Ganesh	10	6	16
10	Indu	10	8	18

Extract from the report:

“Randomly chosen ten students were given a question paper. All the students responded well. The question paper had two major aspects — oral and written. Students actively and confidently answered almost all questions.”

Analysis:

- Oral scores were consistently high (average 9.2/10).
- Written scores varied widely, revealing gaps in grammar and syntax.
- The report notes: *“In the written part, construction of sentences are not proper syntactically and this area needs improvement.”*

Summary:

Students displayed confidence in oral responses but required additional practice in written English, particularly sentence formation and cohesion.

6. TOOL 2 – CLASSROOM OBSERVATION

Teacher Observed: CELT-trained English teacher, GHS Chaganuru

Lesson Observed: English language lesson (topic unspecified)

Teacher Talk

“The teacher could articulate well in the classroom. The preparation part was good. The teacher involved students while teaching and asked short questions now and then, getting good responses. A good number of teaching aids were used.”

Student Talk

“Though the teacher tried to involve all the students, it was found that only a handful were responding again and again. Their confidence level was fairly good. The involvement was seen throughout the period. The teacher should see that almost every student responds in the classroom.”

Innovative Strategies

“The teacher used PPT presentation and relevant flash cards to make students understand the concept better.”

Knowledge of Concept

“The teacher prepared well for the class. A lesson plan was prepared, and the teacher had read additional materials related to the content.”

Evaluation

“The introduction part was very good. The teacher asked questions leading to the context, read the passage fluently, explained it in simple language, and corrected errors on the spot. At the end of the lesson, students were asked to write answers at home.”

Summary:

The teacher’s lesson reflected careful planning, fluent language use, and effective classroom management. Student engagement was strong, though limited to a small group of active participants.

7. FINDINGS

1. CELT training enhanced teacher fluency, preparation, and classroom management.
2. Students demonstrated confidence in oral English but weaker writing skills.
3. Effective use of TLMs, PPTs, and flashcards improved concept clarity.
4. The class was described as “live,” with visible teacher–student interaction.
5. Improvement is needed in encouraging wider student participation.

8. CONCLUSION

The DRT observed that CELT training has had a positive impact on English classroom practices at *GHS Chaganuru*. The teacher displayed improved articulation, preparedness, and use of instructional aids. Students were attentive, confident, and responsive, especially during oral activities.

However, consistent support is needed to improve written communication and syntactic accuracy. Continued mentoring, peer observation, and follow-up CELT sessions are recommended to strengthen the learning outcomes achieved through the programme.

Chapter 4

DIET Bengaluru Rural District

School Visited: Government High School, Yelekyathanahalli, Nelamangala Taluk, Bengaluru Rural

Date of Visit: 15 February 2024

District Resource Team Members:

- Smt. Naseema Begum – Lecturer, DIET Bengaluru Rural
- Smt. Uma – DIET Bengaluru Rural
- Smt. Shashikala – BRP, Nelamangala
- Mr. Yogesh B R P Devanahalli
- Smt. Vijayalakshmi , C R P Hosakote
- Smt. Shubha M. N. – Teacher, GHPS Kempalinganahalli
- Smt. Deepa K. – Teacher, GHS Yantaganahalli

Abstract

This report presents the findings of a study conducted by the District Resource Team (DRT), Bengaluru Rural, on the impact of the Certificate in English Language Teaching (CELT) training programme implemented by RIESI Bengaluru in collaboration with DSERT. The study focused on *G.H.S. Yelekyathanahalli*, Nelamangala Taluk, to assess the effectiveness of CELT training on teachers' professional development and students' learning outcomes in English. The participant teacher, Mr. Ramesh T., with 10 years of teaching experience, had undergone CELT training in 2023. Using a mixed-method approach involving student assessments, classroom observations, and teacher interviews, the study examined the changes in teaching practices and student engagement.

Findings revealed that the CELT-trained teacher demonstrated improved language proficiency, confidence, and use of digital and audio-visual tools. His classroom practices became more interactive, student-centered, and activity-based, leading to higher student participation and motivation. However, some students still struggled with writing and comprehension skills. The study concludes that CELT training positively influences teachers' classroom practices and enhances students' interest in English learning. Recommendations include extending similar training to more teachers and promoting English use beyond the classroom to create an enriching language environment.



The DRT of Bengaluru Rural visited *Government High School, Yelekyathanahalli, Nelamangala Taluk* on 15 February 2024, to observe the classroom performance of a CELT-trained teacher and to assess its impact on student learning.

The school, established in 1983, is situated 32 km from Nelamangala and provides a pleasant and conducive environment for learning. It has nine classrooms, a science lab, computer lab, library, sports room, and storeroom. The school has six teachers and 68 students enrolled in Grades 8 to 10.

The English teacher, Mr. Ramesh T., who completed the CELT course in 2023, has 10 years of teaching experience. Known for his enthusiasm and innovative teaching, he used a multimedia presentation to teach his lesson during the DRT observation.

OBJECTIVES OF THE STUDY

1. To understand the teaching and learning process in English language classrooms.
2. To identify challenges and difficulties faced by the teacher and students.
3. To analyse the impact of CELT training on the teacher's professional development.
4. To assess students' English language performance and participation.
5. To compare teaching effectiveness before and after CELT training.
6. To suggest solutions for classroom challenges and provide feedback for improvement.



Population and Sample

The sample included one CELT-trained English teacher (Mr. Ramesh T.) and ten students from Grades 8–10 at GHS Yelekyathanahalli. The students were evaluated on their oral and written English skills, while the teacher’s classroom performance was observed using a structured observation schedule.

Data Collection Tools

Tool	Purpose	Focus Area
Tool 1	Student Response Sheet	Oral and written performance
Tool 2	Classroom Observation Schedule	Teacher performance
Tool 3	Teacher Interview / Implementation Study	Teacher reflection and impact assessment

Process of Data Collection

The DRT team visited the school on 15 February 2024 at 9:30 a.m. The team observed an English lesson on *Instructions* in Grade 9 and recorded observations on teacher talk, student interaction, classroom strategies, and content knowledge. Oral and written tests were conducted for 10 students, followed by a teacher interview.

DATA ANALYSIS TOOL -01

STUDENTS RESPONSE

SI No	Names	Oral (10)	Writing (15)	Max Marks (25)	Obtained Marks
1	Akshya kumar	09	09	25	18
2	Bindushree	08	04	25	12
3	Hemanth kumar v	10	09	25	19
4	Hithasree	07	09	25	16
5	Manasa	07	09	25	16
6	Manjula D H	08	09	25	17
7	Prajwal H	09	08	25	17
8	Prajwal N S	08	13	25	21
9	Shubhasree	09	06	25	15
10	Sudarshan gowda	10	14	25	24



Interpretation:

The majority of students scored between 15 and 20 marks, demonstrating reasonable proficiency in oral and written communication. Students performed better in reading

comprehension and oral responses, while some showed weaknesses in writing fluency and vocabulary. The results indicate a positive learning environment, though continuous practice is needed for sustained improvement.

TOOL-2

Observation Schedule to observe classroom interaction

Name of the School : G H S Yelekyathanahalli

Name of the Teacher : Ramesh T

Gender : M F

Experience in teaching : 10 years

Educational Qualifications: M A, B Ed

Training programme attended: C E L T

Subject: English Class: 9th standard

Unit: Instructions

Date: 15/02/2024

Sl. No.	Components of observation	Maximum marks	Marks obtained	Total
1.	Teacher Talk	5	5	
	1. Ability to use English fluently and appropriately			
	2. Ability to interact with students	5	5	
	3. Ability to ask questions, give instructions and elicit responses.	5	5	
	4. Ability to check the understanding of the students and motivate them.	5	4	
	5. Ability to begin and end a lesson	5	5	24
2.	Student Talk	5	4	
	1. Ability to interact with the teacher, peer group, share their ideas using simple English			
	2. Ability to follow instructions and respond accordingly	5	4	
	3. Ability to ask questions and respond to teachers' questions	5	4	

	4. Students' level of confidence and involvement in the classroom process	5	4	16
3.	Innovative Strategies			
	1. Ability to use TLMs, audio/video resources that are appropriate to the teaching concepts/create English atmosphere	5	5	
	2. Ability to use language games, rhymes, stories, warm up activities and any other strategies to make the class lively	5	5	
	3. Ability to involve all children through pair, group, individual and whole class activities	5	5	
	4. Ability to plan the lesson incorporating useful and effective activities based on learning outcomes	5	5	20
4.	Content (subject) knowledge		5	
	1. Teacher is thorough with the content (subject/lesson/poem)	5		
	2. Teacher preparation and efforts are visible	5	5	
	3. Ability to transact the content	5	5	15
5.	Classroom process/Evaluation		4	
	Ability to involve students in peer and group work	5		
	Ability to pay individual attention and follow inclusive practices (involving all types of learners)	5	5	
	Variety used in evaluation techniques	5	5	
	Strategies used to give feedback, correct students' errors	5	4	18
	Total Marks	100		93



Tool 2 – Classroom Observation

Component	Maximum Marks	Marks Obtained
Teacher Talk	25	24
Student Talk	20	16
Innovative Strategies	20	20
Content Knowledge	15	15
Classroom Process and Evaluation	20	18
Total	100	93

Interpretation:

The teacher exhibited excellent communication skills, classroom management, and confidence in using English. He used an engaging PowerPoint presentation, incorporated interactive questioning, and motivated all students to participate. The classroom atmosphere was lively, and students responded enthusiastically.



Tool 3 – Teacher Interview / Implementation Study

Statement	Before Training	After Training
Interest and attitude	To some extent	To a great extent
Ability to use English	To some extent	To a great extent
Classroom teaching	To some extent	To a great extent
Teaching vocabulary	To some extent	To a great extent
Teaching grammar	To some extent	To a great extent
Developing listening skills	To some extent	To a great extent
Developing speaking skills	To some extent	To a great extent

Statement	Before Training	After Training
Teaching writing	To some extent	To a great extent
Lesson planning	To some extent	To a great extent

Interpretation:

The teacher's responses indicate significant professional growth after CELT training. He gained confidence in classroom interaction, adopted learner-centred methods, and integrated multimedia tools effectively. His approach shifted from teacher-led to student-inclusive practices.

DISCUSSION

The DRT team observed that the CELT-trained teacher effectively applied principles of communicative teaching in his classroom. He used digital tools, incorporated interactive questioning, and created opportunities for students to respond in English.

The use of audio-visual aids and BBC Learning English resources reflected the teacher's initiative and creativity. Students were attentive and eager to participate, showing clear evidence of the teacher's motivational strategies.

However, some students lacked writing fluency and made grammatical errors, indicating a need for continuous support in written English. While the teacher actively engaged students, the DRT noted that additional peer and group work could further improve language use among all learners.

Overall, the visit confirmed that CELT training had a substantial impact on teacher performance and student engagement, aligning well with RIESI's objectives of developing communicative competence and professional confidence among teachers.

CONCLUSION

The CELT programme has had a notable impact on English teaching and learning at GHS Yelekyathanahalli. The teacher has successfully implemented the knowledge and techniques acquired during CELT training, and students have shown enthusiasm and progress in English communication.

The teacher's effective use of ICT, warm-up activities, and student-centred methods demonstrates CELT's transformative potential. To sustain these improvements, continuous monitoring, peer collaboration, and school-level support are recommended.

RECOMMENDATIONS

1. Sustain Post-Training Support: Organize regular mentoring and refresher sessions for CELT-trained teachers.
2. Encourage Peer Collaboration: Form teacher learning circles to share lesson plans and resources.
3. Promote English-Rich Environments: Use assemblies, storytelling, and school events for English interaction.
4. Enhance Writing Practice: Introduce structured writing and creative tasks regularly.
5. Leverage ICT Tools: Continue using digital aids and authentic online content for language exposure.
6. Support Differentiated Learning: Provide scaffolding for students with varied proficiency levels.
7. Recognize Good Practice: Appreciate CELT-trained teachers who model effective classroom practices.



Chapter 5

District Institute of Education and Training (DIET), Chikkaballapur

School Visited: Government Girls' High School, Gowribidanur, Chikkaballapur District
Date of Visit: 10 February 2024

District Resource Team (DRT):

- Mr. Ananda A – Lecturer, DIET Chikkaballapur
- Mrs. Krishnakumari – Subject Inspector, DDPI Chikkaballapur
- Mr. Manjunatha M.N – BRP, BRC Bagepalli
- Mr. Manjunath K – BRP, BRC Shidlaghatta
- Mr. Shrikanta V – CRP, Siddapalli (Chintamani)
- Mr. Shrinivasa – CRP, Chikkaballapur Town
- Mr. Anjineya C.S – Asst. Teacher, GHS Achaganapalli
- Mr. Hanumantharayappa – Asst. Teacher, GHPS Paipalya

ABSTRACT

The Certificate in English Language Teaching (CELT) programme, implemented by the Regional Institute of English South India (RIESI) aims to enhance English language teaching proficiency among primary and secondary school teachers. The training focuses on strengthening teachers' LSRW skills (Listening, Speaking, Reading, Writing), classroom pedagogy, and confidence in using English as a means of classroom communication.

This study examines the extent to which CELT training has influenced classroom practices at *Government Girls' High School, Gowribidanur*. The District Resource Team (DRT) observed the classroom of Mrs. Vishalakshi, a CELT-trained English teacher, and collected data through student tests, observation schedules, and teacher interviews.

Findings indicate that the teacher demonstrated commendable improvement in classroom delivery, fluency, and methodological approach. Students showed enthusiasm and progress in oral communication, though writing and grammar required more reinforcement. The report concludes that CELT training significantly improved teaching quality and learner outcomes, but sustained mentoring and periodic follow-up training are crucial for long-term success.

INTRODUCTION

The CELT Programme was initiated by RIESI Bengaluru to equip English language teachers with the linguistic and pedagogical competence necessary to teach effectively in multilingual classrooms. The 30-day intensive training introduces teachers to communicative methodologies, grammar instruction, integrated skill teaching, and reflective classroom practices.

This study explores how the training translates into classroom implementation and its impact on learners' English proficiency. The DRT visit aimed to assess classroom delivery, learner engagement, and teacher development in schools where CELT-trained teachers are currently teaching.

OBJECTIVES OF THE STUDY

1. To evaluate the classroom implementation of CELT training in government high schools.
2. To assess improvements in teachers' proficiency and pedagogical practices post-training.
3. To analyze the impact of CELT strategies on students' learning outcomes.
4. To identify challenges in implementing CELT methodology in regular classrooms.
5. To recommend measures for enhancing post-training support and monitoring.

Expected outcomes of CELT training include improved classroom confidence, awareness of ELT methods, better lesson planning, and the ability to create learner-centred, activity-based English lessons.

Teachers trained under CELT are expected to:

- Self-evaluate and reflect on their teaching.
- Integrate the four language skills in lessons.
- Use authentic materials and TLMs to make English learning meaningful.
- Encourage creative and communicative classroom activities.

RESEARCH DESIGN AND METHODOLOGY

Type of Study:

Descriptive and qualitative case study.

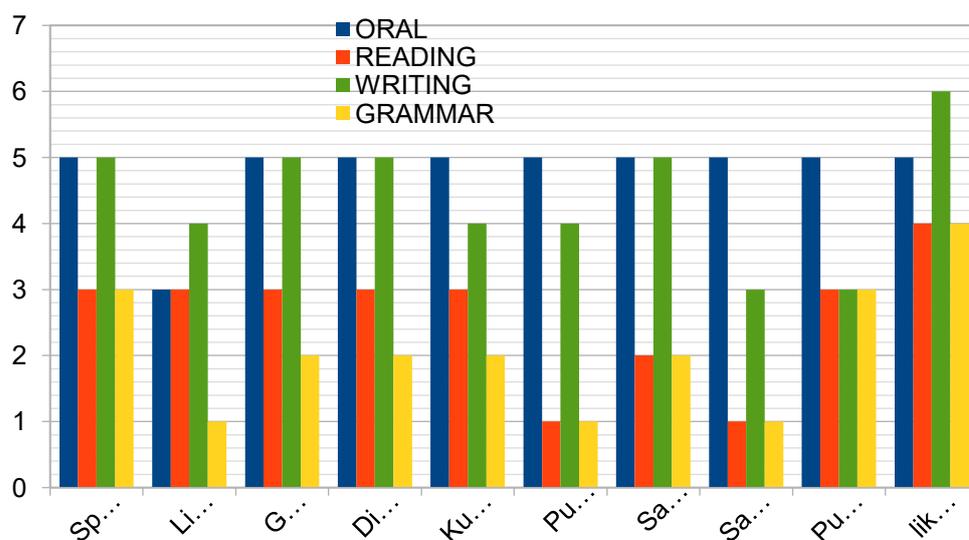
Sample:

- Teacher: Mrs. Vishalakshi (CELT-trained, 7 years of experience).
- Students: 10 students from Grade 9 (random selection).

Data Collection Tools:

1. Tool 1 – Student Response Sheet: Oral, reading, writing, and grammar assessment.
2. Tool 2 – Classroom Observation Schedule: Observation of teaching-learning process.
3. Tool 3 – Teacher Interview Schedule: Self-reflection and feedback on CELT implementation.

Sl No	Names	Oral	Reading	Writing	Grammar	Max Marks	Obtained Marks
		5	3	8	4	20	
1	Spandana H N	5	3	5	3	20	16
2	Likhit Kumar	3	3	4	1	20	10
3	Gagan Shri v	5	3	5	2	20	15
4	Dikshita S	5	3	5	2	20	14
5	Kusuma D	5	3	4	2	20	13
6	Purushotham	5	2	4	1	20	11
7	Sandya	5	3	5	2	20	14
8	Sarin Taj	5	3	3	1	20	11
9	Punith Gowda	5	3	3	3	20	15
10	Likhita	5	3	6	4	20	18



BAR CHART OF STUDENT RESPONSES

Interpretation:

- Students performed best in oral and reading components, showing confidence in pronunciation and comprehension.
- Writing and grammar skills were comparatively weaker, indicating a need for more practice in accuracy and structure.
- Overall, 80% of students achieved satisfactory levels, reflecting the positive influence of CELT-based teaching.



TOOL 2 – CLASSROOM OBSERVATION

Teacher: Mrs. Vishalakshi

Lesson Observed: Grammar – *Wh-Questions*

Class: Grade 9

Component	Observation Summary
Teacher Talk	Teacher used English fluently and naturally. She effectively engaged students through questioning, instructions, and explanations.
Student Talk	Students participated in pair and group activities, though some were hesitant in expressing ideas in English.
Innovative Strategies	The teacher used PPT and play-card games to introduce grammar concepts, aligning with CELT methods.
Content Knowledge	The teacher displayed clear understanding of the topic, linking examples to real-life use.
Classroom Process / Evaluation	Group and pair activities were effectively used, though more individualized attention is needed.

Teacher Score: 77 / 100

Interpretation:

The teacher demonstrated confident and learner-centred teaching aligned with CELT principles. However, greater emphasis on spoken interaction and error correction would further strengthen classroom engagement.

Extract from the report:

1. TEACHER TALK

Under this component we can say that the targeted teacher was able to use English fluently and appropriately. She has an ability to interact with students, was able to ask questions give instructions and elicit answers from the students. She was able to check understanding of the students and motivate them. She was able to begin and end the class.

2. STUDENTS TALK

Under this component we can say that the students were able to interact with a teacher, peer group, and share their ideas using simple English. They were able to follow instructions and

respond accordingly ask questions responded to teacher’s questions. The students’ level of confidence and involvement in the classroom process was partial. Still teacher need to make the students confident and involve all the students in the learning process in the classroom.

3. INNOVATIVE STRATEGIES

Under this component we can say that the teacher was able to use PPT presentation as a TLM. The Resource was appropriate to teaching concept. It has created English atmosphere. She was able to use one play card game as the introductory activity was appropriate to the learning concepts. She was able to plan the lesson incorporating useful and effective activities based on learning outcomes.

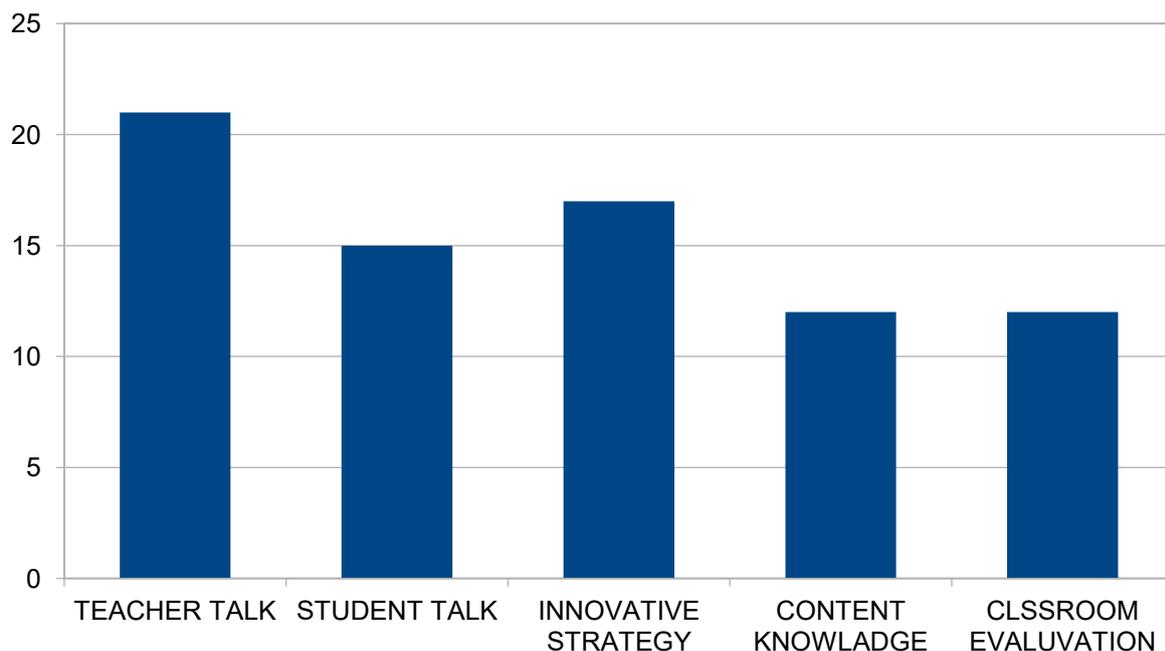
4. CONTENT KNOWLEDGE

Under this component we can say that the teacher was thorough with the content. Her preparation and efforts are visible. She was able to transact the content.

5. CLASSROOM PROCESS OR EVALUATION

Under this component we can say that she was able to involve students in pair or group work but she needs to pay attention towards individual and follow inclusive practices. She has used questioning to evaluate the students. She was correcting students’ errors on spot while the students were answering her questions. We have valued a lesson on help of components of observation which was given by the RIESI Bengaluru

On the basis of our observation according to the parameters of the tool 2 the teacher scored 77 marks out of 100.



TOOL 3 – TEACHER INTERVIEW ANALYSIS

The teacher reflected on her experience of CELT training and its classroom application.

Key Reflections:

- Gained confidence in speaking English fluently.
- Integrates activities for teaching vocabulary, grammar, and LSRW skills.
- Encourages group and pair work to promote participation.
- Uses digital resources and visual aids to enhance learning.
- Conducts contextual grammar instruction using inductive methods.

Skill-wise Implementation:

Skill Area Implementation Practice

Vocabulary Uses dictionary, sentence formation, and games.

Grammar Context-based, activity-driven lessons.

Listening Uses audio clips, songs, and short videos.

Speaking Encourages storytelling, dramatization, and dialogues.

Reading Conducts guided reading and comprehension checks.

Writing Follows pre-, while-, and post-writing stages.

Overall Impression:

The teacher's confidence, use of CELT strategies, and classroom management were commendable. However, continuous monitoring and peer sharing could help sustain progress.

Extract from the report:

1. TEACHING VOCABULARY

After the training the teacher was using own designed additional activities or material to develop students vocabulary. She does not write words and their meanings in mother tongue and ask students to copy them. She is using the different types of dictionary and encouraging students to refer dictionary and other supportive materials to enhance their vocabulary. She uses dictionary and the framing sentences to teach vocabulary.

2. TEACHING GRAMMAR

After the training she is teaching grammar through examples activities and worksheets. Teaching and introducing grammar through meaning full context and situations she usually teaches grammar using the deductive to inductive method.

3. DEVELOPING LISTENING SKILLS

The teacher said that her students listen to stories, songs, poems, instructions, announcements etc in English. She also uses audio video recordings in her classroom to develop listening skills among the students.

4. DEVELOPING SPEAKING SKILLS

Teacher said that she has a good balance of talk but still student should have improved their speaking skills. But they have manageable English due to their medium of instruction is English. There is interaction between teacher and students and between students and students in her class. She said that she makes students involve in different activities such as storytelling, dramatization, self-introducing, describing things etc. She is also helping students to develop their speaking skills.

5. DEVELOPING READING SKILLS

The teacher said that she is involving all the students in reading activity by conducting pair and group activities. She is encouraging students to read texts silently for comprehension. Teacher ask questions to check students' comprehension conducting different types of interesting activities. She said that her students have ability to read text with correct pronunciation Pause stress intonation.

6. TEACHING WRITING

Teacher said that her students were able to write short Simple sentences without grammar mistakes. She was encouraging her students in different riding activities said that she is following three stages of writing pre-while, post writing and post writing and support them in the writing process. She also gives enough practice in using appropriate punctuation spelling grammar in writing.

7. LESSON PLANS

The teacher said that she is planning to write lesson plans skill oriented. The lesson plans or integrated different skills and related activities. She is also reflecting lesson before and after the class. Her lesson plan also cater the students learning needs in her class. She is using audio visual aids to reach the multilevel children with special needs in the class.

DISCUSSION AND FINDINGS

1. The CELT-trained teacher implemented modern, interactive techniques, enhancing student participation.
2. Students displayed improved oral skills, enthusiasm, and motivation to learn English.
3. Writing and grammar remain areas requiring focused reinforcement.
4. Digital tools were effectively utilized, though technical challenges occasionally limited use.
5. The CELT programme contributed positively to professional development and classroom innovation.

CONCLUSION

The CELT training programme has significantly improved teachers' professional competence and classroom practices. At *GHS Gowribidanur*, the trained teacher demonstrated effective implementation of CELT methodologies, resulting in active student engagement and improved communication skills.

However, sustained improvement requires mentoring, follow-up observation, and collaborative learning among CELT-trained teachers. Providing continued support through refresher training and resource sharing will ensure the long-term success of the programme.

RECOMMENDATIONS

1. Conduct refresher CELT training to reinforce learning outcomes.
2. Establish peer observation groups for sharing best practices.
3. Introduce digital listening and speaking labs at the school level.
4. Strengthen feedback and mentoring mechanisms through DRT visits.
5. Encourage teachers to create a language-rich environment in classrooms.

Chapter 6

District Institute of Education and Training (DIET), Kolar

School Visited: Government High School, Hulibele, Bangarpet Taluk, Kolar District
Date of Visit: 20 April 2024

District Resource Team (DRT):

1. Mr. Syed Samiulla – Lecturer, DIET Kolar (Nodal Officer)
2. Mrs. Sofia Vinodini M. – Assistant Master, GHS Angondahalli
3. Mr. Syed Thoussif Ahmed – Assistant Master, GHPS Sanganahalli
4. Mrs. Anupama S. P. – Assistant Master, GHPS Kempapura
5. Mr. Sudhakar G. S. – BRP, Mulbagal
6. Mrs. Nirmala S. – BRP, Bangarpet
7. Mr. Ramachandrappa – CRP, Mudiyanur, Mulbagal
8. Mr. Arun Kumar – CRP, Kethagananalli

ABSTRACT

The District Resource Team (DRT) of Kolar visited *Government High School, Hulibele* in Bangarpet Taluk to assess the implementation of the Certificate in English Language Teaching (CELT) programme conducted by RIESI Bengaluru. The teacher observed had completed the one-month CELT course in 2023.

The DRT assessed the teacher’s classroom practices, student progress, and post-training impact. Ten students were tested through oral and written tasks, and a detailed classroom observation and teacher interview were conducted.

Findings revealed that the CELT-trained teacher effectively used technology, group activities, and role-play methods, though students needed more exposure to spoken English and sentence formation. The report concludes that CELT training enhanced the teacher’s proficiency, classroom confidence, and use of ICT tools, while continued mentoring is essential to sustain improvement in student communication and writing skills.

“We visited the school with prior information to the HM and the English teacher. The teacher was prepared with the lesson; we observed, gave feedback, and provided guidance to strengthen English language teaching in a better way.”

INTRODUCTION AND BACKGROUND

The DRT visit to *Government High School, Hulibele* was part of the CELT follow-up study to observe how far the training programme has improved teaching and learning practices in government schools.

School Context:

The school, established in 2002, is located 7–8 km from Bangarpet Taluk, in a rural area of Kolar District. It has seven teachers and functions as a co-educational institution with Kannada as the medium of instruction and English taught as a second language.

“There is an influence of Telugu language since most of the students’ home language is Telugu. The classrooms were spacious and sufficient for conducting school activities.”

The school was chosen based on student strength and the presence of a CELT-trained English teacher, enabling an evaluation of the training’s implementation and effectiveness in a multilingual rural context.

OBJECTIVES OF THE STUDY

1. To assess the impact of CELT training on classroom teaching and teacher proficiency.
2. To evaluate students’ oral and written language skills.
3. To identify challenges in English language teaching at the high school level.
4. To understand how CELT training helped in the use of ICT and innovative practices.
5. To provide feedback and recommendations for improvement.

METHODOLOGY

Type of Study: Descriptive and qualitative.

The study was conducted using three data collection tools:

1. Tool 1 – Student Response Sheet
2. Tool 2 – Classroom Observation Schedule
3. Tool 3 – Classroom Implementation Study (Teacher Interview)

Sample:

Ten students were randomly selected from Class 9 to assess oral and written skills.

Data Collection Process:

- Oral questions tested reading and pronunciation.
- Written tasks tested comprehension, grammar, and writing skills.
- A 45-minute classroom observation was conducted.
- The teacher was interviewed regarding her experience before and after CELT training.

TOOL 1 – STUDENT RESPONSE SHEET

Ten students from Class 9 were evaluated through oral and written tests.

Skill Tested	Observations
Oral Test (10 Marks)	Students were able to answer orally using simple sentences but struggled with fluency. Reading was clear but hesitant, with frequent pauses.
Written Test (15 Marks)	Students were able to comprehend questions but struggled to form sentences independently. Grammar and punctuation needed reinforcement.

Extract from the report:

“Each student was checked individually by asking oral questions. They were able to answer using simple sentences but yet struggled to express fluently.”

Summary:

Students demonstrated moderate proficiency in reading and writing but required more practice to improve fluency and grammatical accuracy.

TOOL 2 – CLASSROOM OBSERVATION

Lesson Observed: “*The Swan and the Princess*” – Class 9 English Lesson

Methodology Observed:

- The teacher used audio and video materials, including the story narration played on a projector.
- Grammar topic “Question Tags” was taught using examples and interactive activities.
- Group activities and online games such as *Kahoot* and *Yahoo* were used.
- The teacher switched to Kannada for explanation when necessary.
- Monitoring and feedback were conducted effectively.

Component	Observation Summary
Teacher Talk	The teacher used English fluently and interacted actively with students.
Student Talk	Students participated but lacked confidence in speaking full sentences.
Innovative Strategies	Effective use of technology and online games to engage learners.
Content Knowledge	Adequate; focus was more on use of ICT than on detailed content explanation.
Evaluation	Students were assessed through questioning and activities; feedback given.

Teacher Score: 60 / 100

“The teacher used ICT tools like audio, video, laptop, and projector for presentation. Students were engaged in group activities and followed instructions well.”

TOOL 3 – CLASSROOM IMPLEMENTATION STUDY (Teacher Interview)

The interview and self-assessment focused on teacher growth and changes post-CELT training.

Key Observations:

- Interest and Attitude: Before CELT, the teacher participated in limited professional development. After training, involvement and identity as a teacher improved greatly.
- Language Use: Confidence in speaking English improved considerably. The teacher now uses English more frequently in daily classroom interaction.
- Pedagogical Practice: More group work, story dramatization, and interactive learning introduced.
- Reading and Writing Skills: Students are now encouraged to read aloud, participate in comprehension tasks, and write guided compositions.
- Lesson Planning: Integrated skills-based lesson plans are being developed post-training.

- Assessment: Both oral and written assessments are now conducted, with peer assessment introduced for the first time.

“Before the training, classroom activities were not designed much and teaching was textbook-oriented. But now, the teacher could design several activities beyond the text, providing opportunities for students and using ICT tools to make teaching lively.”

DISCUSSION AND FINDINGS

- The CELT training enhanced the teacher’s confidence and use of ICT tools in English classrooms.
- Students participated actively in group activities and digital games but still require structured speaking practice.
- Teachers and students both benefited from increased exposure to English; however, the influence of regional languages remains a challenge.
- The DRT emphasized the importance of early LSRW development at the primary level for smoother learning at the high school stage.

“If LSRW skills are not developed well in primary level it becomes struggle for both learners and teachers in high school.”

CONCLUSION

The DRT concluded that CELT training has positively impacted classroom teaching at *GHS Hulibele*. The teacher has gained proficiency, confidence, and awareness of learner-centered methodologies.

“RIE training has polished her teaching and improved her to be creative and innovative.”

However, sustained progress will depend on continuous mentoring, exposure to English-rich environments, and regular follow-up training to consolidate gains.

Chapter 7

District Institute Of Education and Training Uttara Kannada (Kumta)

School visited: Karnataka Public School, Santeguli, Kumta Taluk

Date of visit: 19 February 2024



Abstract

This report presents a study conducted by the District Resource Team (DRT), Uttara Kannada, to assess the impact of the 30-day Certificate in English Language Teaching (CELT) course conducted by the Regional Institute of English South India (RIESI), Bengaluru, in collaboration with DSERT. The study was carried out at Karnataka Public School, Santeguli, Kumta Taluk, which has Kannada and Urdu medium sections with 331 students. The research aimed to evaluate the implementation of CELT training in classroom practices, teachers' professional development, and students' proficiency in English language skills. Data were collected through classroom observation, student assessments, and teacher interviews using RIESI-designed tools.

The findings indicated that the CELT-trained teacher, Mrs. Bharati M. Shetty, demonstrated improved fluency, confidence, and effective use of technology and innovative strategies in English teaching. Classroom observations revealed an interactive, student-centered environment with active learner participation and exclusive use of English. Students performed well in oral and written tests, particularly in grammar and vocabulary, though they showed some difficulty in descriptive writing and speaking due to limited exposure to an English-speaking environment.

The study concluded that CELT training significantly enhanced the teacher's pedagogical competence, classroom communication, and ability to integrate digital and interactive methods. However, challenges such as heavy workload, limited resources, exam-oriented teaching, and lack of English exposure among students affected consistent implementation. The report

recommends regular follow-up support, classroom-based mentoring, and extended monitoring by academic authorities to sustain and strengthen the impact of CELT training in rural schools.

As part of the DRT Uttara Kannada initiative, our team visited Karnataka Public School (Santeguli, Kumta Taluk), where one of the teachers had previously completed the Induction Programme training. This study examines the impact of the 30-Day Certificate Course in English Language Teaching (CELT) on classroom practices and student learning outcomes.

District Resource Team (DRT) members:

- 1.Smt Veena M. Naik, Nodal officer. DIET Kumta
- 2.Shri Shankar K. Ambig. Asst tr. GHS Vannalli, Kumta
- 3.Shri.Manjunath Naik, BRP Ankola
- 4.Shri Mahesh Naik, CRP Kumta
- 5.Shri Mohan Mudasali,Asst Tr
- 6.Shrimathi Muneera Khanum, CRP National Colony

Location : Santeguli,Kumta.

Year of Establishment:22 July,1984

Strength of Teachers:15

Strength of Students :331

Medium of Instruction : Kannada

Students strength : 131

Class	<u>Kannada</u>	Urdu	Total
	<u>Medium</u>	Medium	
8	64	36	100
9	58	43	101
10	85	45	130
Total	207	124	331

Medium of instruction: Kannada and Urdu.

Population and Sample

On 19 February 2024, the DRT Uttara Kannada team visited Karnataka Public School (KPS), Santeguli, Kumta Taluk, to study the implementation of the CELT programme.

The visiting team included:

- One Cluster Resource Person (CRP)
- One high school teacher (who had received DRT training)
- DRT team members

The English teacher at the school, Mrs. Bharati M. Shetty, had successfully completed the 30-Day CELT programme with an *'A' grade*.

The school has two mediums of instruction—Kannada and Urdu—with a total strength of 331 students (207 in Kannada medium and 124 in Urdu medium). Mrs. Shetty is the only full-time English teacher in the school and handles all 9th and 10th grade classes in both mediums, while a guest teacher manages 8th grade English.

Data Collection Methods

The following methods and tools were used to collect data:

1. Preliminary Discussion

A preliminary meeting was held with the Headmaster and staff members to explain the objectives and importance of the study visit.

2. Student Assessment (Tool 1)

Ten students were randomly selected to participate in oral and written tests designed using Tool 1: Student Response Sheet (developed by RIESI).

Purpose:

To collect data on students' language proficiency levels and measure their performance in the four core skills: Listening, Speaking, Reading, and Writing.

Process:

Students were asked to respond to both oral and written tasks that assessed vocabulary, grammar, comprehension, and expression.

3. Classroom Observation (Tool 2)

A detailed classroom observation was conducted using Tool 2: Observation Schedule, during a Grade 9 English lesson taught by Mrs. Bharati M. Shetty.

Purpose:

To understand how the teacher applied CELT methodologies in her classroom—specifically her use of English, student engagement strategies, interaction patterns, and classroom management.

The observation focused on five major components:

1. Teacher Talk
2. Student Talk

3. Innovative Strategies
4. Content Knowledge
5. Classroom Process and Evaluation

Each component carried specific weightage, with a total of 100 marks.

4. Teacher Self-Evaluation (Tool 3)

Qualitative data were collected using Tool 3: Teacher Self-Assessment Sheet.

Purpose:

To understand the teacher's self-perceived development in language competence, teaching practices, and confidence after attending the CELT programme.

Data Collection and Analysis

1. Tool 1: Student Performance — Oral and Written Tests

A short test was conducted with ten randomly selected students to assess their English language proficiency. The assessment covered listening, speaking, reading, and writing skills.

Based on Tool 1, short oral and written tests were conducted to assess students' proficiency in English.

The oral test focused on students' ability to respond to basic questions about themselves, family, and familiar contexts, while the written test included exercises on grammar, reading comprehension, picture description, and sentence construction.

The collected data were compiled and analyzed to determine students' strengths and areas for improvement in language use.

Oral Test Results

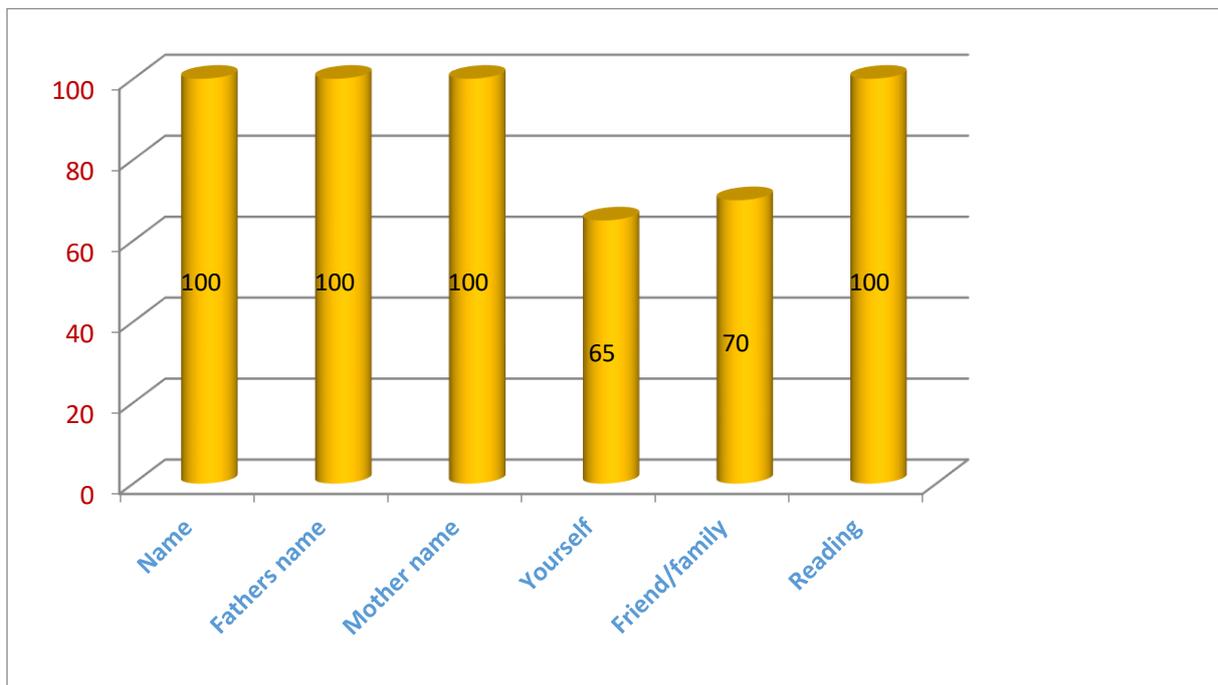
The oral test assessed students' ability to respond to simple questions about themselves, their families, and familiar topics.

S.L.	Students No.		1	2	3	4	5	6	7	8	9	10	Total
Oral	Qn.Type	Marks	Marks Obtained										
1	Name	1	1	1	1	1	1	1	1	1	1	1	10
2	Father's name	1	1	1	1	1	1	1	1	1	1	1	10
3	Mother's name	1	1	1	1	1	1	1	1	1	1	1	10
4	Yourself	2	1	2	1	1	1	1	2	1	2	1	13
5	Friend/family	2	2	1	2	1	1	1	1	1	2	2	14
6	Reading	3	3	3	3	3	3	3	3	3	3	3	30
	Total	10	9	9	9	8	8	8	9	8	10	9	87
Written													
1	Picture reading	5	3	3	4	3	3	3	2	3	3	4	31
2	Parts of speech	1	1	1	1	1	1	1	1	1	1	1	10

3	Tense form	1	1	1	1	1	1	1	1	1	1	1	10
4	Verb form	2	2	2	1	1	1	1	1	2	1	1	13
5	Dictation	3	2	2	2	3	3	2	3	2	3	3	25
6	Writing own sentence	3	3	3	2	3	2	3	1	2	3	3	25
	Total	15	30	30	29	28	27	27	27	27	32	31	114
	Grand Total	25	20	22	21	22	19	20	19	20	21	23	207

Interpretation:

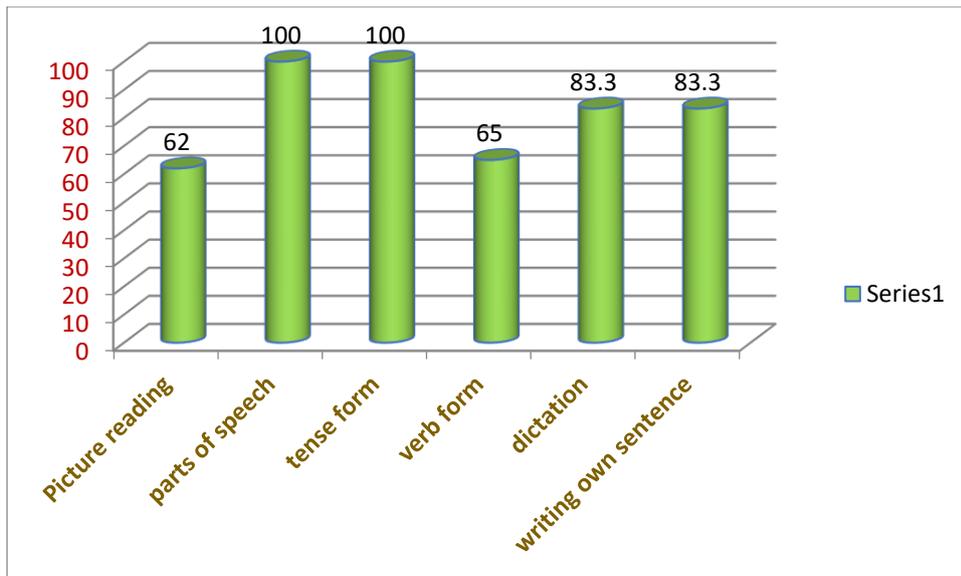
Students demonstrated strong recall of factual information and reading skills, scoring 100% in four out of six components. However, they faced difficulty in giving extended, descriptive answers during the oral test.



Oral test result 1

Written Test Results

The written test measured students' performance in grammar, reading, and writing tasks.



Interpretation:

Students performed well in grammar-based questions, achieving 100% in “Parts of Speech” and “Tense Form.” Their performance was comparatively weaker in descriptive writing and picture interpretation, showing a need for more practice in written expression and vocabulary building.

Overall Student Performance:

- Oral Test Average: 87%
- Written Test Average: 76%
- Combined Average Score: 82.8%

Summary:

The results indicate that while students possess adequate grammatical knowledge and can comprehend familiar English content, they struggle with producing longer, descriptive answers in written and spoken English.

2. Tool 2: Classroom Observation

A classroom observation was conducted during a Grade 9 English class taught by Mrs. Bharati M. Shetty. The purpose was to analyze how effectively she implemented CELT training strategies in her teaching.

Teacher Profile

Name	Mrs. Bharati M. Shetty
Experience	31 years
Qualification	B.A., B.Ed., M.A.
Trainings Attended	30-Day CELT Training; 5-Day Subject-Oriented English Training at DIET, Kumta

Name Mrs. Bharati M. Shetty
 Class Observed Grade 9
 Unit Grammar – Framing Questions
 Date of Observation 19 February 2024

Subject oriented 5 days English training at DIET, Kumta

Subject: English

Class: 9th standard

Unit : Grammer-Framing Questions

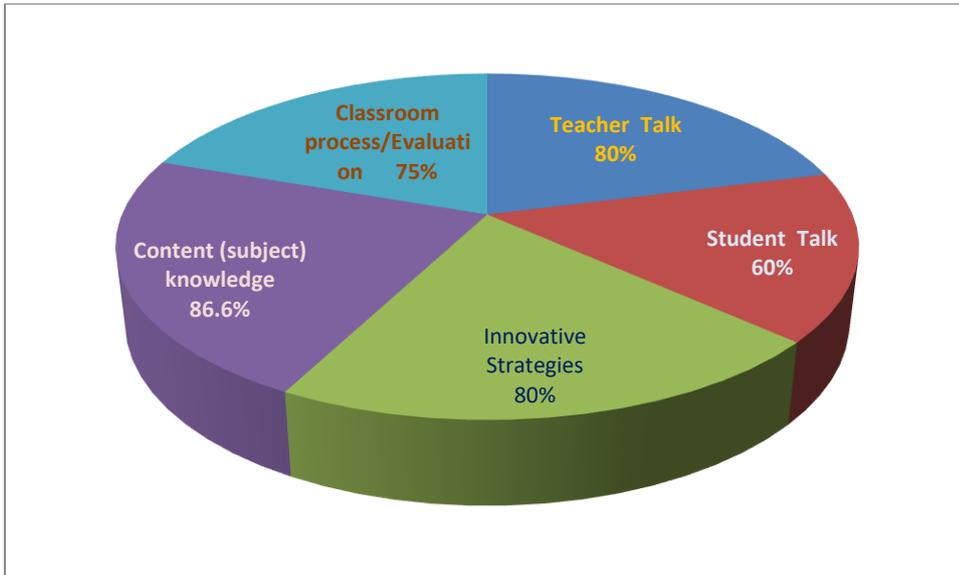
Date:19/02/2024

Sl. No.	Components of observation	Maximum marks	Marks obtained	Total
1.	Teacher Talk	5	04	
	1. Ability to use English fluently and appropriately			
	2. Ability to interact with students	5	04	
	3. Ability to ask questions, give instructions and elicit responses.	5	04	
	4. Ability to check the understanding of the students and motivate them.	5	04	
	5. Ability to begin and end a lesson	5	04	20
2.	Student Talk	5	03	
	1. Ability to interact with the teacher, peer group, share their ideas using simple English			
	2. Ability to follow instructions and respond accordingly	5	03	
	3. Ability to ask questions and respond to teachers' questions	5	03	
	4. Students' level of confidence and involvement in the classroom process	5	04	13
3.	Innovative Strategies			
	1. Ability to use TLMs, audio/video resources that are appropriate to the teaching concepts/create English atmosphere	5	04	

	2. Ability to use language games, rhymes, stories, warm up activities and any other strategies to make the class lively	5	04	
	3. Ability to involve all children through pair, group, individual and whole class activities	5	04	
	4. Ability to plan the lesson incorporating useful and effective activities based on learning outcomes	5	04	16
4.	Content (subject) knowledge			
	1. Teacher is thorough with the content (subject/lesson/poem)	5	04	
	2. Teacher preparation and efforts are visible	5	05	
	3. Ability to transact the content	5	04	13
5.	Classroom process/Evaluation			
	1. Ability to involve students in peer and group work	5	04	
	2. Ability to pay individual attention and follow inclusive practices (involving all types of learners)	5	04	
	3. Variety used in evaluation techniques	5	04	
	Strategies used to give feedback, correct students' errors	5	03	15
	Total Marks	100	77	77

Interpretation:

The teacher scored 77 out of 100, reflecting a strong command of English and confidence in classroom teaching. She demonstrated effective use of digital TLMs, interactive activities, and language games to engage students.



All students actively participated in the class, and the teacher conducted the lesson entirely in English, avoiding the use of the mother tongue. She began with a warm-up game, motivated students to participate, and corrected their responses with encouragement.

TOOL 3:

Teacher was asked to share his/her own innovative practices and was asked to rate one's own ability in language usage and teaching English before and after receiving the training.

Tool 3 was used to infer the following:

- A. Interest, attitude and involvement
- B. Ability to use English
- C. Classroom Teaching
- D. Teachers confidence Developing Speaking skills
- E. Conduct activities related to vocabulary and grammar
- D. Developing Reading skills
- E. Teaching /Writing / Lesson plans/Assessment

TOOL 3

Classroom Implementation Study

This questionnaire is prepared to seek teacher’s views on the extent to which they have implemented their learning from the RIE Training in their classrooms.

Part - A

Kindly read the statements and respond by writing one of the given options:

Wherever possible, give details and specific examples from your own classrooms.

Sl No.	Statements	Before the training			After the training		
		To a great extent	To some extent	Not at all	To a great extent	To some extent	Not at all
A	Interest, attitude and involvement						
1	How interested are you in teaching English?	To some extent			To a great extent		
2	Are you engaging in professional development activities? Give examples	To some extent			To some extent		
3	Are you interested in attending further training programmes and learning from others?	To great extent			To great extent		
4	What do you think about your identity as a teacher of English? Have you gained more respect/recognition in the school and in the public domain?	To some extent			I gained more recognition in the school To great extent		
B	Ability to use English						
1	Are you confident about using English in day to day life?	To some extent			To a great extent		
2	Are you able to speak in English without major mistakes?	To some extent			To a great extent		
3	Are you able to use appropriate pronunciation, stress and intonation while speaking in English?	To some extent			To some extent		
4	Are you able to read a variety of texts in English with comprehension?	To some extent			To a great extent		
5	Are you able to write in English a variety of texts such as paragraphs, dialogues, stories without major mistakes in grammar, vocabulary and other aspects of writing?	To some extent			To some extent		
	Any other	-			-		
C	Classroom Teaching						
1	Are you emphasising on developing students' English language skills in your class?	To some extent			To a great extent		
2	Are you able to involve each learner in classroom activities?	To some extent			To a great extent		

3	Are you preparing and using additional teaching-learning materials such as worksheets, audio and video resources?	To some extent	To a great extent
4	Are your students practicing rote learning and learning questions and answers by heart?	To some extent	To some extent
5	Are you conducting a variety of activities to develop student's vocabulary, grammar, listening, speaking, reading and writing skills?	To some extent	To a great extent
6	Are you happy and satisfied with your ways of teaching?	To some extent	To some extent
7	Are you happy and satisfied with your students' learning?	To some extent	To some extent
8	Do you go beyond the textbook content and use additional resources, activities ?	To some extent	To a great extent
9	Are you giving emphasis to learning outcomes/competencies in your class?	To some extent	To a great extent
10	Do you conduct pair and small group activities, encourage presentations in your class?	To some extent	To a great extent
	Any other	-	-

Part – B

Please respond to the following by choosing one of the options:

Wherever possible, give details, specific examples from your own classrooms.

Sl No.	Statements	Before the training			After the training		
		To a great extent	To some extent	Not at all	To a great extent	To some extent	Not at all
1. i.	Teaching vocabulary Do you design additional activities/use additional materials to develop students' vocabulary?	To some extent			To a great extent		
ii.	I write words on the blackboard, their meanings in mother tongue and ask students to copy them	To some extent			To a great extent		
iii.	Do you use dictionaries and encourage students to refer to	To a great extent			To a great extent		

	dictionaries and other materials to enhance their vocabulary?		
	How do you teach vocabulary, in general?	conversations	I make the students to write difficult words in notebook
2	Teaching Grammar		
i.	Do you teach grammar through examples, activities and worksheets?	To some extent	To a great extent
ii.	Do you introduce grammar items through meaningful contexts, situations?	To some extent	To a great extent
iii.	How do you teach grammar, in general (approaches and methods you follow)?	To some extent Methods	To a great extent Methods
3	Developing Listening skills:		
i.	Do your students listen to stories, songs, poems, instructions, etc. in English?	To some extent	To a great extent
ii.	Do you play audio and video recordings in your classroom to develop your students' listening skills?	To some extent	To a great extent
iii.	How do you help your students develop their listening comprehension skills in general?	To some extent	To a great extent
4	Developing Speaking skills:		
i.	Is there a good balance of teacher talk and student talk in your classroom?	To some extent	To a great extent
ii.	Is there more interaction between students and teacher and between students and students in your class?	To some extent	To a great extent
iii.	Do you involve students in different activities such as story telling, dramatization, self-introduction, describing things, etc.?	To some extent	To a great extent
iv.	How do you help your students to develop their speaking skills, in general?	*by writing spoken English sentences *communicate with friends, teachers in English	*by using self introduction by practicing drama and story
5	Developing Reading skills:		
i.	Do you make sure that all the students are involved in reading by conducting pair, group activities?	To some extent	To some extent
ii.	Do you encourage your students to read texts silently for comprehension?	To some extent	To a great extent

iii.	Do you check your students' reading comprehension by asking different types of questions and conducting interesting activities?	To some extent	To a great extent
iv.	Are your students able to read aloud with correct pronunciation, pause, stress and intonation?	To some extent	To some extent
6	Teaching Writing:	To some extent	To a great extent
i.	Are your students able to write short, simple sentences without grammar mistakes?		
ii.	Do you engage your students in different writing activities?	To some extent	To a great extent
iii.	Do you follow the three stages of writing – pre-, while- and post-writing and support them in the writing process?	To some extent	To a great extent
iv.	Do you give them enough practice in using appropriate punctuation, spelling, grammar in writing?	To some extent	To a great extent
7	Lesson plans:	yes	yes
i.	Is your lesson plan skills -oriented?		
ii.	Do you write lesson plans integrating different skills and related activities?	yes	yes
iii.	Do you reflect (during and after the class) on what you did in the classroom, what you could not do and what you could have done	To some extent	To some extent
iv.	Do your lesson plans, classroom teaching cater to students' learning needs?	yes	yes
v.	How do you address multi levels, children with special needs in your classroom?	Not at all	Not at all
8	Assessment:	To a great extent	To a great extent
i.	Do you conduct both oral and written assessments? Give examples	Oral test	Oral test
ii.	Do you evaluate students' performance through different activities such as aural, oral tests, story narration, projects, presentations, etc.?	Yes	Yes,many activities are conducted
iii.	Do you encourage self and peer assessment in the class? Give examples.	Yes,I encourage	Yes,I encourage

iv.	Do you give constructive feedback to students to improve their learning?	yes	yes
v.	Do you engage remedial classes, use differentiation techniques, alternative strategies to provide more support to those children who are weak in learning?	yes	yes

The teacher’s self-assessment aimed to evaluate the extent to which CELT training influenced her classroom practices and personal language development.

Key Findings:

- The teacher reported increased confidence in using English for communication and teaching after the training.
- She regularly integrates pair work, group activities, and role-plays to promote interaction.
- There was a marked improvement in her ability to use appropriate pronunciation, stress, and intonation.
- She uses a variety of materials — worksheets, audio-visual resources, and grammar games — to support student learning.
- She rated her English language proficiency as improving from 6 (before training) to 9 (after training) on a 10-point scale.
- She rated her teaching ability as improving from 8 (before) to 9 (after) on the same scale.

Challenges identified by the Teacher:

- Heavy workload and shortage of English teachers.
- Lack of English-speaking environment at home and school.
- Limited parental support for English learning.
- Focus on syllabus completion and exam preparation limits time for innovative activities.

4. Overall Analysis

The combined analysis from Tools 1, 2, and 3 reveals the following:

- Student proficiency: Students performed well in basic grammar and oral comprehension but need more support in expressive writing and speaking.
- Teacher implementation: The CELT-trained teacher demonstrated effective classroom strategies, strong language use, and confidence.
- Training impact: The CELT programme has had a positive impact on teacher performance, motivation, and classroom practices.
- Challenges: Systemic issues such as workload, exam-oriented teaching, and lack of linguistic environment limit the full implementation of CELT strategies.

1. Other innovative practices you have implemented in your classroom after attending the RIE training:

- Provide more opportunities to speak in English in the school activities, such as morning assembly, club activities, anchoring in school function, give commands in physical activities.
- Provide them more dialogues, roleplays, reading story books
- Make them to read news paper articles
- Make them to byheart the poems in different tunes
- Take the support from other subject teachers by integrating English in other subjects
- Lesson through PPT

Part – B

DISCUSSION AND FINDINGS

The classroom observation and data analysis revealed that Mrs. Bharati M. Shetty, the CELT-trained English teacher at Karnataka Public School, Santeguli, demonstrated a high level of professionalism and commitment to her teaching. She was well-prepared, enthusiastic, and confident in delivering her lesson. Her classroom interaction was student-centred, and she effectively used digital Teaching-Learning Materials (TLMs) and activity-based strategies to sustain learner engagement.

The lesson observed focused on Grammar - Framing Questions. The teacher employed interactive questioning, PowerPoint presentations, and examples from students' real-life contexts to make the lesson relatable. Although the topic was extensive and could not be completed within the allotted period, the teaching process clearly reflected the teacher's competence and understanding of CELT methodologies.

During interaction with students, it was evident that while they could respond to factual and guided questions confidently, they struggled to express themselves fluently in English. Many made minor grammatical errors, particularly in subject-verb agreement and sentence construction. The students' hesitation in speaking English stemmed from a lack of exposure to English outside the classroom and the absence of an English-speaking environment at home and school.

Despite these challenges, the teacher has been making commendable efforts to enrich her classroom environment. She regularly uses innovative techniques, such as role-plays, group discussions, and language games, to build students' confidence in speaking. Her dedication, creativity, and resourcefulness make her an invaluable asset to the school.

However, she also reported difficulties due to heavy workload, being the only English teacher responsible for both Kannada and Urdu medium sections in grades 9 and 10. Additionally, the guest teacher handling grade 8 English lacked formal training, which further constrained systematic implementation of CELT methodologies across grades.

The teacher's enthusiasm and competence could make her a potential resource person for ELT programmes at the DIET level. With further institutional support and encouragement, she can

contribute significantly to mentoring other teachers in implementing learner-centred English teaching.

CONCLUSION

The study clearly shows that the CELT programme has had a positive and measurable impact on teacher performance and classroom practices. The trained teacher demonstrated enhanced fluency in English, improved pedagogical skills, and greater confidence in using activity-based approaches. Her efforts to motivate students and create an interactive English classroom are noteworthy.

Students, too, showed improvement in their grammar, vocabulary, and comprehension, though their performance in extended writing and speaking tasks indicates the need for more exposure and guided practice.

Nevertheless, systemic and contextual challenges—such as shortage of teachers, workload, exam-driven teaching culture, and lack of English-speaking environments—continue to affect the full realization of CELT’s objectives.

For the CELT training to have sustained impact, continuous follow-up, mentoring, and school-level support are essential. Teachers require not just training but also a supportive ecosystem that encourages experimentation, collaboration, and reflection on classroom practices.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are proposed:

1. Strengthen Post-Training Support:

Regular mentoring and follow-up visits by RIESI and DIET faculty should be institutionalized to ensure that CELT methodologies are effectively implemented in classrooms.

2. Empower Supervisory Staff:

BRPs, CRPs, and other supervisory officers should receive specific orientation in English classroom observation and feedback techniques, so that monitoring visits contribute to pedagogical improvement rather than administrative checking.

3. Encourage Peer Collaboration:

CELT-trained teachers should be encouraged to form peer learning circles or English clubs at the cluster or block level to share materials, strategies, and challenges.

4. Address Teacher Workload:

Additional English teachers or part-time resource persons should be appointed in schools where one teacher handles multiple mediums and grades, to ensure quality instruction.

5. Create English-Rich Environments:

Schools should actively promote English communication through morning assemblies, club activities, storytelling sessions, and reading corners to provide students with more opportunities to use English in real contexts.

6. Integrate Innovative Pedagogies:

CELT strategies such as pair work, group activities, role-play, dramatization, and project-based learning should be incorporated into the lesson plans and assessment practices.

7. Provide Digital Resources:

Teachers should be supported with access to audio-visual materials, online ELT resources, and ICT tools to make English learning engaging and contemporary.

OVERALL REMARKS

The CELT programme has succeeded in empowering teachers with modern pedagogical approaches and renewed enthusiasm for teaching English. The observed teacher's performance, reflective thinking, and classroom innovation are strong indicators of CELT's success.

However, to sustain this momentum, systemic support, monitoring, and ongoing professional development are crucial. With proper institutional backing, teachers like Mrs. Bharati Shetty can lead the transformation of English classrooms in government schools—making English learning more interactive, inclusive, and meaningful.



VID-20240215-WA0020.mp4

Santeguli School 1



Bharati Santeguli self introduction.mp4



Chapter 8

District Institute of Education and Training (DIET), Mandya District

School Visited: Government High School, Kallahalli, Mandya

Date of Visit: 20 February 2024

District Resource Team (DRT) – Mandya:

1. Dr. Nandisha B.V – Nodal Officer & Lecturer, DIET Mandya
2. Mr. Nagaraju B.N – Subject Inspector, DDPI Office, Mandya
3. Mr. Lokesh M.V – Assistant Master, GJC Stone Building, Mandya
4. Mr. Mohana M.T – BRP, BRC North Range, Mandya
5. Mr. Chandranna – BRP, BRC K.R. Pet
6. Mr. Raghu T.R – BRP, BRC South Range, Mandya
7. Mr. Puttaswamy H.C – BRP, BRC South Range, Mandya
8. Miss Noor Sabha – Assistant Master, GUHPS Sadath Nagar, Mandya

ABSTRACT

The District Resource Team (DRT) of Mandya visited *Government High School, Kallahalli* on 20 February 2024 to review the effectiveness of the Certificate in English Language Teaching (CELT) training attended by Mr. Dushyanth Kumar, a promoted English teacher.

The DRT observed a Grade 9 English class on *Degrees of Comparison*, evaluated through the RIESI-designed Observation Schedule (Tool 2), Student Response Sheet (Tool 1), and Classroom Implementation Study (Tool 3).

Findings reveal that the teacher effectively adopted CELT principles in classroom practice, using “appropriate micro-skills, examples, illustrations, activities, and TLMs.” Student performance reflected moderate proficiency, with strong oral responses but weaker writing and reading comprehension. The teacher’s self-assessment showed a marked improvement in language confidence and pedagogy post-training.

Overall, the DRT concluded that CELT training has strengthened teacher competence and improved classroom processes, though continued mentoring and support are needed to enhance students’ English proficiency.

1. INTRODUCTION AND BACKGROUND

The Certificate in English Language Teaching (CELT) is a 30-day professional development programme designed by RIESI Bengaluru for primary and secondary government school teachers across Karnataka. The Mandya DRT visit to *GHS Kallahalli* aimed to evaluate how effectively the training has been implemented in classroom practice and its impact on students.

School Profile:

- Year of Establishment: 2006 (Co-educational)
- Classes: VIII–X
- Medium of Instruction: Kannada

- Teachers: 8 (4 promoted from primary schools)
- Headmaster: Sri K. Krishna

The school has six classrooms (four old and two new, under construction), separate toilets, and a school kitchen under renovation.

Selection Rationale:

The school was selected because Mr. Dushyanth Kumar, a promoted English teacher, completed CELT training at RIESI, Bengaluru. The study aimed to “review the implementation of CELT training in classroom transaction, teacher skills in conducting language games, and use of authentic materials.”

2. RESEARCH DESIGN AND METHODOLOGY

Research Type:

Qualitative and descriptive (case-study approach).

Objectives:

1. To assess whether the teacher is adopting CELT-based approaches and methods in teaching English.
2. To examine the teacher’s confidence in using English communicatively.
3. To evaluate the teacher’s understanding of language skills (LSRW).
4. To analyze classroom practices in terms of interaction, TLM use, and language environment.
5. To document teacher self-reflection on CELT implementation.

Sample Population:

- Grade 9 students (15 selected out of 23)
- Teacher observed: Mr. Dushyanth Kumar (D.Ed, M.A, B.Ed – CELT-trained)

Tools Used:

1. Tool 1 – Student Response Sheet (25 marks)
2. Tool 2 – Classroom Observation Schedule (100 marks)
3. Tool 3 – Classroom Implementation Study (Teacher Self-assessment)

Data were collected through observation, interviews, and student testing.

3. TOOL 1 – STUDENT RESPONSE SHEET

Structure:

- Part A: Oral (10 marks) – 6 questions assessing pronunciation, vocabulary, and fluency.
- Part B: Written (15 marks) – picture description, grammar, spelling, and sentence rearrangement.

Findings:

- Students performed well in oral responses, scoring 100% in the first three oral questions.
- Reading fluency (Question 6, 3 marks) scored a total of 28 points, showing moderate ability.
- In writing, the picture description (5 marks) averaged 39%.
- For grammar, 67% correctly identified verbs, while 47% identified adjectives.
- Dictation and spelling accuracy averaged 50%.
- Rearranging sentences showed mixed results: 87% correct for Q15, 60% for Q16, and 33% for Q17.

Extract from document:

“Overall for a maximum score of 375 for the sample of 15 students, the total collective marks is 233, leading to a percentage of 62.13%.”

Summary:

Students demonstrated strong oral comprehension and participation but needed improvement in written expression, grammar, and vocabulary.

4. TOOL 2 – CLASSROOM OBSERVATION SCHEDULE

Lesson Observed: *Degrees of Comparison*

Duration: 45 minutes

Observation Scores:

Component	Maximum Marks	Score	Remarks
Teacher Talk	25	17	“Teacher fluency and interaction were very good; concept was well presented.”
Student Talk	20	14	“Students interacted and followed instructions; confidence evident though talk time limited.”
Innovative Strategies	20	13	“Used big book for story narration and personal examples (gold ring) for adjectives.”
Content Knowledge	15	12	“Thorough preparation and relatable examples; lesson plan based on CELT template.”
Classroom Process & Evaluation	20	11	“Live class; group work and probing questions with feedback.”
Total	100	67	Above Average

Extract from document:

“The classroom was live and students were interacting with teacher and peers freely. The DRT noted that teacher talk was dominating, but the class tried to reach expected outcomes.”

Summary:

The teacher effectively applied CELT strategies using contextual examples and interactive activities. However, student talk time needs improvement.

5. TOOL 3 – CLASSROOM IMPLEMENTATION STUDY (Teacher Interview & Self-assessment)

Teacher: Mr. Dushyanth Kumar

Focus: Interest, Attitude, Language Use, and Classroom Implementation

Key Observations:

- “Before CELT training, the teacher was interested but not involved in professional development. After training, he is actively participating and has gained recognition in his Block.”
- Confidence in using English improved significantly—from 6/10 before training to 8/10 after training.
- “Teacher adopted innovative methods like language games, storytelling, and group activities.”
- Identified difficulties: “Students lack fluency, sentence framing ability, and vocabulary.”
- Expressed interest in receiving further training on phonetics.

Extract from document:

“He claims that after the training, he has gained recognition in his Block. His confidence in speaking English and using functional grammar has moved to a great extent.”

Summary:

The teacher’s reflective responses highlight a notable transformation in classroom pedagogy, confidence, and awareness of professional development post-CELT training.

6. DISCUSSION AND FINDINGS

- CELT training significantly enhanced the teacher’s linguistic confidence and classroom strategy use.
- Students were enthusiastic participants, particularly in oral and activity-based learning.
- The DRT noted, “*The lesson was interactive and lively, though teacher talk was slightly dominant.*”
- Both oral and written assessments indicate moderate achievement levels (overall 62.13%).
- Suggested that CELT follow-up support would further strengthen classroom practices.

7. RECOMMENDATIONS

1. Conduct follow-up CELT workshops focused on reading and writing enhancement.
2. Encourage English-speaking days and reading corners in the school.
3. Use role play, dramatization, and language games to foster student fluency.
4. Integrate technology and visual aids to improve vocabulary and listening skills.
5. DIET and RIESI should plan quarterly teacher meetings for reflection and sharing of innovative practices.

Chapter 9

District Institute of Education and Training Mangalore, Dakshina Kannada

Name of the School visited: G.P.U.C Mulki (High School Section)

Date: 28 February 2024

District Resource Team members

- Mr. Pithamber, Nodal officer, DIET, Mangalore
- Laveena Fernandies, Lecturer, CTE, Mangalore
- Anitha Shetty, CELT trained Highschool teacher
- Neetha Gatti, BRP Mangalore North
- Suchithra Shetty, Graduate Primary teacher



Abstract

This report presents a study conducted by the District Resource Team (DRT), Dakshina Kannada, to evaluate the impact of the *Certificate in English Language Teaching (CELT)* programme on classroom practices and student learning outcomes in Government P.U. College, Mulki (High School Section). The study aimed to assess the extent to which CELT training has influenced the teacher's English proficiency, pedagogical competence, and use of innovative classroom strategies, as well as the resultant improvement in students' language skills.

Using a descriptive research design, data were collected through classroom observation, student assessments, and teacher interviews. The CELT-trained teacher, Mrs. Prema R. Shetty, who has eleven years of experience, was observed teaching a lesson on phonetics to Class 8 students. The teacher displayed confidence, fluency, and effective classroom management, integrating digital tools and English-only communication. Students demonstrated enthusiasm

and basic proficiency in reading and writing but required further support in oral fluency and descriptive writing. The classroom observation scored 65 out of 100, reflecting moderate implementation of CELT principles, with room for improvement in inductive teaching methods and learner-centered activities.

Findings indicate that the CELT programme has enhanced the teacher's language skills, confidence, and understanding of LSRW-focused pedagogy. However, challenges such as time constraints, varying learner levels, and examination-oriented teaching limited full application of the training. The report concludes that regular follow-up supervision, refresher workshops, and continued professional development are essential to strengthen CELT implementation and sustain improvements in English teaching quality across government schools.

INTRODUCTION

On 28 February 2024 (Wednesday), the District Resource Team of Dakshina Kannada visited *Government P.U. College, Mulki – High School Section* to observe the implementation of CELT strategies in classroom practice.

The school, established in 1934, has a long academic tradition and once enrolled more than 2,000 students annually. Due to urbanization and the growth of private English-medium schools nearby, the present strength has reduced to 74 students. The institution continues to maintain a positive learning atmosphere with well-furnished classrooms, a large playground, and a green campus environment.

The school has a committed faculty of seven experienced teachers led by an enthusiastic Head Mistress, who ensures teamwork and high standards. The teachers strive for quality education, which has been reflected in the 100 percent SSLC result (2022–23).

The DRT team focused on assessing how the CELT-trained English teacher integrated the principles of communicative and learner-centred pedagogy into her classroom practices and how these impacted student performance in the four language skills—Listening, Speaking, Reading, and Writing (LSRW).

OBJECTIVES OF THE STUDY

The specific objectives of the study were to:

1. Identify the level of target-language efficiency in the English classroom.
2. Assess the quality of students' English-language learning.
3. Examine the limitations and challenges in students' English acquisition.
4. Evaluate the teacher's proficiency in implementing effective English-language pedagogy.
5. Understand the needs and constraints faced by the teacher in conducting English classes.
6. Compare students' performance before and after the CELT training using LSRW skill indicators.

7. Explore innovative and modern strategies for improving language learning outcomes.
8. Assess the progress achieved by students after the implementation of the CELT programme in government schools.

Population And Sample

The study was conducted at Government P.U. College, Mulki (High School Section) in Dakshina Kannada district, a school known for its consistent academic performance and a 100% SSLC result in 2022–23.

CELT-Trained Teacher Details

Name	Mrs. Prema R. Shetty
Designation	English Language Teacher
Qualification	M.A., B.Ed.
Teaching Experience	11 years
Training Attended	CELT, SSLC Result Upgradation (RIESI Bengaluru)

The school follows a composite model with classes from Grades 6 to 12. Mrs. Shetty teaches English for Grades 8 to 10.

For observation, 15 students from Grade 8 were selected. The school has a well-maintained infrastructure, a spacious playground, and a dedicated teaching faculty of seven members who work collaboratively toward academic excellence.

The DRT visit was conducted on 28 February 2024 by a five-member team led by the DIET Nodal Officer, Mr. Pithamber. The team collected qualitative and quantitative data using structured tools and personal interactions.

Data Collection Methods

The study used three main tools developed by RIESI to gather data from different stakeholders:

1. Tool 1 – Student Response Sheet:

Used to assess students' oral and written English performance through short tests.

2. Tool 2 – Classroom Observation Schedule:

Used by the DRT team to record the teacher's classroom performance, pedagogical strategies, and student participation.

3. Tool 3 – Teacher Self-Assessment Sheet:

Used to gather the teacher's reflections on her CELT training experience and its influence on classroom practice.

1. School Observation

The team observed the morning assembly, noting that instructions and news reading were conducted in English. Vocabulary enrichment activities were also part of the daily routine, reflecting the school's commitment to English exposure.

2. Teacher Interaction

An interview was conducted with the CELT-trained teacher to collect information about how the CELT training had influenced her teaching methods, particularly the use of LSRW skills and phonetic instruction.

3. Classroom Observation

A 40-minute English class for Grade 8 on the topic *Phonetics – Vowel Sounds and Symbols* was observed using Tool 2. Data were collected on teacher-student interaction, methodology, and lesson delivery.

4. Student Assessment

Fifteen students were assessed individually using Tool 1. Oral tests (10 marks) and written tests (15 marks) were administered to evaluate their listening, speaking, reading, and writing abilities.

5. School Infrastructure

The team inspected classrooms, library, headmistress's office, and facilities, noting that the school maintains a conducive learning environment with adequate space and resources.



DATA COLLECTION METHODS

1. School morning assembly observation: Commands were given in English. News reading in English by a student was good. World Science Day celebrated in the assembly. Priority was given to the English vocabulary development.



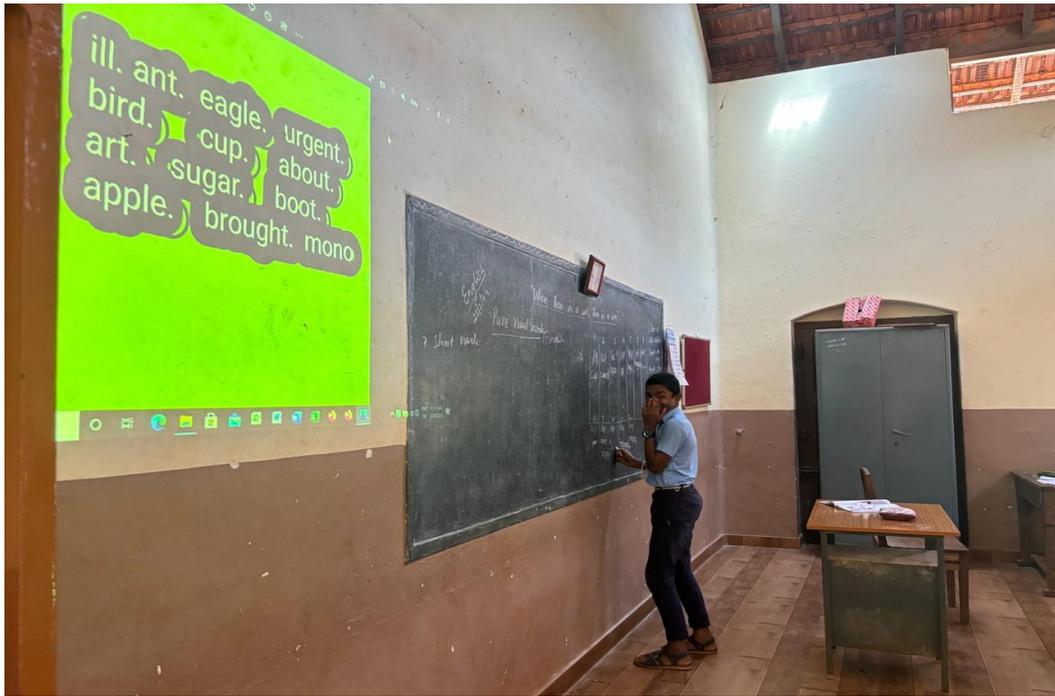
2. Interaction with the Head Mistress and teaching faculty: The teachers were briefed information regarding the visit and evaluation.



3. Interaction with the CELT trained teacher: Information collected by the CELT trained teacher through interview. Here the team gathered information regarding the usage and adaptation of LSRW skills in her English class.



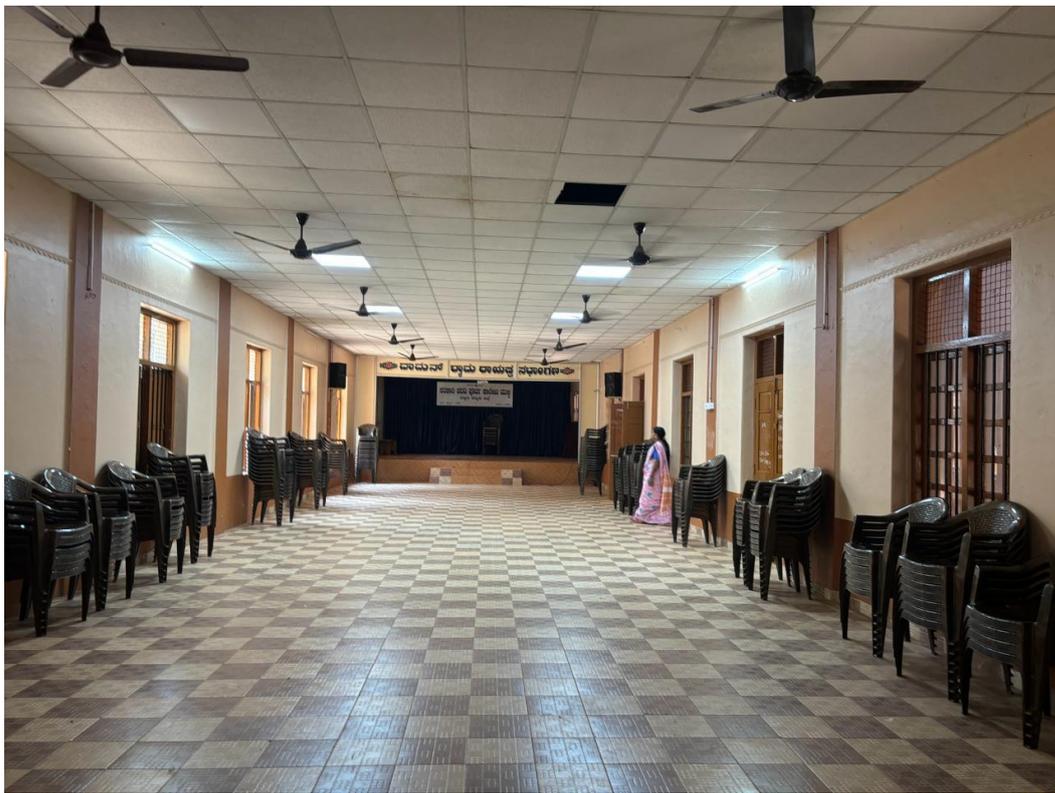
4. Class Observation: An English class of 40 minutes for 8th class students was observed by the team. Mrs. Prema Shetty carried out her class with the grammatical topic on Phonetics – Vowel Sounds and Its Symbols.



5. Student Assessment: The students were assessed with the help of tool 1. [Students Response Sheet]. 15 Students were selected randomly and personal oral test for 10 marks was conducted. Then written responses were elicited for 15 marks.



6. School Observation: The team moved around the large school building, classes, principal chamber, library, primary section, other classes, the hall and noted the infrastructural facilities in the school.



DATA PRESENTATION, ANALYSIS AND FINDINGS

The data were collected using three tools:

- Tool 1 – Student Response Sheet (Oral and Written Tests)

- Tool 2 – Classroom Observation Schedule
- Tool 3 – Teacher Self-Assessment Sheet (Interview)

The analysis combines both quantitative and qualitative findings, reflecting the teacher’s classroom performance, students’ English proficiency, and the impact of CELT training on teaching practices.

1. TOOL 2 – CLASSROOM OBSERVATION

An English class on *Phonetics – Vowel Sounds and Symbols* was observed for 40 minutes in Grade 8. The teacher, Mrs. Prema R. Shetty, conducted the session using PowerPoint presentations, audio-visual aids, and direct instruction.

Observation Details

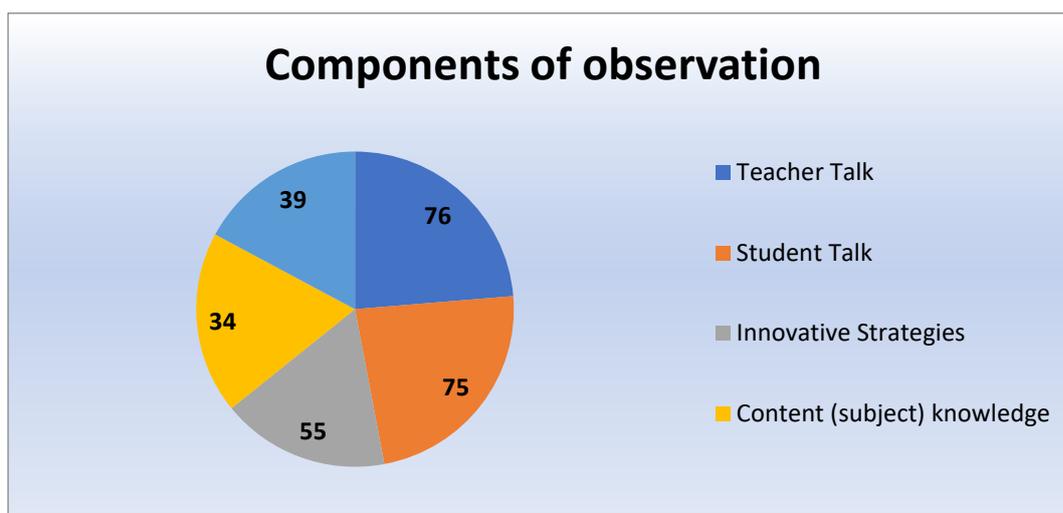
School G.P.U. College, Mulki (High School Section)
 Teacher Mrs. Prema R. Shetty
 Subject English
 Class Observed 8th Grade
 Unit Phonetics – Vowel Sounds and Symbols
 Date of Observation 28 February 2024

Sl. No.	Components of observation	Maximum marks	Marks obtained	Total
1	Teacher Talk			
	1. Ability to use English fluently and appropriately	5	4	4
	2. Ability to interact with students	5	4	4
	3. Ability to ask questions, give instructions and elicit responses.	5	4	4
	4. Ability to check the understanding of the students and motivate them.	5	4	4
	5. Ability to begin and end a lesson	5	3	3
2.	Student Talk			
	1. Ability to interact with the teacher, peer group, share their ideas using simple English	5	4	4
	2. Ability to follow instructions and respond accordingly	5	4	4

	3. Ability to ask questions and respond to teachers' questions	5	4	4
	4. Students' level of confidence and involvement in the classroom process	5	3	3
3.	Innovative Strategies			
	1. Ability to use TLMs, audio/video resources that are appropriate to the teaching concepts/create English atmosphere	5	3	3
	2. Ability to use language games, rhymes, stories, warm up activities and any other strategies to make the class lively	5	3	3
	3. Ability to involve all children through pair, group, individual and whole class activities	5	3	3
	4. Ability to plan the lesson incorporating useful and effective activities based on learning outcomes	5	2	2
4.	Content (subject) knowledge			
	1. Teacher is thorough with the content (subject/lesson/poem)	5	4	4
	2. Teacher preparation and efforts are visible	5	2	2
	3. Ability to transact the content	5	3	3
4.	Classroom process/Evaluation			
	Ability to involve students in peer and group work	5	3	3
	Ability to pay individual attention and follow inclusive practices (involving all types of learners)	5	4	4
	Variety used in evaluation techniques	5	2	2

	Strategies used to give feedback, correct students' errors	5	2	2
	Total Marks	100	65	65

SL.No	Components of observation	Maximum Marks	Obtained Marks	Percentage
1	Teacher Talk	25	19	76
2	Student Talk	20	15	75
3	Innovative Strategies	20	11	55
4	Content (Subject) Knowledge	15	9	60
5	Classroom process/Evaluation	20	11	55
		100	65	65



Interpretation

The teacher displayed fluency in English, confidence in her subject, and clear lesson planning. She effectively used digital tools and maintained a student-centred approach. However, she relied on the direct, rule-based method to introduce vowel symbols, rather than the inductive approach recommended in CELT training. Although this helped slow learners grasp basic concepts, it limited opportunities for creative student interaction.

Students showed enthusiasm in identifying sounds and symbols but faced difficulty applying them in spoken contexts. The class demonstrated that grammar and phonetics teaching become

more effective when contextualized through examples, games, and inductive activities—core principles of CELT methodology.

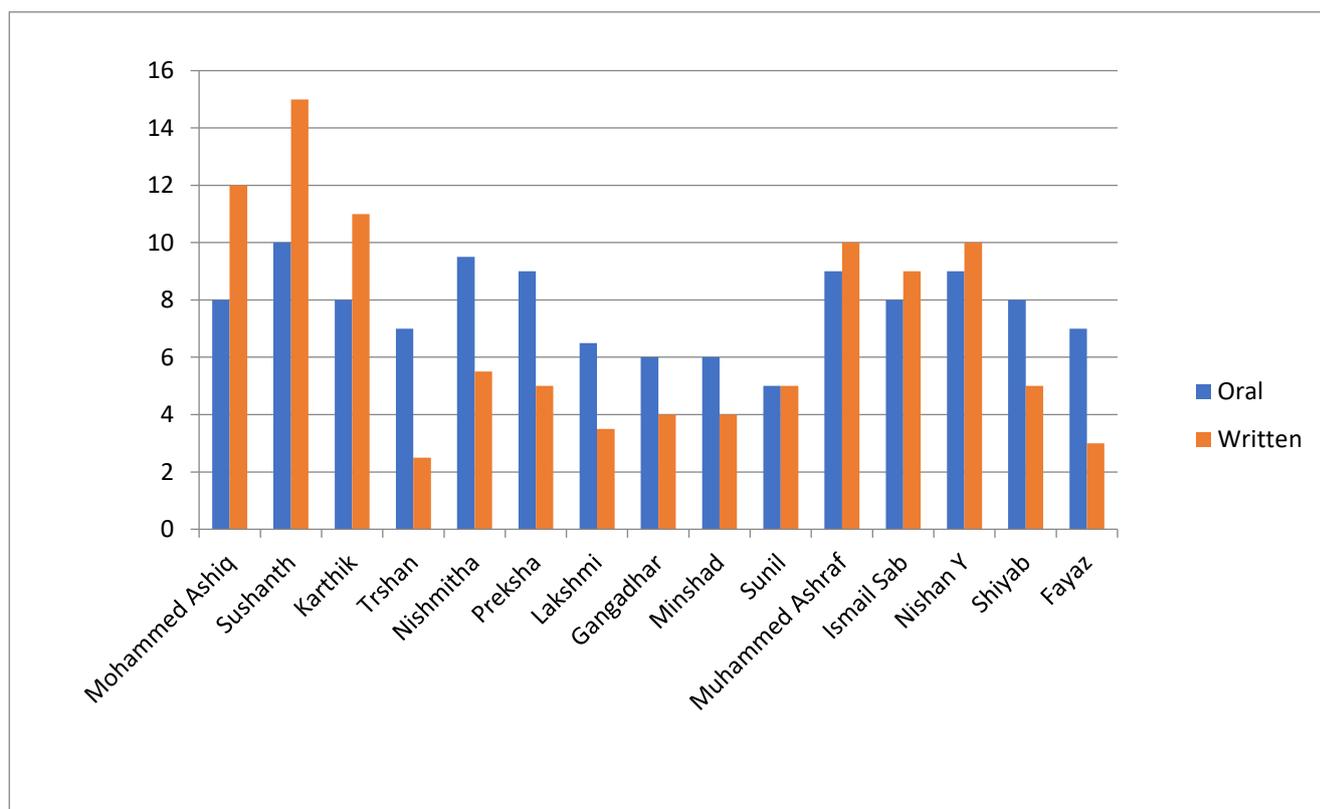
TOOL 1 – STUDENT PERFORMANCE ASSESSMENT

The DRT team conducted oral and written assessments for 15 randomly selected students to evaluate their LSRW skills. Oral tests focused on speaking and listening, while written tasks assessed grammar, sentence construction, and creative writing.

The scores are as follows:

SL NO	NAMES	ORAL	WRITING	OBTAIN MARKS
1	Mohammed Ashiq	8	12	20
2	Sushanth	10	15	25
3	Karthik	8	11	19
4	Thrshan	7	3	10
5	Nishmiths	9	5	14
6	Preksha	9	4	13
7	Lakshmi	7	3	10
8	Gangadhar	6	4	12
9	Minshad	6	4	10
10	Sunil	5	5	10
11	Muhammed Asraf	9	10	19
12	Ismail Sab	8	9	17
13	Nishan	9	10	19
14	Shiyab	8	5	13
15	Fayaz	7	3	10

STUDENT'S RESPONSE SHEET BARGRAPH



Interpretation

The assessment results indicate significant variation in student performance.

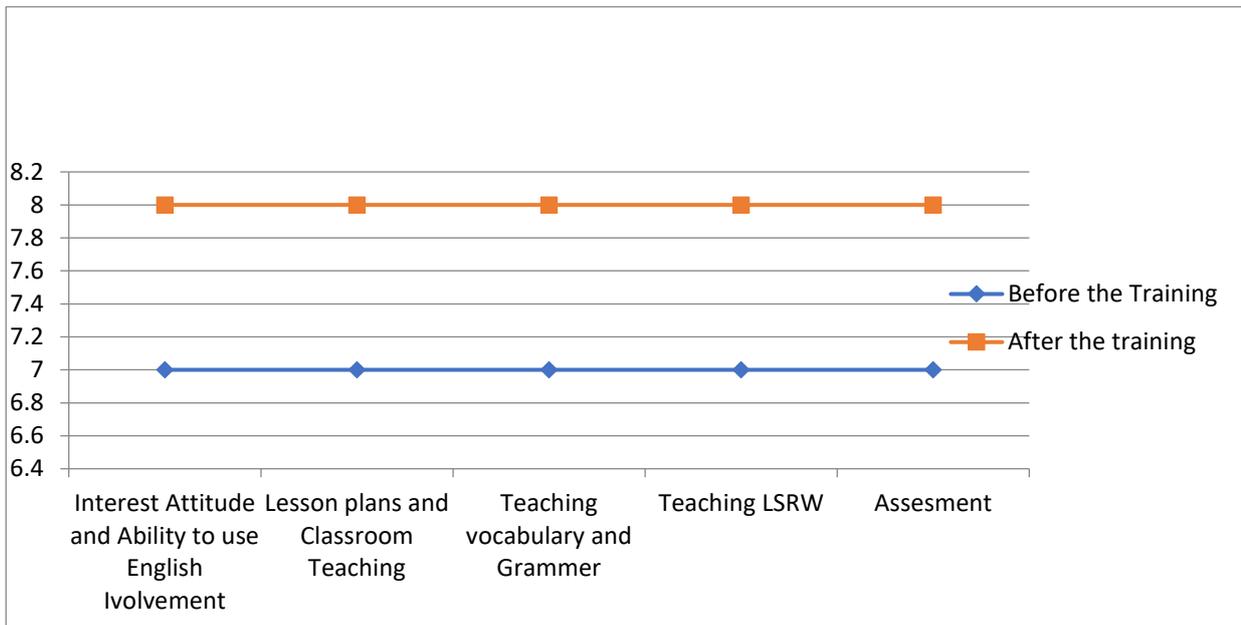
- Most students scored between 12 and 20 marks, demonstrating moderate proficiency in basic oral and written communication.
- Students showed strong reading skills and clear handwriting, though a few made spelling and grammatical errors.
- Speaking and writing emerged as the weaker skills—students could understand questions but struggled to frame grammatically correct responses.
- Students exhibited good comprehension but lacked confidence and exposure to English conversation.

The findings emphasize the need for regular spoken English activities, phonetic practice, and creative writing exercises to develop both fluency and accuracy.

TOOL 3 – TEACHER SELF-ASSESSMENT (INTERVIEW)

An interview was conducted with Mrs. Prema R. Shetty, the CELT-trained English teacher, after the classroom observation.

GRAPH OF TEACHER INTERVIEW



Key Observations

- The teacher reported increased confidence in using English after CELT training.
- She consistently integrates pair work, group activities, and LSRW tasks into her lessons.
- CELT improved her understanding of phonetics, pronunciation, stress, and rhythm.
- She appreciated the grammar teaching techniques introduced in CELT, describing them as easy and practical for classroom use.
- She acknowledged difficulties in applying all CELT strategies due to time constraints, students' low English proficiency, and workload.
- She expressed strong motivation to continue using learner-centred approaches and to attend refresher training for further skill development.

Interpretation

The self-assessment confirmed that CELT has had a transformative effect on the teacher's language competence, pedagogy, and motivation. She reported greater confidence and an increased sense of professional responsibility. However, systemic challenges—such as mixed learner levels, exam pressure, and limited English exposure—continue to affect the full implementation of CELT strategies.

Summary of Findings

Aspect	Key Findings
Student Learning	Students show satisfactory grammar and reading skills but need more support in speaking and creative writing.
Teacher Performance	The CELT-trained teacher demonstrates fluency, confidence, and digital competence but requires continuous support for differentiated teaching.

Aspect	Key Findings
Classroom Practice	Learner participation is moderate; activities need to be more varied and inductive.
Training Impact	CELT has positively influenced classroom teaching and teacher confidence.
Challenges	Limited English-speaking environment, time constraints, and lack of supplementary materials.

DISCUSSION

The classroom observation and data analysis revealed that Mrs. Prema R. Shetty, the CELT-trained English teacher at Government P.U. College, Mulki, demonstrated commendable proficiency and professional commitment. Her lesson on *Phonetics – Vowel Sounds and Symbols* was well-structured, interactive, and supported by digital resources.

She displayed effective classroom management and used student-friendly techniques to engage learners in identifying phonetic symbols. The students showed enthusiasm and willingness to participate, reflecting a positive classroom atmosphere. However, the lesson was largely teacher-led and focused on direct instruction, with limited opportunities for student discovery or collaborative learning. This indicates a partial shift toward CELT methodology but not yet its full realization.

The teacher's English was fluent and accurate, demonstrating the linguistic gains achieved through CELT training. Yet, the classroom observation suggested that students' speaking and listening skills lagged behind their reading and grammar abilities. Many students hesitated to use English spontaneously, indicating the need for regular oral practice and exposure beyond the textbook.

The study also revealed contextual constraints—limited time, low student proficiency, exam pressures, and absence of a school-wide English environment—that restrict the application of CELT strategies in their entirety. Despite these challenges, the teacher's confidence, commitment, and creativity were clearly visible.

The DRT team noted that CELT's influence was evident not only in the teacher's language use but also in her awareness of learner diversity and her efforts to make lessons engaging and inclusive.

CONCLUSION

The Certificate Course in English Language Teaching (CELT) has had a significant positive impact on the professional competence of English teachers in Dakshina Kannada. The case study of Mrs. Prema Shetty demonstrates how CELT fosters teacher confidence, communicative fluency, and improved classroom practices.

The students' performance analysis further confirms that while they have achieved reasonable proficiency in grammar, reading, and comprehension, they continue to struggle with speaking and writing fluently. This underlines the importance of sustained practice and guided exposure to English.

The CELT-trained teacher's classroom approach reflected clear gains in the use of activity-based learning, use of digital tools, and confidence in communication. However, systemic issues such as teacher workload, exam-oriented pedagogy, and lack of authentic English use outside the classroom continue to limit the full potential of CELT methodologies.

The overall findings indicate that the CELT programme has laid a strong foundation for teacher empowerment, but its long-term success depends on continuous institutional support, regular follow-up, and the creation of English-rich environments in schools.

RECOMMENDATIONS

Based on the observations and analysis, the following recommendations are proposed to strengthen the impact of CELT and enhance English language learning outcomes in schools:

1. **Strengthen Post-Training Support:**

Regular follow-up and mentoring by DIET and RIESI faculty should be institutionalized to help teachers implement CELT methodologies effectively in their classrooms.

2. **Encourage Collaborative Practice:**

CELT-trained teachers should form peer learning circles at the block or cluster level to share classroom strategies, lesson plans, and best practices.

3. **Integrate English Across the Curriculum:**

Schools should promote English usage in morning assemblies, notices, and co-curricular activities to help students gain natural exposure to the language.

4. **Provide Refresher Courses:**

RIESI and DSERT should organize short refresher programmes focusing on advanced pedagogical strategies, classroom communication, and phonetics practice.

5. **Ensure Contextual Adaptation:**

Teachers should be encouraged to adapt CELT techniques to suit the linguistic and cultural contexts of their learners while maintaining the learner-centred focus.

6. **Reduce Teacher Workload:**

Schools with multiple mediums or sections should have additional English teachers or guest faculty to ensure quality teaching and adequate learner attention.

7. **Promote Digital Literacy:**

Teachers should be given access to ICT-based tools, digital learning platforms, and audio-visual materials to make English teaching more interactive and engaging.

8. Empower Supervisory Staff:

BRPs, CRPs, and academic coordinators should be oriented on CELT classroom observation frameworks so they can provide constructive academic feedback during school visits.

OVERALL REMARKS

The CELT programme has emerged as one of the most effective professional development initiatives for English teachers in Karnataka. The training has not only enhanced teachers' linguistic competence but has also reshaped their classroom practices and professional identity.

The observation of Mrs. Prema R. Shetty's class stands as evidence of CELT's success in building confidence and communicative ability among teachers. However, sustained follow-up, supportive supervision, and continuous engagement with trained teachers are essential to maintain this momentum.

With the collaborative efforts of RIESI, DSERT, DIETs, and the DRT network, Karnataka can continue to nurture a community of reflective, competent, and confident English teachers capable of transforming government classrooms into vibrant spaces for language learning.

Videos links

<https://drive.google.com/file/d/12IVVLkWtJ2IuJF8rYDnROvfJerQS2SXM/view?usp=sharing>

<https://drive.google.com/file/d/15JIQgPCrC5pCuXCq8j93CYQgNWQ8501f/view?usp=sharing>

https://drive.google.com/file/d/1-pYY4DqtzeX544_F3fYHOJ5rmb2XetMC/view?usp=sharing

https://drive.google.com/file/d/1Qa3SCfVYFajM-h9auTmQXJ7Yb_IJwB_1/view?usp=sharing

<https://drive.google.com/file/d/1uGXROaCvpF4evvZbprs31iff9sOQCtjD/view?usp=sharing>

https://drive.google.com/file/d/1wYp5_YAmmepaGeFJgKTEa23-vI8Grkkn/view?usp=sharing

Chapter 10

District Institute of Education and Training (DIET), Raichur

School Visited: Government High School, Rodalabanda, Lingasugur Taluk, Raichur District
Date of Visit: 14 February 2024

District Resource Team (DRT), Raichur:

1. Arifa Tabassum – Lecturer, DIET Yeramarus
2. Martin Amal Raj – Headmaster, GHS Pamankallur
3. Siddalingeshwar – BRP (High School), Manvi
4. Lakshamma N. – Assistant Teacher, GHS Madlapur
5. Arunkumar – CRP, Kyadigera, Deodurga
6. Sudha – Assistant Teacher, Kyadiradoddi, Deodurga
7. Mainuddin – BRP, Sindhanur

ABSTRACT

This study reviewed the implementation of the Certificate in English Language Teaching (CELT) programme conducted by the Regional Institute of English South India (RIESI), Bengaluru, for English teachers in government schools.

The District Resource Team (DRT) Raichur visited *Government High School, Rodalabanda* to evaluate the classroom impact of the CELT training on the teaching–learning process. The team observed classroom transactions, conducted oral and written assessments of students, and interviewed the CELT-trained teacher.

Findings revealed that CELT training enhanced teachers’ confidence, communication skills, and professional competence. Students showed enthusiasm toward English learning but needed improvement in grammar and sentence construction. While teachers demonstrated improved fluency and awareness of LSRW skills, some gaps remained in practical classroom implementation due to contextual challenges.

“It has been observed that the trainings have enhanced the professional skills of the teachers and empowered them. They are comparatively more confident than before.”

BACKGROUND AND CONTEXT

Raichur district, located in the Hyderabad-Karnataka region, is linguistically diverse and largely dominated by Telugu and Urdu-speaking populations. The DRT selected *Government High School, Rodalabanda* to study the impact of CELT training on English teaching and student learning outcomes.

The school, established in 2019, has 155 students and 7 teachers. The infrastructure is satisfactory, with well-furnished classrooms. However, the report notes that “*toilets for girls exist but are not in good condition.*”

Class Strength (2023–24):

Class Boys & Girls Enrolled

8 55

9 62

10 38

Total 155

The CELT-trained teacher at the school, Mrs. Saritha J, was the focus of this study. She has 19 years of total teaching experience, including 16 years in primary school and 3 years in high school.

OBJECTIVES OF THE STUDY

1. To assess teachers' ability to communicate in English clearly and effectively.
2. To evaluate classroom improvements after CELT training.
3. To assess students' English learning proficiency.
4. To identify challenges in English language teaching and learning.
5. To evaluate the development of LSRW skills among students.
6. To examine the use of modern and easy methods in classroom teaching.
7. To understand the level of peer and institutional support for CELT-trained teachers.
8. To identify further training needs for CELT participants.

RESEARCH DESIGN AND METHODOLOGY

Type of Study: Descriptive and qualitative research.

Data Collection Tools:

1. Tool 1: Student Response Sheet (Oral & Written Test)
2. Tool 2: Classroom Observation Schedule
3. Tool 3: Teacher Interview

Sample:

- 10 students randomly selected from Class 9.
- One CELT-trained teacher (Mrs. Saritha J, M.A., B.Ed.).

Data were collected through observation, interviews, and performance-based assessments.

TOOL 1 – STUDENT RESPONSE SHEET ANALYSIS

Sl. No.	Student Name	Oral (10)	Written (15)	Total (25)
1	Siddanna	7	4	11
2	Devaraj D	8	5	13
3	Shahista	8	3	11
4	Bhagyamma	8	5	13

Sl. No.	Student Name	Oral (10)	Written (15)	Total (25)
5	Ambika S	9	7	16
6	Shivakumar	6	2	8
7	Mahesh	8	4	12
8	Durugappa	8	6	14
9	Rangamma	8	3	11
10	Ambika	8	4	12

Analysis:

- Students' oral communication skills were moderate, with better reading ability than grammatical accuracy.
- Written responses revealed weak sentence formation and limited vocabulary.
- *"Every student tried to write description in words not in sentences. They were struggling to make a correct sentence."*
- Students' interest in English learning was evident, though they needed more opportunities for speaking and creative writing.

"The students' handwriting is good, but they made many spelling mistakes."

Summary:

Students showed interest and enthusiasm but required improvement in grammar, vocabulary, and spoken fluency.

TOOL 2 – CLASSROOM OBSERVATION ANALYSIS

Teacher Observed: Mrs. Saritha J (CELТ-trained)

Class Observed: IX

Lesson: Parts of Speech – *Noun*

Component	Max Marks	Marks Obtained
Teacher Talk	25	22
Student Talk	20	16
Innovative Strategies	20	19
Content Knowledge	15	13
Classroom Process & Evaluation	20	18
Total	100	88

Observation Summary:

- The teacher conducted a grammar-based class using interactive methods.
- English was used fluently for instructions and questioning.
- Lesson planning and preparation were visible and thorough.
- Student interaction was limited to a small group.
- Classroom charts and English displays were missing.
- The teacher mainly used direct instruction methods rather than CELТ's activity-based approaches.

“Teacher was fluent and confident, but failed to fully implement CELT training objectives in the classroom.”

Interpretation:

The lesson was organized and interactive, but CELT strategies such as indirect learning, contextual grammar, and peer engagement need stronger integration.

TOOL 3 – TEACHER INTERVIEW ANALYSIS

The DRT conducted a post-observation interview with Mrs. Saritha J to understand her perceptions of CELT training.

Key Findings:

- The teacher reported improved confidence and fluency in English after CELT.
- *“According to her opinion, she improved her way of teaching with more focus on LSRW skills.”*
- Phonetics sessions helped improve pronunciation and oral instruction.
- She found CELT grammar modules “wonderful” and easy to apply.
- Implementation gaps were attributed to students’ weak foundational skills and time constraints.
- Some CELT objectives, such as reading logs and story writing, were not implemented due to workload and scheduling challenges.
- The teacher expressed interest in future CELT refresher courses.

DISCUSSION AND FINDINGS

1. CELT training increased teacher confidence and language proficiency.
2. The teacher’s classroom was learner-centered, but CELT practices were only partially implemented.
3. Students were eager and enthusiastic learners but required more exposure and speaking opportunities.
4. The use of teaching aids and technology was limited.
5. The DRT recommended more interactive grammar and speaking activities to build fluency.

“Students were very enthusiastic in learning activities and interacted well with the DRT team.”

RECOMMENDATIONS

1. Conduct refresher CELT training for previously trained teachers.
2. Encourage monthly supervision and mentoring visits to support CELT-trained teachers.
3. Introduce content-based materials alongside skills-based modules.
4. Strengthen digital infrastructure and promote the use of audio-visual tools.
5. Organize peer observation cycles among CELT-trained teachers to share strategies.

CONCLUSION

The DRT concluded that CELT training improved teachers' linguistic competence, pedagogical awareness, and motivation. However, the translation of training outcomes into classroom practice was inconsistent due to contextual and institutional challenges.

“Teachers are able to use some modern ways to facilitate students' learning, but proper guidance and supervision are needed for further improvement.”

It is recommended that every English teacher be provided CELT training and continuous follow-up support to sustain professional growth and enhance learning outcomes.

Chapter 11

District Institute of Education and Training (DIET), Shivamogga

School Visited: Government High School, Nidige, Shivamogga Taluk
Date of Visit: 23 February 2024

District Resource Team (DRT):

1. Mrs. Renuka – Senior Lecturer, DIET Shivamogga
2. Mrs. Vinoda Kumari H.V. – Lecturer, DIET Shivamogga
3. Mr. Asimulla Sharief – Member, DRT Shivamogga
4. Mr. Kumar Naik – Member, DRT Shivamogga
5. Mrs. Shubha – Member, DRT Shivamogga
6. Mrs. Safoorunnisa – Member, DRT Shivamogga

ABSTRACT

The District Resource Team (DRT) of Shivamogga conducted a field visit to *Government High School, Nidige* to evaluate the implementation of the Certificate in English Language Teaching (CELT) programme organized by RIESI Bengaluru.

The objective of the visit was to assess the changes in classroom methods, the teacher's professional growth, and students' language learning progress post-training. The DRT observed a live lesson, assessed students' oral and written performance, and conducted interviews with the teacher and headmaster.

Findings indicate that CELT training has had a positive impact on teacher proficiency, classroom interaction, and students' enthusiasm for English learning. Students performed well in oral and reading components but needed support in writing. The teacher demonstrated confidence, content depth, and good classroom rapport, though greater focus on writing activities was recommended.

“This visit intends to evaluate the progress of the teacher and the students after the training has been provided and to find out the result and effect of the training in the process of teaching and learning.”

INTRODUCTION AND BACKGROUND

The DRT Shivamogga visit was conducted as part of the ongoing quality assessment of schools where teachers had undergone CELT training at RIESI Bengaluru.

Nidige, located on the outskirts of Shivamogga city along NH-206, is historically significant—

“One interesting fact is that Nidige got electrification prior to Bangalore.”

The *Government High School, Nidige*, established in 1996, serves 199 students from diverse socio-economic and cultural backgrounds including SC, ST, OBC, and Banjara communities. The school boasts consistent academic success:

“Since 2007, the result has never gone below 80%. This year GHS Nidige has got 94% SSLC result.”

Infrastructure facilities include well-furnished classrooms, a science laboratory, a computer lab, a kitchen, and well-maintained washrooms. The school has received CSR support from Shahi Exports, which contributed around ₹50 lakh for development works such as new classrooms, science labs, and student bicycles.

OBJECTIVES OF THE VISIT

1. To examine how effectively CELT training has been implemented in classroom teaching.
2. To assess improvements in students’ language proficiency.
3. To evaluate the use of LSRW-based activities and ICT tools.
4. To identify gaps in teaching practices and recommend support measures.

METHODOLOGY

The DRT adopted both qualitative and quantitative methods, combining classroom observation, student assessment, and teacher interview.

Tools Used:

1. Tool 1 – Student Response Sheet (Oral, Reading, and Writing tests)
2. Tool 2 – Classroom Observation Schedule
3. Tool 3 – Classroom Implementation Study (Teacher Interview)

Fifteen students (6 boys and 9 girls) were assessed on their language performance, and a CELT-trained teacher’s lesson was observed and evaluated.

TOOL 1 – STUDENT RESPONSE SHEET

The DRT assessed 15 students in three categories: Oral (7 marks), Reading (3 marks), and Writing (15 marks), for a total of 25 marks.

Component	Observation Summary
Oral Skills	5 out of 15 students scored full marks (7/7). Students showed confidence and good pronunciation.
Reading Skills	7 students scored 3/3, showing fluency and comprehension.
Writing Skills	Only 1 student scored full marks (15/15). Many faced difficulty expressing ideas freely in writing.

“This shows that some of the students are good in oral and reading but when it comes to writing, somewhere students are failing to express freely.”

Interpretation:

- Students performed well in oral and reading tasks, reflecting confidence in pronunciation and comprehension.
- Writing skills require more focused intervention.
- Overall performance was satisfactory, with most students scoring between 15–20 marks out of 25.

TOOL 2 – CLASSROOM OBSERVATION

Teacher Observed: Mr. Shiva Shankar Belavanikoni (M.A., B.Ed.)
Class: IX English Medium
Lesson Observed: Poem – “*Gratefulness*” by Joseph T. Renaldi

Teaching Aids Used: OHP, PPT, and charts.

“The teacher engaged the students very well. Even the students seemed to be involved with interest. It was a good class but he tried to involve many topics in one class. Many spelling mistakes in the PPT were found.”

Component	Observation Summary
Teacher Talk	The teacher was fluent, confident, and used English effectively.
Student Talk	Students participated actively, answering questions with enthusiasm.
Innovative Strategies	Use of OHP and visual aids was effective in capturing attention.
Content Knowledge	The teacher demonstrated depth in subject knowledge.
Classroom Process	Lessons were interactive, but minor issues with PPT accuracy noted.

Interpretation:

The lesson was lively and well-structured. The teacher’s approach reflected CELT principles, particularly in learner engagement and activity-based teaching.

TOOL 3 – TEACHER INTERVIEW

The teacher, Mr. Shiva Shankar, shared his reflections on CELT training and its classroom implementation.

“Trainings helped me to boost my efficiency. Teacher training programme is a boon for the teachers to have a positive attitude towards his or her own profession.”

Key Observations:

- CELT training improved pronunciation, confidence, and language command.
- The teacher uses a variety of activities to encourage LSRW development.
- He effectively applies training strategies such as questioning, group discussion, and visual aids.
- Areas identified for further growth include spelling accuracy in materials and time management during lessons.

DISCUSSION AND FINDINGS

1. CELT training improved the teacher's proficiency and pedagogical confidence.
2. Students' oral and reading skills improved significantly post-training.
3. Writing continues to be the weakest skill area among students.
4. The school infrastructure and resources are exemplary, enabling effective teaching.
5. The DRT recommended continued focus on writing practice and refinement of lesson planning.

“After the visit to this school, we witnessed a clear difference in the quality before and after the orientation. Subject-oriented trainings are a must.”

CONCLUSION

The DRT concluded that CELT training has made a substantial impact on classroom teaching and student learning outcomes at *GHS Nidige*. The teacher's confidence, innovative practices, and commitment were clearly visible.

However, further skill-based refresher courses, particularly focusing on spoken English and writing enhancement, are necessary to sustain improvement.

“Finally to sum up, DRT is a very innovative concept, which really can aid the government by providing first-hand information by assessing the quality of the students and the teachers, thereby enhancing the reputation of the education system.”

RECOMMENDATIONS

1. Conduct follow-up CELT refresher training focusing on writing and ICT integration.
2. Provide ongoing mentoring to CELT-trained teachers through DRT teams.
3. Strengthen English exposure activities like language clubs and reading sessions.
4. Establish divisional RIESI centers to decentralize training access.
5. Empower DRT members to provide continuous school-level support.

Chapter 12

District Institute of Education and Training (DIET), Vijayapur

School Visited: Government Upgraded High School, Bhutanal L.T., Vijayapur Taluk
Date of Visit: 2 February 2024

District Resource Team (DRT) – Vijayapur:

1. Smt. Sujata Pujari – Senior Lecturer & Nodal Officer, DIET Vijayapur
2. Smt. S.Z. Choudhari – CRP (Urdu), Vijayapur City
3. Sri A.H. Madbhavi – Assistant Teacher, GHS Devargennur
4. Smt. Shivaleela Hatti – Assistant Teacher, HPS Atharga L.T.

ABSTRACT

The District Resource Team (DRT), Vijayapur, visited *Government Upgraded High School, Bhutanal L.T.* to study the classroom implementation and overall impact of the Certificate in English Language Teaching (CELT) training conducted by RIESI Bengaluru.

The visit aimed to observe changes in the teacher’s professional competence, teaching strategies, and student learning outcomes following CELT training. The team collected data using observation schedules, student assessments, and a teacher interview.

Findings revealed that the CELT-trained teacher, Mr. Siddaram Pujari, displayed notable improvement in confidence, fluency, and classroom interaction. The students, mostly from Tanda (tribal) backgrounds, responded positively to his teaching methods, showing enthusiasm and growing interest in English.

“Despite the linguistic challenges, the teacher succeeded in creating an English-rich classroom environment through audio, video games, worksheets, and innovative activities.”

INTRODUCTION AND BACKGROUND

The CELT programme conducted by RIESI, Bengaluru, is a 30-day in-service training aimed at developing language, professional, and pedagogical skills among government teachers. The DRT visit sought to document how CELT training translated into effective classroom practice.

Government Upgraded High School, Bhutanal L.T. was established in 2022–23 with seven teachers and a total strength of 142 students. The school is well-maintained, with three classrooms, adequate ventilation, clean toilets, and drinking water facilities.

The English teacher, Mr. Siddaram Pujari, has three years of high school teaching experience and had previously attended CELT training at RIESI Bengaluru.

“Mr. Pujari was interested in English but lacked confidence to speak fluently before CELT. The training transformed his personality and created an environment of English in the school.”

OBJECTIVES OF THE STUDY

1. To assess students' ability in English language (oral and written).
2. To evaluate the teacher's classroom management and teaching skills.
3. To assess how effectively CELT training outcomes are implemented in classroom teaching.
4. To examine teacher's professional growth after CELT training.

METHODOLOGY

Type of Study: Descriptive and qualitative.

Data Collection Tools:

1. Tool 1 – Student Response Sheet
2. Tool 2 – Classroom Observation Schedule
3. Tool 3 – Teacher Interview Sheet

Sample:

- CELT-trained teacher: *Mr. Siddaram Pujari*
- 10 randomly selected students from Class IX

Data Sources:

- Classroom observation
- Student oral and written tests
- Teacher self-reflection questionnaire

TOOL 1 – STUDENT RESPONSE SHEET

Ten students were tested on oral and written English performance.

Name	Oral Marks (10)	Written Marks (10)
Pratibha	5	4
Nisha	4	4
Sanjana	6	3
Priyanka	6	3
Vidya	6	5
Nikhita	6	2
Aryan	5	2
Aravind	5	2
Mahesh	6	3
Kartik	5	3

Findings:

- Students performed better in oral tasks than in writing.

- Several students could introduce themselves confidently in English.
- Written answers reflected comprehension but lacked grammatical accuracy.
- *“Few students are poor in expressing ideas and need help in writing simple words and comprehension.”*

Interpretation:

While fluency and comprehension skills are emerging, students require targeted support in writing and vocabulary building.

TOOL 2 – CLASSROOM OBSERVATION

Teacher: Mr. Siddaram Pujari

Class: IX

Lesson Observed: English language class (Grammar and Communication Activities)

Observation Summary:

- Teacher used English exclusively in the classroom.
- Instruction included group and peer activities, with interactive questioning.
- Audio-visual materials and worksheets were used to reinforce concepts.
- Students participated enthusiastically.
- The teacher’s speed of speech was slightly high, prompting a DRT suggestion to slow down for clarity.

“We wondered listening to the teacher’s talk in class because he completely talked in English and made students understand the language.”

Interpretation:

The teacher demonstrated clear CELT influence — fluency, innovation, and active student engagement — though pacing and scaffolding require improvement.

TOOL 3 – CLASSROOM IMPLEMENTATION STUDY (Teacher Interview)

The teacher reflected on his experience before and after CELT training using a self-assessment questionnaire.

Extracts from Interview Responses:

- *“Before CELT, I was shy to speak English; after CELT, I gained confidence and fluency.”*
- *“Now, I involve students in pair work, group activities, and use audio-visual tools.”*
- *“An English lab has been started in the school with books, stories, magazines, and games.”*
- *“Once a week, we conduct English seminars and quiz competitions where students try to speak in English.”*

Teacher's Self-Assessment Highlights:

Parameter	Before CELT	After CELT
Confidence in English	Lacked confidence	Fluent and self-assured
Pedagogical Skills	Limited methods	Innovative and activity-based
Student Engagement	Passive	Interactive and enthusiastic
Vocabulary Use	Limited	Actively expanding vocabulary
Assessment Practices	Rote-based	Oral, peer, and activity-based evaluation

“CELT training made me more confident and knowledgeable in English. I am eager to attend more such trainings.”

DISCUSSION AND FINDINGS

- CELT training led to observable transformation in teacher's fluency, confidence, and classroom strategy.
- Students were enthusiastic participants, reflecting an improving English environment.
- Tanda (tribal) students, though linguistically diverse, showed adaptability and curiosity toward English learning.
- The teacher introduced English clubs, weekly seminars, and quizzes to sustain language learning.
- Areas for further focus include writing skill development and speech pacing.

“Children are happy with his effort and way of teaching. Vocabulary and interest are showing in children.”

CONCLUSION

The DRT concluded that CELT training has significantly improved the teacher's professional competence and classroom environment.

Mr. Pujari effectively uses interactive strategies such as rhymes, games, conversations, and Total Physical Response (TPR) activities. Students' enthusiasm and responsiveness demonstrate the long-term benefits of CELT.

However, sustained progress will require ongoing mentoring and refresher training to address writing skill gaps and language exposure challenges.

“We found very good response by the school and it is so useful to justify the real impact of CELT training at the root level.”

RECOMMENDATIONS

1. Provide refresher CELT programmes focusing on writing skills.
2. Encourage English labs and weekly speaking activities in all CELT schools.
3. Conduct monthly DRT follow-up visits for mentorship and feedback.
4. Introduce microteaching sessions for peer observation and sharing of CELT strategies.
5. Ensure CELT materials and TLMs are available in every school.

Chapter 13 – Summary

Consolidated Findings from Eleven District DRT Reports on the Impact of CELT Training

1. Introduction

The one-month Certificate in English Language Teaching (CELT) programme for high school teachers conducted by RIESI Bengaluru aims to develop the linguistic, pedagogical, and professional competencies of English teachers in government and government-aided schools across Karnataka.

To assess its classroom-level impact, District Resource Teams (DRTs) were formed in the year 2023. A 06-day orientation programme was conducted for the DRT at RIESI, Bengaluru in collaboration with the DSERT. Each of the DRTs visited schools where CELT-trained teachers were teaching English.

Each DRT used a common set of tools:

- Tool 1: Student Assessment (oral and written)
- Tool 2: Classroom Observation Schedule
- Tool 3: Teacher Interview / Self-Assessment

This chapter summarises findings, highlights patterns and offers state-level recommendations for sustaining CELT's impact based on the randomly selected reports of 11 districts.

2. Major Objectives of DRT Visits

1. Assess the extent to which CELT methodologies are applied in classroom teaching.
2. Evaluate teacher proficiency and classroom language use.
3. Measure students' progress in oral and written communication.
4. Record teacher reflections and professional growth after CELT.
5. Recommend follow-up actions to institutionalise CELT outcomes.

3. Overview of DRT Findings

A. Teacher Proficiency and Pedagogical Growth

Across all the 11 districts, CELT-trained teachers displayed:

- Marked improvement in spoken English fluency, pronunciation and confidence.
- A visible shift from translation-based teaching to communicative English.
- Effective lesson planning integrating LSRW skills and real-life contexts.
- Enhanced classroom management and ability to ensure student participation.

“CELT has made teachers more fluent, resourceful and confident facilitators of English learning.”

Teachers in many districts demonstrated exceptional initiative by introducing English clubs, story-reading corners and weekly seminars. Several teachers initiated English-only zones within schools to sustain language exposure.

B. Student Learning Outcomes

Analysis of over 110 student samples (10 from each district) revealed:

- Average performance in oral + written assessments between 78 % and 83 %.
- Consistent gains in speaking and listening fluency across all districts.
- Improved comprehension and sentence construction abilities.
- Students exhibited confidence and enthusiasm while using English.
- Writing skills, though improving, remain weaker relative to oral proficiency.

“Students now speak English spontaneously and willingly — a clear sign of CELT’s success.”

In some districts, where many learners came from disadvantaged communities, the improvement in oral expression was particularly noteworthy despite limited home exposure to English.

C. Classroom Practices Observed

DRT observations confirmed that CELT principles were visible in classroom processes:

- Use of pair and group work, games, flashcards, role plays and TLMs.
- Integration of grammar in context rather than rote explanation.
- Continuous assessment through oral questioning, peer feedback and observation.

- Classrooms transformed from teacher-centred to learner-centred environments.

“CELT classrooms were vibrant spaces where students learned by doing not by memorising.”

D. Teacher Reflections and Professional Impact

Interviews revealed that teachers gained:

- Self-confidence to teach exclusively in English.
- A sense of professional identity as English educators.
- Motivation to continue self-learning and peer mentoring.

“Before CELT, I relied on translation; now, I use English confidently throughout the class.”

“CELT made me enjoy teaching again — it gave me a new classroom personality.”

Teachers in multiple districts initiated self-driven innovations like English walls, debates and poetry reading sessions.

4. Common Challenges Identified

While the DRTs documented significant progress, several recurring challenges were noted:

- Writing skills lag behind oral skills in almost all schools.
- Limited access to ICT and English TLMs, especially in rural areas.
- Some teachers require continued practice for spontaneous speech and grammar accuracy.
- Lack of structured post-training follow-up or mentoring after CELT completion.
- Heavy teaching loads often restrict time for innovative activities.

5. Best Practices Observed

1. Activity-Based Grammar: Teachers contextualised grammar through stories and games.
2. Speaking Corners: Many schools established English corners.
3. Peer Collaboration: CELT alumni shared materials and observed each other’s classes.
4. Use of Local Context: Teachers drew examples from students’ daily lives for relevance.
5. Learner Autonomy: Students assessed each other’s work and used English journals.

“Best practices demonstrated that English learning can thrive even in non-English environments when teachers model confidence and creativity.”

6. Recommendations (State-Level)

For Teachers

- Continue activity-based instruction integrating all four skills.
- Maintain English communication beyond the classroom (assemblies, clubs, notices).
- Use reflective journals to document classroom innovation.

For Schools and DIETs

- Form CELT teacher clusters for peer observation and support.
- Create English Resource Corners with dictionaries, charts and magazines.
- Celebrate “English Week” annually to sustain student motivation.

For DSERT and RIESI

- Conduct CELT Refresher Courses once every two years.
- Institutionalise DRT follow-up visits as part of continuous professional development.
- Publish a CELT Impact Compendium showcasing successful practices from districts.
- Integrate CELT principles into all pre-service and in-service English training modules.

7. Conclusion

The combined evidence from eleven districts demonstrates that CELT has had a profound and lasting impact on English teaching and learning in government schools across Karnataka.

Teachers emerged more confident, creative and communicative; students became active users of English. Schools that once relied on rote learning now nurture participation, curiosity and self-expression.

“CELT has not merely trained teachers — it has transformed classrooms.”

The DRT reports collectively affirm that sustained mentoring, refresher programmes and peer collaboration will consolidate these gains and ensure that the spirit of CELT continues to enrich English education statewide.

Annexures

Annexure 1: General Instructions

Follow-up Studies of the English Training Programmes held in Karnataka General Instructions

Dear DRT team

Study the impact of the English training programmes held in Karnataka state by visiting different schools keeping the following criteria in mind.

Duration of the school visit for this academic year (2023-24): January to March 2024 – 3 months

Number of schools to be visited: 05

Selection of schools:

1. A primary school where PDP trained teacher is teaching English
2. A school where EMTIP trained teacher is teaching
3. An English Nali-Kali section
4. A high school where a teacher promoted from primary who has undergone the 10-day Induction training in English is teaching English/or a high school where a teacher who attended the 05-day Capacity Building programme to improve SSLC results is teaching English
5. A high school or a primary school where a teacher who has attended the 30-day CELT training is handling English

Members of the DRT in each school visit: Nodal Officer from the DIET and any 2 or 3 other DRT members who have attended 06-day Orientation at RIE, Bangalore. Maximum 04 members in each school visit team.

Activities to be carried out during the visit:

1. A formal interaction with the headmaster/headmistress and other teachers in the school (15 minutes)
2. Observation of English class: 40 minutes (keep documents such as lesson plans, short audio/video recordings of the classes observed, etc)
3. Test for the students: Time – 1 hour. Minimum 10 students to be chosen randomly. Oral (10 marks) and written responses (15 marks) to be elicited. For classes 1, 2 and 3, oral could be for 15 and written responses for 10 marks.
4. Teacher interview: Interview the teacher for 15 to 20 minutes (keep audio/video recordings of the interviews)

5. Feedback (oral and written) to the Teacher and the Head master/Headmistress: 15 minutes

Writing a report: Write a school wise report and submit to DSERT and RIESI, Bangalore.

Annexure 2: Tool 1- Student Response Sheet

Programme Name: CELT high school

Tool 1: Student response sheet

Part A: Oral (10 points)

Note: Elicit students' responses orally.

1. Name of the student: -----
2. Class / standard: -----
3. Name of the school: -----
1. What is your name? (1)

2. Where do you come from? (1)

3. What is your father/mother? (1)

4. What is your ambition in life? Why do you have this ambition? (2)

5. Who is your favourite person? Why do you like him/her? (2)

6. Read the following passage aloud:

The cinema is the cheapest source of entertainment today. Millions of people see movies and enjoy them. It is a good pastime in all the places – big or small.

The cinema industry has made rapid progress after independence. In the beginning there were silent, and black and white movies. Now we are dazzled by the colours in every movie. Big posters are seen on the walls of cities and towns for advertisements. They also announce the coming movies in the city. There is always a rush before the booking windows. So the tickets are often sold in the black market or at a premium.

On the one hand the cinema is a source of entertainment. On the other it is also a source of knowledge and information. Films satisfy all the sections of people and their different tastes. There are religious movies and historical movies. They recreate the past, the old culture and lifestyle. Social films spread awareness about social evils of dowry, casteism and communal feelings. Some films expose the corruption in high places among the policemen and the citizens.

Part B: Writing (15 points)

1. Look at the picture. Write a short story or a paragraph based on the picture. (5)



Do as directed.

2. The part of speech of the underlined word is.....

The child laughed loudly.

3. Fill in the blank with the appropriate tense form of the verb given in brackets.

I _____ a letter to my brother last week (write, written, wrote).

4. Use the following word in your own sentences as a 'noun' and as a 'verb'.

Work

5. Dictation: (the Observer will dictate any 3 words)

Favourite

Railway

Noble

_____, _____, _____, _____, _____

6. Write five sentences about your daily routine (about what you do everyday) (3)

Annexure 3: Classroom Observation Schedule

TOOL-2

Observation Schedule to observe classroom interaction

Name of the School :

Name of the Teacher :

Gender : M F

Experience in teaching:

Educational Qualifications:

Training programme attended:

Subject:

Class:

Unit:

Date:

Sl. No.	Components of observation	Maximum marks	Marks obtained	Total
1.	Teacher Talk	5		
	6. Ability to use English fluently and appropriately			
	7. Ability to interact with students	5		
	8. Ability to ask questions, give instructions and elicit responses.	5		
	9. Ability to check the understanding of the students and motivate them.	5		
	10. Ability to begin and end a lesson	5		
2.	Student Talk	5		
	5. Ability to interact with the teacher, peer group, share their ideas using simple English			
	6. Ability to follow instructions and respond accordingly			
	7. Ability to ask questions and respond to teachers' questions			
	8. Students' level of confidence and involvement in the classroom process			
3.	Innovative Strategies	5		
	5. Ability to use TLMs, audio/video resources that are appropriate to the teaching concepts/create English atmosphere			
	6. Ability to use language games, rhymes, stories, warm up activities and any other strategies to make the class lively			
	7. Ability to involve all children through pair, group, individual and whole class activities			
	8. Ability to plan the lesson incorporating useful and effective activities based on learning outcomes			
4.	Content (subject) knowledge	5		
	4. Teacher is thorough with the content (subject/lesson/poem)			
	5. Teacher preparation and efforts are visible			
	6. Ability to transact the content			
5.	Classroom process/Evaluation	5		
	Ability to involve students in peer and group work			

	Ability to pay individual attention and follow inclusive practices (involving all types of learners)	5		
	Variety used in evaluation techniques	5		
	Strategies used to give feedback, correct students' errors	5		
	Total Marks	100		

Annexure 4: Teacher Interview

TOOL 3

Classroom Implementation Study

This questionnaire is prepared to seek your views on the extent to which you have implemented your learning from the RIE Training in your classrooms.

Part - A

Kindly read the statements and respond by writing one of the given options:

Wherever possible, give details and specific examples from your own classrooms.

Sl No.	Statements	Before the training			After the training		
		To a great extent	To some extent	Not at all	To a great extent	To some extent	Not at all
A	Interest, attitude and involvement						
1	How interested are you in teaching English?						
2	Are you engaging in professional development activities? Give examples						
3	Are you interested in attending further training programmes and learning from others?						
4	What do you think about your identity as a teacher of English? Have you gained more respect/recognition in the school and in the public domain?						
B	Ability to use English						
1	Are you confident about using English in day to day life?						

2	Are you able to speak in English without major mistakes?		
3	Are you able to use appropriate pronunciation, stress and intonation while speaking in English?		
4	Are you able to read a variety of texts in English with comprehension?		
5	Are you able to write in English a variety of texts such as paragraphs, dialogues, stories without major mistakes in grammar, vocabulary and other aspects of writing?		
	Any other		
C	Classroom Teaching		
1	Are you emphasising on developing students' English language skills in your class?		
2	Are you able to involve each learner in classroom activities?		
3	Are you preparing and using additional teaching-learning materials such as worksheets, audio and video resources?		
4	Are your students practicing rote learning and learning questions and answers by heart?		
5	Are you conducting a variety of activities to develop student's vocabulary, grammar, listening, speaking, reading and writing skills?		
6	Are you happy and satisfied with your ways of teaching?		
7	Are you happy and satisfied with your students' learning?		
8	Do you go beyond the textbook content and use additional resources, activities ?		
9	Are you giving emphasis to learning outcomes/competencies in your class?		

10	Do you conduct pair and small group activities, encourage presentations in your class?		
	Any other		

Part - B

Please respond to the following by choosing one of the options:

Wherever possible, give details, specific examples from your own classrooms.

Sl No.	Statements	Before the training			After the training		
		To a great extent	To some extent	Not at all	To a great extent	To some extent	Not at all
2.	iv. Teaching vocabulary Do you design additional activities/use additional materials to develop students' vocabulary?						
	v. I write words on the blackboard, their meanings in mother tongue and ask students to copy them						
	vi. Do you use dictionaries and encourage students to refer to dictionaries and other materials to enhance their vocabulary?						
	How do you teach vocabulary, in general?						
2	iv. Teaching Grammar Do you teach grammar through examples, activities and worksheets?						
	v. Do you introduce grammar items through meaningful contexts, situations?						
	vi. How do you teach grammar, in general (approaches and methods you follow)?						
3	iv. Developing Listening skills: Do your students listen to stories, songs, poems, instructions, etc. in English?						
	v. Do you play audio and video recordings in your classroom to						

	develop your students' listening skills?		
vi.	How do you help your students develop their listening comprehension skills in general?		
4	Developing Speaking skills:		
v.	Is there a good balance of teacher talk and student talk in your classroom?		
vi.	Is there more interaction between students and teacher and between students and students in your class?		
vii.	Do you involve students in different activities such as story telling, dramatization, self-introduction, describing things, etc.?		
viii.	How do you help your students to develop their speaking skills, in general?		
5	Developing Reading skills:		
v.	Do you make sure that all the students are involved in reading by conducting pair, group activities?		
vi.	Do you encourage your students to read texts silently for comprehension?		
vii.	Do you check your students' reading comprehension by asking different types of questions and conducting interesting activities?		
viii.	Are your students able to read aloud with correct pronunciation, pause, stress and intonation?		
6	Teaching Writing:		
v.	Are your students able to write short, simple sentences without grammar mistakes?		
vi.	Do you engage your students in different writing activities?		
vii.	Do you follow the three stages of writing – pre-, while- and post-writing and support them in the writing process?		

viii.	Do you give them enough practice in using appropriate punctuation, spelling, grammar in writing?		
7	Lesson plans:		
vi.	Is your lesson plan skills -oriented?		
vii.	Do you write lesson plans integrating different skills and related activities?		
viii.	Do you reflect (during and after the class) on what you did in the classroom, what you could not do and what you could have done		
ix.	Do your lesson plans, classroom teaching cater to students' learning needs?		
x.	How do you address multi levels, children with special needs in your classroom?		
8	Assessment:		
vi.	Do you conduct both oral and written assessments? Give examples		
vii.	Do you evaluate students' performance through different activities such as aural, oral tests, story narration, projects, presentations, etc.?		
viii.	Do you encourage self and peer assessment in the class? Give examples.		
ix.	Do you give constructive feedback to students to improve their learning?		
x.	Do you engage remedial classes, use differentiation techniques, alternative strategies to provide more support to those children who are weak in learning?		

2. Any other innovative practices you have implemented in your classroom after attending the RIE training:

3. How do you rate your ability to **use English** (to speak, read/listen and comprehend, write) in a scale from 1 to 10 where 1 is the lowest and 10 is the highest point? Circle the best option.

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

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

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

Part - B

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

Annexure 5: Template for report writing

Template for the final report

Use the format below to write school/programme wise report. You need to write and submit five different reports.

1. Title page

The research report, like a dissertation or thesis, will usually have a title page that includes:

- The proposed title of your report
- Your name
- Designation
- Your institution and address with contact details

2. Abstract

A brief summary of your report

3. Background and Introduction

The first part of your report is the initial pitch for your study. Make sure it succinctly explains what you did and why.

Your introduction should:

- Give details of the school you visited (name of the school, location, year of establishment of the school, teacher strength, student strength, medium of instruction, infrastructure available, etc)
- Justify the selection of the school, Introduce your topic/the training programme which the teacher attended
- Give necessary background and context
- Outline your research questions/research objectives (why you are visiting the school, what you intend to find out, etc)

2. Literature review

As you get started, it's important to demonstrate that you're familiar with the most important research on your topic. A strong literature review shows your reader that your study has a solid foundation in existing knowledge or theory. It also shows that you're not simply repeating what other people have already done or said, but rather using existing research as a jumping-off point for your own.

In this section, share exactly how your study will contribute to ongoing conversations in the field by:

- Write about the importance of teacher education/teacher training, continuing professional development for teachers, teacher standards/competencies, teacher assessment, importance of conducting evaluation/impact studies, etc.
- Comparing and contrasting the main theories, methods, and debates
- Examining the strengths and weaknesses of different approaches
- Explaining how will you build on, challenge, or synthesize prior scholarship

You can also give the rationale of/justification for your study.

3. Research design and methods

Following the literature review, restate your main objectives. This brings the focus back to your own study. Next, your research design or methodology section will describe your overall approach, and the practical steps you took to answer your research questions.

Building a research proposal methodology

Research type

- Qualitative or quantitative?
- Original data collection or primary and secondary source analysis?
- Descriptive, correlational, or experimental research design?

Population and sample (you can do this programme wise: EMTIP, PDP, ENK, Induction and CELT)

- Who or what did you study?
- How did you select your subjects/research participants?
- When and where did you collect your data?

Data collection methods

- What data collection tools and procedures did you use (e.g., surveys, interviews, observational studies, experiments)?
- Why?

Data collection and analysis

- What data did you collect? (Qualitative? Quantitative?)
- How did you analyse the data?

Discussion and findings

- Main findings
- Implications of your research for your field

For example, your results might have implications for:

- Improving best practices
- Informing policymaking decisions
- Strengthening a theory or model
- Challenging popular or scientific beliefs
- Creating a basis for future research

Conclusion

- Summary of your main findings
- Recommendations/Scope for further research
- Limitations of your study (reflections/challenges you faced)

Reference list

Last but not least, your research report must include correct citations (follow APA style) for every source you have used, compiled in a reference list.

Signature of the DIET Nodal Officer

Date:

Place: