FROM TRAINING TO CLASSROOM: THE EMTIP EXPERIENCE IN KARNATAKA

PREPARED BY:
REGIONAL INSTITUTE OF ENGLISH SOUTH INDIA, BENGALURU

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REGIONAL INSTITUTE OF ENGLISH SOUTH INDIA (RIESI), BENGALURU

From Training to Classroom: The EMTIP Experience in Karnataka

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FOREWORD

The English Medium Teachers' Induction Programme (EMTIP) has been designed and implemented by the Regional Institute of English, South India (RIESI) in collaboration with DSERT, Government of Karnataka, to support teachers who are handling bilingual and English-medium sections in government schools. As more schools across the state begin to offer English-medium education, it has become important to prepare teachers not only in language skills but also in child-friendly and activity-based classroom pedagogy. EMTIP helps teachers make this shift with confidence and clarity.

The reports compiled in this volume show how EMTIP is taking shape in real classrooms. They reflect encouraging changes: teachers are using more English during classroom instruction, children are responding more actively and classroom activities are becoming more interactive. The District Resource Teams have played an important role in mentoring teachers and documenting the evidence of classroom change. Their observations show that students are increasingly gaining confidence in listening and speaking and gradually improving in reading and writing as well.

At the same time, the reports also show that regular academic support and continued mentoring are important for sustaining progress. Many teachers have expressed that they feel more confident after the training and that this confidence is helping them teach more effectively in English-medium classrooms.

I appreciate the work of the District Resource Teams and the members of the RIESI Faculty in preparing these reports and I also thank the teachers whose classrooms reflect these positive developments. I hope this compilation will be useful for all those involved in strengthening English-medium education in Karnataka and that it will further support the ongoing mentoring process under EMTIP.

Director
Regional Institute of English,
South India (RIESI),
Bengaluru

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Our appreciation to the Principals and Faculty of the District Institutes of Education and Training (DIETs) across Karnataka for nurturing and guiding the DRTs at the ground level, and to the respective Nodal Officers who coordinated the academic and logistical aspects of field visits. We are grateful to the members of the District Resource Teams — senior lecturers, subject inspectors, teacher educators, BRPs, CRPs, Master Resource Persons and school teachers — for their engagement with the process and for documenting their observations with academic integrity.

We also wish to acknowledge the collaboration and openness of the school heads and the teachers handling English-medium (bilingual) sections, who welcomed observers into their classrooms and shared their reflections. Finally, our heartfelt thanks go to the students and their parents; their presence and effort remind us that the purpose of every educational intervention is realised only when classroom learning becomes meaningful for the child.

PREFACE

This volume is a consolidation of the school visit reports prepared by the District Resource Teams (DRTs) who observed EMTIP implementation across government schools in Karnataka. The objective of bringing these reports together is to create a state-level narrative of how EMTIP has translated into classroom practice and how teachers and learners are responding to English-medium instruction after structured pedagogical support.

Each District Resource Team consisted of eight members, including a Senior Lecturer from the respective DIET who served as the Nodal Officer, along with a Subject Inspector from the DDPI office, a Lecturer from the College of Teacher Education (CTE), a Block Resource Person (BRP), a Cluster Resource Person (CRP), an EMTIP Master Resource Person and two practising school teachers. Before undertaking these school visits, the DRT members attended a six-day academic orientation programme at RIESI, Bengaluru, which familiarised them with the classroom observation tools and the mentoring-oriented objectives of EMTIP.

The reports included in this volume capture authentic classroom realities and provide a formative picture of EMTIP's impact as it unfolds in practice. They help us understand not only the strengths demonstrated by teachers but also the gradual shifts in learner participation and English usage in the early years of bilingual education. The intention of compiling these narratives is to preserve the early evidence emerging from the field and to strengthen the link between teacher development initiatives and its classroom expression.

Dr Ravinarayan Chakrakodi,
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INTRODUCTION TO EMTIP

The introduction of English medium sections in Karnataka's government schools began in the academic year 2019–20, when 1,100 schools across the state were granted permission to start English medium from Grade 1. This marked a major shift in public education, especially because a large number of these schools serve first-generation learners from non-English speaking homes. In 2023–24, another 1,400 government schools were permitted to open English medium sections, further increasing the scale of this initiative. Recognising the linguistic and pedagogical demands of such a change, the Government of Karnataka adopted a bilingual approach in these classrooms, allowing students to access meaning through their home language while gradually becoming confident users of English.

To support teachers in this transition, the Regional Institute of English, South India (RIESI), in collaboration with DSERT, developed the English Medium Teachers' Induction Programme (EMTIP). EMTIP is not only a training course; it is a structured teacher development model that focuses on classroom practice, child participation and pedagogical confidence. It aims to help teachers move from lecture-based teaching toward activity-based, language-rich learning environments that are suitable for young learners who are still developing foundational skills.

The programme prepares teachers to build language through the LSRW progression — listening, speaking, reading and writing — which allows children to first understand and use English orally before moving toward literacy. EMTIP also encourages bilingual scaffolding, which means using the mother tongue strategically to support comprehension while strengthening English as the language of interaction. Over time, as students gain confidence, the use of L1 naturally reduces and English becomes the primary medium of learning.

As part of mentoring and follow-up support, District Resource Teams (DRTs) were formed in each district. Each DRT consists of eight members: a Senior Lecturer from the DIET as the Nodal Officer, a Subject Inspector from the DDPI office, a Lecturer from a College of Teacher Education (CTE), a Block Resource Person (BRP), a Cluster Resource Person (CRP), an EMTIP Master Resource Person, and two practising school teachers. All DRT members participated in a six-day residential academic orientation programme at RIESI, where they were trained in classroom observation and academic mentoring aligned to EMTIP principles.

For the purpose of classroom study, the DRTs used three structured tools. Tool-1 was used to assess student performance, particularly in oral, reading and writing skills. Tool-2 focused on

classroom observation, capturing how teaching and learning processes unfolded in real time, including student engagement and the use of English for interaction. Tool-3 collected teacher self-assessment and reflection, offering insight into changes in confidence, planning and professional identity after EMTIP training. Together, these tools provided a balanced understanding of both teaching and learning inside the classroom.

Karnataka has 35 districts, and all districts have prepared EMTIP school visit reports. For this volume, reports from twelve districts have been randomly selected for documentation and analysis. While this is not a full-scale evaluation of the programme, it presents a representative snapshot of the wider trends emerging across the state. The intention is not to compare districts, but to understand the kinds of changes that are beginning to take root in classrooms as a direct result of mentoring and training.

What emerges from this field-based documentation is that EMTIP is helping to build early classroom readiness for English-medium learning. Teachers are beginning to use English more purposefully, children are participating more actively, and classrooms are slowly becoming more language-rich. These first signs of change demonstrate that with continued guidance and mentoring, English-medium instruction in government schools can grow in both quality and confidence.

Chapter 1

District Resource Team (DRT): Bagalkote

School name: Shri Shivalingappa Basappa Horatti Karnataka Public School (KPS), Yadahalli – Mudhol Taluk, Bagalkote District

Visit Date: 13/02/2024

DRT Members (Bagalkote):

Smt. Vijayalaxmi Kakkasgeri (Lecturer, DIET Ilakal);

Shri B. F. Kumbar (BRP, BRC Badami);

Shri Somu Nandyal (CRP, Bilagi Cluster);

Shri Sangamesh Shinde (AM, GMPS Hunnur);

Shri Manju Hegadi (CRP, Bagalkot).

1. Abstract

The DRT team visited KPS Yadahalli to study the classroom implementation and impact of EMTIP in the bilingual section. The visit included a classroom observation (Tool-2), student assessment using oral and written prompts (Tool-1), and a teacher implementation study (Tool-3). Students showed enthusiasm during oral interaction; the observed teacher implemented EMTIP strategies; and the classroom presented an English-rich environment. The team recorded constraints such as limited student talk, need for stronger grammatical support, and infrastructure needs.

2. Background and Context

EMTIP (designed by RIESI and implemented through DSERT) supports teachers in English-medium/bilingual classrooms with LSRW-based, learner-centred pedagogy. The Bagalkote DRT selected KPS Yadahalli to observe EMTIP implementation, interact with students, and collect Tool-based evidence.

3. School Profile

Category	Details
School	**Shri Shivalingappa Basappa Horatti KPS, Yadahalli**
Taluk / District	**Mudhol, Bagalkote**
Establishment	~**100 years** (centenary reference in report)

Category	Details
Total Students	**519** (total school strength)
Infrastructure (as noted)	**13 rooms**, **ventilated toilets**, **tap water**
EMTIP Context	School selected for DRT visit to study EMTIP classroom impact

4. EMTIP Teacher Profile

Category	Details
Teacher observed	**Mrs. Rajeshwari Kankanodi** (EMTIP-trained)
EMTIP training	Conducted in Bagalkote; multiple staff at KPS Yadahalli have EMTIP exposure
Class observed	**Grade 5**
Unit observed	**"The Sunflower"** (English)
Tool-2 outcome	**71/100** overall

Additional staff with EMTIP exposure listed in the PDF include: Mrs. S. I. Hosamani (EMTIP 1–4), Mrs. J. V. Athani (EMTIP 1–4), Mrs. R. M. Kankanodi (EMTIP 1–3), Mr. Suresh Kilyar (EMTIP 2), Mr. Suresh Ningappanavar (EMTIP 1).

5. Objectives of the Visit

- Review classroom implementation of EMTIP methodologies
- Understand students' English performance through Tool-based prompts
- Examine teaching strategies and classroom process
- Identify strengths, needs, and support areas for EMTIP consolidation

6. Student Assessment (Tool-1)

Sl. No.	Student	Oral (15)	Written (15)	Total (30)
1	Student 1	10	8	**18**
2	Student 2	9	7	**16**
3	Student 3	8	6	**14**
4	Student 4	7	5	**12**
5	Student 5	9	8	**17**
6	Student 6	8	7	**15**
7	Student 7	6	5	**11**
8	Student 8	7	6	**13**
9	Student 9	10	9	**19**
10	Student 10	8	7	**15**

Interpretation

Oral scores are generally higher than written scores, indicating stronger spoken participation relative to writing accuracy. Most students respond readily in oral tasks, while sentence formation, spelling, and completeness lag in written outputs for a subset of learners. Targeted writing scaffolds (sentence frames, guided practice) would help close the oral–written gap.

7. Classroom Observation (Tool-2)

The report states a **total score of 71/100** for the observed lesson, with narrative feedback on components such as teacher talk, student talk, innovative strategies, subject knowledge, and classroom process/evaluation. Qualitative notes emphasise: teacher-led English interaction, story-based motivation, vocabulary meaning written on the board, synonyms drilled, charts/flashcards in a print-rich classroom; limited spontaneous student talk; request to further develop speaking skills; and a suggestion to expand "Hello English" up to Grade 5.

Tool-2 Total: 71/100 (as recorded in the PDF).

Interpretation

The teacher effectively uses English for instruction, introduces vocabulary systematically, and maintains an English-rich environment with TLMs. Student participation is active but remains more **responsive** than **initiated**; spontaneous peer-to-peer talk in English is limited. Greater structuring for student-initiated talk (pair tasks, role cards, micro-presentations) can lift the student-talk dimension and balance teacher talk.

8. Teacher Interview / Implementation (Tool-3)

The Tool-3 section (self-evaluation + interview) reflects growth **from "to some extent" (before) to "to a great extent" (after)** across interest/attitude, confidence in English, classroom teaching, vocabulary/grammar pedagogy, and developing listening/speaking/writing skills. The teacher's self-ratings also show a rise from **4/10 (before)** to **8/10 (after)** for overall English ability.

Narrative Summary

- EMTIP has increased the teacher's confidence in conducting lessons in English and planning activity-based, LSRW-aligned lessons.
- Classroom evidence shows consistent English input, vocabulary support, and visible TLMs; students enjoy stories, rhymes, and Q&A.
- The teacher identifies needs for further grammatical support, ideas for speaking tasks, and collegial/official mentoring.

Interpretation

Implementation strength is clear at the teacher level (confidence, methods, planning). To progress further, structured speaking routines, continued grammar-in-use support, and periodic mentoring visits will help convert responsive participation into active, independent English use by learners.

9. Key Findings

- Students show **better oral than written** performance
- Teacher demonstrates consistent English use, vocabulary support, and activity-based lessons.
- **Student-initiated** talk remains lower than desired; print-rich inputs are present.
- Teacher confidence increased post-EMTIP (4/10 → 8/10), and self-ratings improved across LSRW domains.

10. Challenges

- Limited spontaneous student talk in English; need for structured speaking routines.
- Requests for grammar-in-use support and ideas to teach speaking.
- Infrastructure/space pressures with growing bilingual enrolment

11. Recommendations

- Build daily student-talk routines (pair tasks, dialog cards, quick talks) to raise student-initiated speech.
- Provide refresher input on grammar-in-use and speaking task design
- Sustain mentoring visits and feedback cycles (DRT/DIET follow-ups).
- Keep strengthening the print-rich environment with word walls, frames, and sentence builders.

12. Conclusion

The DRT visit to KPS Yadahalli evidences a positive EMTIP impact at the classroom level: teacher confidence and method use have grown; students participate actively in oral modes; and the classroom displays supportive TLMs. To deepen outcomes, the focus should now be on increasing student-initiated English, strengthening writing alongside oral gains, and maintaining mentoring and resource support as the bilingual section expands.

Chapter 2

District Resource Team (DRT): Belagavi

Karnataka Public School, Kanbargi – Belagavi District
Visit Date: February 2024

DRT Members (Belagavi):

- **Smt. M. F. Patil** – Lecturer and Nodal Officer, DIET Mannur
- **Smt. Tabassum Kuchanur** – Cluster Resource Person, Belagavi City
- **Sri P. S. Madar** – Teacher, Handoor Hulikottal, Khanapur Taluk
- **Sri Rafeeq Muragoud** – Cluster Resource Person, Chachadi, Savadatti Taluk

1. Abstract

The District Resource Team (DRT) visited Karnataka Public School, Kanbargi to review the implementation of EMTIP in the bilingual section and observe English language classroom practices. The visit focused on classroom pedagogy (Tool-2), student performance (Tool-1) and teacher implementation (Tool-3). Students demonstrated active participation and confidence in responding to oral questions. The teacher has successfully adopted learner-centred strategies, TLM-based support, and structured LSRW pedagogy.

The Tool-1 assessment data suggests that written performance is stronger than spontaneous oral expression, while Tool-2 confirms that guided input and classroom structuring are effective. The teacher's reflection also shows a positive transformation in teaching practice. The report concludes that EMTIP has strengthened classroom transactions, with scope for further support in developing independent speaking skills.

2. Background and Context

The English Medium Teachers' Induction Programme (EMTIP) provides pedagogical training to government school teachers handling bilingual/English medium sections. As part of mentoring and monitoring, DRT visits help evaluate classroom implementation, identify professional needs, and support continuous academic growth.

KPS Kanbargi is one of the EMTIP-implementing schools in Belagavi district. The DRT team interacted with learners, observed a live classroom, collected Tool-based data, and discussed post-training implementation with the teacher to understand training impact at the ground level.

3. School Profile

Category	Details
School Name	Karnataka Public School (KPS), Kanbargi
District	Belagavi

Category	Details
Medium	Bilingual (Kannada + English)
Class Observed	Grade 5
Infrastructure Features	TLM display, adequate classroom space, supportive environment

4. EMTIP Teacher Profile

Category	Details
Teacher Observed	**Smt. Shubha Chougala**
Training	EMTIP-trained
Class Observed	Grade 5
Pedagogical Style	Activity-based and learner-centred
Lesson Type	English (as per Tool-2)

5. Objectives of the Visit

- To observe EMTIP-based classroom teaching practices.
- To assess student performance through Tool-1.
- To study teacher talk vs student talk using Tool-2.
- To document post-training pedagogical implementation.
- To suggest improvements and identify areas of support.

KHPS Kanbargi: DRT team Belagavi with Teachers and Students of Bilingual sections

6. STUDENT ASSESSMENT (TOOL – 1)

Sl. No.	Student Name	Oral (15)	Written (15)	Total (30)
1	Bairgouda Patil	9	12	21
2	Anushree Sattigeri	8	12	20
3	Bhakti Kurbar	9	11	20
4	Sanjana Kurbar	6	7	13
5	Arsalan Gani	8	13	21
6	Mallappa Kadkol	10	14	24
7	Sachindra Hosmath	7	10	17
8	Chinmayanand Asode	7	12	19
9	Student 9	8	10	18
10	Student 10	9	11	20

Interpretation

The Tool-1 results show that most students scored higher in writing than in oral performance, indicating familiarity with structured and guided learning tasks. While learners demonstrate comprehension, their spontaneous oral output remains developing. The range of scores (13–24) also suggests variability in confidence levels within the group.

Students such as *Mallappa* and *Arsalan* show stronger command across both oral and written components, reflecting internalisation of classroom inputs. Learners like *Sanjana* require additional scaffolding, especially in pronunciation, framing complete responses, and independent oral production. The data reflects progress in literacy and guided expression, but continued focus on spoken fluency is needed.

7. Classroom Observation (Tool – 2)

Component	Max Marks	Marks Obtained
Teacher Talk	25	21
Student Talk	20	15
Innovative Strategies	20	14
Content Knowledge	15	13
Classroom Process	20	20
Total	100	**83**

Interpretation

The teacher demonstrated structured English input, effective questioning, and activity-based engagement. Classroom process received a full score (20/20), reflecting clarity of lesson organisation and participation. However, student talk remains largely teacher-supported rather than student-initiated. There is further potential to extend peer interaction and independent English production during activities.

8. Teacher Interview / Implementation (Tool – 3)

Summary

The teacher reported improved confidence after EMTIP training and described increased use of participatory strategies such as questioning, TLM-based explanation, and guided responses. She also acknowledged that students require more exposure to spoken English beyond teacher-led routines. She is willing to deepen student talk through structured oral tasks.

Interpretation

The interview findings indicate a successful pedagogical shift post-training. The teacher understands learner needs and is reflective about her practice. To advance learner autonomy, systematic spoken-language scaffolds (pair talk, structured dialogues, small presentations) would further enhance proficiency.

Extract from the report:

The teacher conducted an English lesson on *"Good Habits"* using **pictures, real-life examples, and interactive questioning**. The lesson was organized in three stages: warm-up, presentation, and practice. The teacher spoke mostly in English, provided visual support, and encouraged group responses. Students participated actively and demonstrated comprehension.

However, a few students hesitated to respond in full sentences. The teacher effectively used bilingual support where necessary, aligning with the EMTIP principle of scaffolding learners' understanding.

Teacher introduced herself, She also informed that EMTIP has given her an opportunity to grow personally and professionally. She began using code mixing and code switching , story narrating methods, TLMs like Big books , and other working models , and most of all the Activity based teaching was adopted. Her own Language proficiency has improved a lot . Her greatest challenge was to give more time to the students for language skills practice. The gap between the teaching before and after the training could be clearly visible in the abilities of the students. The teacher needs to work on grammatically correct language. Students frame their own simple sentences. Selected students were tested orally and written test was also conducted.The sentences conveyed the concepts with negligible errors. The students performance was more than average in both the tests.

The teacher was confident in speaking in English; she also motivated the students to speak in English the usage of the English language in the classroom was very good. Students responded to the questions asked by the teacher they were very attentive when she was explaining about the lesson. The teacher used big book as a tlm for narrating the story. She also use the smart class and the YouTube video for better understanding of the story. She also conducted an activity of arranging the incidents in the story in sequence. Students very well participated in groups and successfully arranged the sentences in order. The teacher very efficiently used various techniques to develop the LSRW skills in the classroom. Students understood the questions asked and answered well. Speaking activity included retelling the story. Mallappa narrated this story very well with expressions and actions. The confidence level of the student was very impressive. Other students also participated well and answer the questions asked. The students are confident but need a little more help and practice in framing grammatically correct sentences. M most of the children were confident while answering the oral questions. The introduced themselves spoke about their teacher, about their families and about the school.

The teacher had planned the lesson well.

The teacher reported significant improvement in confidence, classroom language, and lesson organization after EMTIP training. She now plans lessons with pre-, while-, and post-teaching stages and uses activities to promote learner engagement.

9. Key Findings

- EMTIP practices are clearly visible in lesson delivery.
- Students are responsive and actively engaged in classroom interactions.
- Written outcomes are stronger than oral fluency.
- Teacher maintains consistent English-medium input.
- Student talk needs further scaffolding toward independence.

10. Challenges

- Limited spontaneous student speech without teacher cues.
- A few learners exhibit hesitation in oral expression.
- Exposure to English outside the classroom is limited.
- Speaking routines are mostly responsive, not self-initiated.

11. Recommendations

- Introduce daily structured student-talk routines.
- Expand peer-interaction tasks (pair work, role-play dialogues).
- Use pronunciation drills and oral warm-ups regularly.
- Provide gradual release from guided speech → independent speaking.
- DIET/DRT mentoring may continue to support fluency-building.

12. Conclusion

The DRT visit confirms steady implementation of EMTIP pedagogy at KPS Kanbargi. Students display confidence in comprehension and guided writing, and classroom processes are well-organised. To move from responsive participation to autonomous speaking, further emphasis on structured oral production is advised. Continued mentoring and extended oral practice will help consolidate emerging communication skills.

Chapter 3

District Resource Team (DRT): Chamarajanagar

School name: KPS HPS Hangala, Gundlupet Taluk – Chamarajanagar District

Visit Date: 14 September 2024

DRT Members:

- Sri Guruswamy – BRP, BRCC Gundlupet (Team Head)
- Sri Jabiulla – Assistant Master, GGHS Gundlupet
- Smt. Rekha – Assistant Mistress, GHPS Ooty Road
- Sri Sathish K. E. – BRP, BRCC Gundlupet
- Sri Shivaraju B. S. – CRP, Paduguru

1. Abstract

The District Resource Team (DRT) visited KPS HPS Hangala to assess the implementation and impact of the English Medium Teachers Induction Programme (EMTIP) in the bilingual section. The classroom observation, student interaction, and teacher interview revealed strong evidence of effective EMTIP implementation in teaching practices. The teacher demonstrated learner-centered strategies such as storytelling, rhyme-based entry, dialogue strips, and skit performance, all of which facilitated meaningful participation.

Students showed confidence in oral expression and narrative recall, reflecting consistent exposure to spoken English within the classroom. However, further reduction in the use of mother tongue and reinforcement of immersive English input is recommended for upper primary levels. The study concludes that the teacher's commitment and effective adoption of EMTIP methodologies have contributed positively to student learning, but sustained support is required for full immersion.

2. Background And Context

The English Medium Teachers Induction Programme (EMTIP) was conceptualized by RIESI in collaboration with DSERT to equip government school teachers with the pedagogical skills required for bilingual/English medium classrooms. It focuses on LSRW-based language development, learner participation, and meaningful assessment.

KPS HPS Hangala, a centenary school in Gundlupet Taluk, was selected due to its sustained adoption of bilingual education and consistent teacher participation in EMTIP training across

modules. The DRT visit aimed to examine classroom execution of EMTIP strategies and student outcomes in English-medium learning spaces.

3. School Profile

Category	Details
School Name	Kannada Higher Primary School (KPS HPS) Hangala
Location	Hangala, Gundlupet Taluk, Chamarajanagar District
Year of Establishment	1916
Years Completed	108 years
Total Student Strength	394 (Boys – 209, Girls – 185)
Medium of Instruction	Kannada + English
Number of Teachers	11
Infrastructure	1 Headmaster Room, 19 Classrooms, 1 Kitchen
Toilets	9 (4 Boys, 4 Girls, 1 CWSN)
Playground	Spacious; Volleyball, Kho-Kho, Kabaddi courts
Campus Environment	Green, student-friendly, with quotations & garden
Special Attribute	Also functions as a Cluster Resource Centre (CRC)

4. Emtip Teacher Profile

Category	Details
Teacher Name	Smt. Yashodha H
Training Received	EMTIP 1–5 (all levels)
Role	English Medium Teacher (Grade 5)
Pedagogical Strengths	Use of music, storytelling, role-play, dialogue strips
Notable Practice	Encourages participatory learning through skits and group activities
Observation Lesson	“Crying” (Grade 5 – Kalika Balavardane text)

5. Objectives of the Study

The DRT visit aimed to:

- Observe classroom implementation of EMTIP methodologies.
- Assess students’ English comprehension and participation.
- Document innovative classroom practices.
- Provide academic feedback to strengthen bilingual pedagogy.

6. Student Assessment (Tool 1)

Since no written score-based Tool–1 data was provided in the uploaded document, the student assessment is based entirely on oral interaction, comprehension and participation observed by the DRT.

Observed Outcomes

- Students were able to recall and narrate the story “Crying”.
- Participation was active and enthusiastic.
- Students could answer questions confidently in English.
- Some students attempted to express opinions independently.
- Pronunciation and vocabulary use were satisfactory for grade level.
- Students showed comfort with teacher-led English input.

Interpretation

Students display a strong foundation in oral language skills, particularly in comprehension and spoken recall. Their ability to retell the story and participate in role-play indicates exposure to regular communicative tasks. However, since assessment was primarily oral, the development of reading and writing skills cannot be inferred from this observation alone. The available evidence shows positive oral proficiency but requires parallel strengthening of literacy (reading/writing) skills to ensure balanced development under EMTIP.

7. Classroom Observation (Tool 2)

The DRT observed a live demonstration of the lesson “Crying” (Grade 5).

The classroom was energetic, learner-centred, and emotionally engaging.

Highlights of Classroom Practice

- Lesson began with a rhyme to build engagement.
- Smooth transition from rhyme → story narration → role-play.
- Use of voice modulation, gestures, real-life examples.
- Students performed skits using dialogue strips.
- Participation was universal and self-motivated.
- Clear lesson flow and alignment with EMTIP training.

Areas Noted for Improvement

- Teacher occasionally used mother tongue.
- In upper primary, immersion requires minimal L1 usage.
- Teacher's own English fluency can still be further strengthened.

Interpretation

The observation reflects strong alignment with EMTIP methodologies — activity-based learning, scaffolded storytelling, and learner participation. Students were not passive recipients but co-constructors of learning through dramatization and sequencing. The strategic use of TLMs ensured accessibility of meaning. However, to move toward full immersion, continued reduction of L1 usage and reinforcement of teacher fluency are necessary. Overall, the classroom environment is vibrant, participatory, and pedagogically progressive.

8. Teacher Interview / Implementation (Tool 3)

The DRT team interacted with Smt. Yashodha H after the lesson to understand her reflective practices and the perceived impact of EMTIP.

Teacher's Reflections (Summary)

- She acknowledged that EMTIP training transformed her confidence as an English-medium teacher.
- She emphasised that the training helped her shift from lecture-based to activity-based teaching.
- She noted positive responses from both students and parents regarding English medium education.
- She shared that class strength and infrastructure limitations affect individual attention.
- She expressed continued interest in developing her fluency and methodological range.

Interpretation (Based on Teacher Reflection)

The teacher demonstrates strong professional commitment and reflective practice. Her classroom choices indicate successful implementation of EMTIP pedagogy. However, the environmental constraints highlighted (class size, infrastructure, seating) confirm that teacher capacity must be supported by systemic enablement. The implementation is thus pedagogically sound but structurally constrained.

9. Key Findings

- EMTIP methodologies are effectively implemented.
- Students show confidence in oral communication and comprehension.
- Learner participation is high and activity-based learning is visible.
- Bilingual scaffolding is used judiciously, but L1 use can be reduced further.
- Classroom ecology supports creativity and narrative expression.

10. Challenges

- Occasional use of mother tongue in upper primary classes.
- Infrastructure insufficient for growing English-medium enrolment.
- High student strength affects individual feedback.
- Further teacher fluency enrichment required.

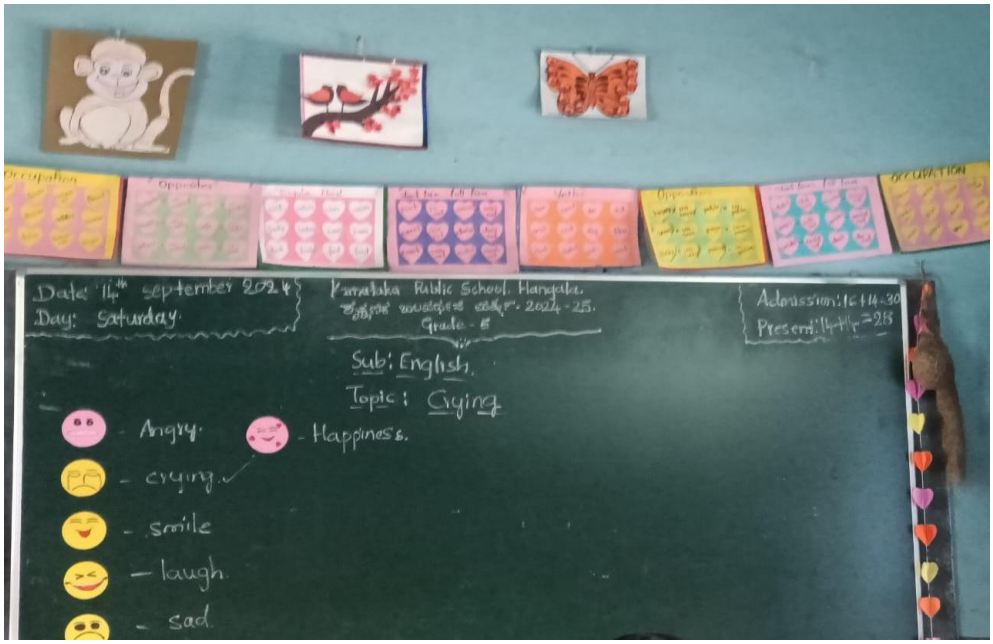
11. Recommendations

- Reduce L1 usage to strengthen immersion in upper primary.
- Provide advanced communicative English training for the teacher.
- DIET-level periodic follow-up visits for sustained mentoring.
- Introduce structured reading/writing tasks alongside oral work.
- Improve infrastructure support for English-medium sections.

12. Conclusion

The DRT visit confirms that EMTIP has had a positive and visible impact on classroom culture, teaching methodology, and student engagement at KPS HPS Hangala. The teacher demonstrates high commitment and effective pedagogic translation of training inputs. Students display confidence and enthusiasm in learning English.

To move from good implementation to excellent consolidation, further investment in teacher fluency, immersion strategies, and infrastructure will help unlock the full potential of the English-medium ecosystem in the school.


Date: 14th september 2024
Day: Saturday
Sub: English
Topic: Crying
- Angry
- Happiness
- crying
- smile
- laugh
- sad

Programme Name: EMTIP - English medium section (bilingual model): Class 4/5

Tool 1: Student response sheet

Part A: Oral (10 points)

Note: Elicit students' responses orally.

1. Name of the student: Pranam
2. Class / standard: 5th
3. Name of the school: KPS Hangala

1. What is your name? (1) (1)

My name is Pranam

2. What is your father's name? (1)

My father's name is Shivanna (1)

3. What is your mother's name? (1)

My mother's name is Jyothi (1)

4. Say five sentences about yourself/your school/family (2)

My school has many trees

Many classes

5. Name any two of your friends. Say why you like them. (2)
Or
Who do you like most in your family? Say why you like him/her. (2)

Sharath, Sagar. They give me more gifts.

6. **Read the following passage aloud. (3)** (2)

Once, a rich man invited Birbal for dinner. When Birbal arrived at the man's house, he noticed that there were several people already present.

PICTURE DESCRIPTION – AT THE ZOO

The tree is shaking
The boy is cooking
The man is animals
The child is cring

2. Write the plural forms (2)
Tree, class, child, donkey

Tree — Trees
class — class
child — childs
donkey — donkeys

Yashoda - ASI teacher
Emptip class 5th
I-K P S - hps Hansala

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	Teacher's response
A	**Interest, attitude and involvement**	
1	How interested are you in teaching English?	I have lot of interest.
2	Are you engaging in professional development activities? Give examples	Yes. EMTIP Training and multilingual approach trining.
3	Are you interested in attending further training programmes and learning from others?	Yes. I have lot interest in attending training.
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?	I want to be a good english teacher of my students.
B	**Ability to use English**	
1	Are you confident about using English in day to day life?	Yes.
2	Are you able to speak in English without major mistakes?	No. sometimes I made mistake while speak.
3	Are you able to use appropriate pronunciation, stress and intonation while speaking in English?	Yes.
4	Are you able to read a variety of texts in English with comprehension?	Yes. I have much interest in read english.
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?	Yes. I can.
	Any other	-
C	**Classroom Teaching**	
1	Are you emphasising on developing students' English language skills in your	Yes.

3. Dictation: (observer dictates any 5 words) (5)

Favourite

Tiger

Teacher

Domestic

Pumpkin

book, wood, open, pellow, cring

4. Rearrange the words to make meaningful sentences. (3)

a. Playground/the/I/play/in
b. Swimming/Ravi/is/the/in/pool
c. books/The/on/table/the/are

a. play I in the playground
b. Ravi is swimming the in pool
c. table the are The books

	class?	
2	Are you able to involve each learner in classroom activities?	Yes.
3	Are you preparing and using additional teaching-learning materials such as worksheets, audio and video resources?	Yes.
4	Are your students practicing rote learning and learning questions and answers by heart?	No.
5	Are you conducting a variety of activities to develop student's vocabulary, grammar, listening, speaking, reading and writing skills?	Yes.
6	Are you happy and satisfied with your ways of teaching?	Yes.
7	Are you happy and satisfied with your students' learning?	Yes.
8	Do you go beyond the textbook content and use additional resources, activities ?	I used additional resources and activities.
9	Are you giving emphasis to learning outcomes/competencies in your class?	Yes.
10	Do you conduct pair and small group activities, encourage presentations in your class?	Yes.
	Any other comments	–

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	Teacher's response
1. i.	**Teaching vocabulary** Do you design additional activities/use additional materials to develop students' vocabulary?	Yes.
ii.	I write words on the blackboard, their meanings in mother tongue and ask students to copy them	No.

Follow-up visit: Classroom Observation Tool

Name of the School : KPS Hangala

Name of the Teacher : Yashodha. H

Gender : M [ ] F [✓]

Experience in teaching : 17 years.

Educational Qualifications: PUC TCH

Training programme attended: EMTIP

Subject: English Class: 5th

Unit: Crying – Poem Date: 14/9/2024

Sl. No.	Components of observation	Maximum marks	Marks obtained
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	5
	5. Ability to begin and end a lesson	5	5
	Sub total	25	25
2.	**Student Talk**		
	1. Ability to interact with the teacher, peer group, share their ideas using simple English	5	4
	2. Ability to follow instructions and respond accordingly	5	3
	3. Ability to ask questions and respond to teachers' questions	5	3
	4. Students' level of confidence and involvement in the classroom process	5	3
	Sub total	20	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
	Sub total	20	20
4.	**Content (subject) knowledge**		
	1. Teacher is thorough with the content (subject/lesson/poem)	5	5
	2. Teacher preparation and efforts are visible	5	5
	3. Ability to transact the content	5	5
	Sub total	15	15
5.	**Classroom process/Evaluation**		
	1. Ability to involve students in peer and group work	5	5
	2. Ability to pay individual attention and follow inclusive practices (involving all types of learners)	5	5
	3. Variety used in evaluation techniques	5	5
	4. Strategies used to give feedback, correct students' errors	5	5
	Sub total	20	20
	Total Marks	100	96

Overall performance:

Above 80= Excellent

70 to 79=Very good

60 to 69=Good

50 to 59=Average

Less than 50=Not satisfactory

Feedback and Suggestions:

Chapter 4

District Resource Team (DRT): Chikkamagaluru

School name: Government Higher Primary School, Basavanahalli – Chikkamagaluru District
Visit Date: 16 April 2024

DRT Members (Chikkamagaluru):

1. **Umanayak** – Lecturer, Chikkamagaluru
2. **Yashodha C N** – BRP, Chikkamagaluru
3. **Shashidhar** – BRP, Tarikere, Chikkamagaluru
4. **Mohan Kumar** – CRP, Mudigere, Chikkamagaluru
5. **Pushpa** – Assistant Master, Bettigere, Mudigere
6. **Mary Philomina** – Resource Person, GHPS Housing Board, CKM

1. Abstract

The District Resource Team (DRT) visited GHPS Basavanahalli to observe the implementation of EMTIP at the classroom level. The visit focused on reviewing classroom teaching practices, student performance and teacher reflection. The classroom environment was child-friendly, and the teacher used activity-based strategies that encouraged student participation. Tool-1 shows that students are performing better in oral and writing skills than in reading. Tool-2 confirms that EMTIP strategies are being implemented in regular teaching. The visit shows positive progress, with a need for more speaking practice and reading support.

2. Background And Context

The EMTIP (English Medium Teachers' Induction Programme) supports teachers handling English medium sections by strengthening their classroom methodology and confidence in English usage. DRT visits help to monitor implementation, provide academic mentoring and record field-level progress.

GHPS Basavanahalli is one of the EMTIP-implementing schools in Chikkamagaluru district. The DRT team observed the English classroom, interacted with students and collected Tool-based evidence to assess the classroom-level impact of training.

3. School Profile

Category	Details
School Name	Government Higher Primary School (GHPS), Basavanahalli
District	Chikkamagaluru
Medium	Bilingual (Kannada + English)
Class Observed	Class 5
Learning Environment	Supportive, activity-based

4. EMTIP Teacher Profile

Category	Details
Teacher Name	**Mrs. Shyla**
Role	EMTIP Teacher, Class 5
Training	EMTIP-trained
Teaching Style	Activity-based and student-centred

5. Objectives of the DRT Visit

- To observe the use of EMTIP strategies in classroom teaching
- To assess student performance using Tool-1
- To evaluate classroom practices through Tool-2
- To understand teacher reflection through Tool-3
- To provide guidance for improvement

6. Student Assessment (Tool – 1)

Sl. No.	Student Name	Oral (10)	Reading (5)	Writing (15)	Total (30)
1	Kashavi	07	04	12	23
2	Spandana	08	05	09	22
3	Uma N	07	03	10	20
4	Sadhana M	08	04	10	22
5	Thahera	07	04	10	21

Interpretation

Most students are doing better in oral and writing skills than in reading. They are able to understand the teacher and respond correctly. Reading needs more attention, especially for pronunciation and fluency. A few students answer quickly and confidently, while others need extra practice and encouragement. With regular reading and speaking activities, the overall performance can improve further.

7. Classroom Observation (Tool – 2)

Observed Classroom Practices

- Teacher used simple English and supported meaning through examples.
- Students participated during activities and answered when prompted.
- Classroom was positive and organised.
- Some students showed hesitation while speaking without support.

Interpretation

The teacher is implementing EMTIP strategies well. Students are comfortable listening and responding. Spoken English is developing, but students still rely on teacher prompts. They need more opportunities to speak independently.

8. Teacher Interview / Implementation (Tool – 3)

Summary

The teacher shared that EMTIP training has helped her gain confidence in using English and in planning activity-based lessons. She is using TLMs and interactive strategies to keep students engaged.

Interpretation

The teacher is improving in her classroom practice and is willing to give more space for student talk. Continued mentoring and speaking practice will strengthen student fluency and confidence.

9. Key Findings

- Classroom atmosphere is supportive and child-friendly.
- Students participate well in oral tasks.
- Writing skills are improving steadily.
- Reading needs more focused practice.
- EMTIP strategies are visible in classroom implementation.

10. Challenges

- Limited spontaneous student speech.
- Some learners hesitate during reading aloud.
- Few need extra support and scaffolding.
- Exposure to English beyond the classroom is low.

11. Recommendations

- Provide daily short speaking activities.
- Give regular reading practice through pair reading/story cards.
- Use role-play/dialogue practice to build oral confidence.
- Encourage student-initiated talk, not only teacher-led talk.
- Continue academic follow-up for fluency building.

12. Conclusion

The DRT visit shows that EMTIP is effectively implemented at GHPS Basavanahalli. Students are developing confidence in oral communication and guided writing. With more reading exposure and speaking opportunities, they can further improve. Continued mentoring and classroom-based practice will help students move from guided talk to independent speech.

Chapter 5

DISTRICT RESOURCE TEAM (DRT): Chikkodi

KHPGS Sankeshwar, Hukkeri Block – Chikkodi District
Visit Date: 05-02-2024

DRT Members:

- Shri Sanjay Yadagude – DIET Lecturer
- Shri S S Diwate – Nodal Officer
- Shri M B Patil – BRC, Co-Ordinator Kagwad
- Shri M V Mastamardi – BRP, BRC Hukkeri
- Shri Vijaykumar N Khanagavi – BRP, BRC Gokak
- Shri Shivanand Melagade – CRP, Radderhatti Athani
- Shri Akbar Mujawar – BRP, BRC Athani
- Smt. Prerana Dummagol – EMTIP District Resource Person

1. Abstract

The District Resource Team (DRT) visited KHPGS Sankeshwar, Hukkeri Block, to study the implementation of the English Medium Teachers' Induction Programme (EMTIP) in classrooms. Ten students from Class 5 were assessed through both oral and written tools to understand their attainment of language skills. A classroom observation of the EMTIP teacher was carried out using Tool-2, and a teacher interview was conducted using Tool-3 to evaluate the extent of post-training implementation.

The findings indicate that students performed better in oral skills than in writing skills. Reading fluency and pronunciation required further improvement. The teacher demonstrated strong classroom management, high usage of English (90%), and effective use of innovative strategies learned through EMTIP. Post-training, the teacher reported increased confidence, better use of LSRW-based pedagogy, and greater professional recognition. However, limitations such as lack of English environment outside school, irregular attendance, and limited teaching-learning materials affected continuity of learning.

The overall impact observed during the visit suggests that EMTIP has positively influenced both teacher performance and student engagement. Continued support through refresher training and infrastructure enhancement is recommended for sustained improvement.

2. Background And Context

DSERT and RIESI Bengaluru collaboratively initiated the English Medium Teachers' Induction Programme (EMTIP) to improve English language teaching across government schools in Karnataka. At the district level, a District Resource Team (DRT) was formed to monitor classroom practices, evaluate training outcomes, and mentor teachers through

academic support. The DRT of Chikkodi underwent a 6-day training at RIESI Bengaluru from 17-01-2024 to 23-01-2024. Following this, field visits were planned to selected EMTIP schools to observe real classroom implementation. KHPGS Sankeshwar was chosen for monitoring, assessment and feedback.

3. School Profile

- School Name: KHPGS Sankeshwar
- Block: Hukkeri
- DISE Code: 29300712801
- Year of Establishment: 09-09-1926
- Total Pupil Strength: 370
    - Kannada Medium: 209
    - English Medium: 161
- Total Teachers: 16 (10 Regular and 6 Guest)
- Building: Rented
- Mid-Day Meals: Prepared in the school
- Classrooms: 13
- Playground: No
- Drinking Water: Yes
- Toilets: Yes
- Electricity: Yes
- Library: Yes (1858 books)

4. EMTIP Teacher Profile

- Name: Smt. Laxmi A. Mirajkar
- Gender: Female
- Experience: 7 years
- Educational Qualification: B.Sc., B.Ed.
- EMTIP Trainings Attended:
    - EMTIP 01 – 2019
    - EMTIP 02 – 2022
    - EMTIP 03 – 13-12-2021 to 21-12-2021
    - EMTIP 04 – 16-11-2023 to 24-11-2023
- Other Training:
    - DIEC – 06-07-2023 to 28-07-2023

5. Research Objectives

- To observe the impact of EMTIP training in the real classroom process.
- To assess pupils' performance in English using oral and written tools.
- To evaluate classroom implementation practices.
- To identify challenges faced by the EMTIP teacher and students.
- To understand the professional growth of the teacher after EMTIP training.

6. Student Assessment (Tool – 1)

Sl.No	Student Name	Oral (15)	Written (15)	Total (30)
01	Tabita Y Koujalagi	15	14.5	29.5
02	Ishwar V Kakoli	08	11	19
03	Shreyas P Suryavanshi	08	7.5	15.5
04	Navya S Patil	08	0	8
05	Dhaneshwaree Raju Bhosale	08	13	21
06	Abhilasha P Shine	10	10.5	20.5
07	Srujan S Bane	06	13	19
08	Pratiksha S Prajapati	10	12.5	22.5
09	Mahesh B Banti	15	07	22
10	Khansa A Makandar	07	04	11

Extracts from Student Responses

"In the picture there is a zoo. There are animals and trees 8 plants."

"there is five animals. They is have bards."

"One girl is clening the road."

"chian are pata"

“Pool Ravi is swimming in the”

“In thes picture mor pigs”

Interpretation

The assessment shows a clear difference between oral and written performance. Most students were able to introduce themselves, answer oral questions and read aloud, though with pronunciation errors. However, when it came to writing, accuracy dropped significantly. The extracts indicate difficulties with plural forms, sentence structure, spelling and vocabulary recall (e.g., “there is five animals. They is have bards” and “chian are pata”). Dictation errors confirm weak sound–symbol correspondence.

The presence of incomplete responses (e.g., “chian are pata”, “In thes picture mor pigs”) and one student scoring 0 in writing indicates a lack of writing confidence. Hence, students are orally communicative to some extent, but struggle with independent writing and encoding thoughts into correct written English. The data also reflects dependency on classroom-only exposure, with no reinforcement outside school.

Extracts from the report:

- 10 children were tested and Asked Oral Questions all children were able to answer to our Oral Questions When they were Asked to read, 7 out of 10 children read correctly
- Children found some words difficult while reading. Pronunciation errors were found.
- The children struggled to introduce and talk about their family and friends in English as they fluently able to do in their Mother tongue.
- Children struggled to answer written form of Questions than Oral questions.
- Out of 10 selected children, one student could not be Able answer the written form of questions
- Writing skill found 50 %. Writing skill is less than Oral.
- When the dictation was done, the children were not able to write correctly and 4-5 children wrote wrongly.
- There is a lack of correct information in developing writing skill like where to use capital letters and all
- Overall average performance of the children was observed by looking at the oral and written questionnaires
- We found that some students show lack of interest towards English language.

7. Classroom Observation (Tool – 2)

Component	Max	Obtained
Teacher Talk	25	24
Student Talk	20	16
Innovative Strategies	20	17

Component	Max	Obtained
Content Knowledge	15	13
Classroom Process/Eval.	20	18
Total	100	88

Extracts from Observation

"The speaking style of the teacher is good."

"Teacher is able to communicate well with children."

"60% of children are able to speak short sentences."

"Teacher used 90% used English."

"Overall the teacher's lesson came out well."

Interpretation

The teacher received a high score of 88/100, which aligns with the positive qualitative comments about classroom interaction. The extracts such as "Teacher is able to communicate well with children" and "Teacher used 90% used English" confirm that English is consistently used as the medium of instruction. Students understand her instructions, but "there is a lack of questioning skills among the children" suggests their spoken output is still mostly responsive, not self-initiated.

The score of 16/20 in student talk reflects partial participation: students speak when prompted, but rarely initiate dialogue. Innovative strategies (17/20) show that activities and TLM use support engagement. The observation findings also indicate that reading/writing integration is weaker than oral interaction, which mirrors Tool-1 student performance. Therefore, the classroom environment supports listening and speaking, but further scaffolding is needed to strengthen reading and writing during the lesson itself.

Extracts from the report:

- The speaking style of the teacher is good. The language used was also good.
- Teacher is able to communicate well with children.
- Teacher started teaching well and taught equally well throughout the lesson .Children participation was good.
- 60% of children are able to speak short sentences.
- Understands teacher's instructions. But there is a lack of questioning skills among the children.
- The Teacher took topic of mathematics as demo lesson. Used teaching aids. He did small activities in between.
- The lesson plan was very well. He used to motivate children to engage in lessons. Writing skill was used to some extent in Assessment process.
- Overall the teacher's lesson came out well. But could have gone down to the level of children and done better. Teacher used 90% used English.

8. Teacher Interview / Implementation (Tool – 3)

Summary of Before/After Responses

Component	Before EMTIP	After EMTIP
Confidence in English	To some extent	To a great extent
Use of LSRW skills	Not systematic	Integrated and activity-based
Use of TLM/Technology	Minimal	Worksheets/audio/video used
Assessment Practices	Conventional	Activity-based and varied
Professional Identity	Not recognised	Respected by parents

Extracts

"Teacher use 90% spoken English"

"I give freedom to talk. I am not going to correct their mistakes, let them to speak."

"I use drama method."

"I improved my English in a great extent."

"With use of modern technology I give new touch to teaching."

"By making groups , conducting activities I improve students involvement."

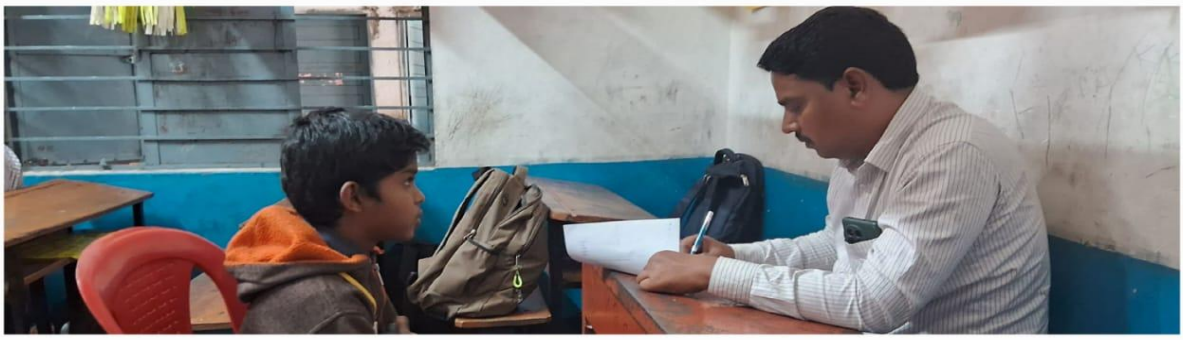
"I follow 3 stages in writing activities."

"By giving them extra activities. I involve them too."

Interpretation

The teacher's responses clearly show a transformation in professional identity—from hesitant usage of English to 90% active classroom English. Extracts such as "I improved my English in a great extent" and "with use of modern technology I give new touch to teaching" show post-training confidence growth. Her shift from teacher-centred to learner-centred methodology is evident from "By making groups, conducting activities I improve students involvement."

However, her reported challenges — lack of English exposure at home, irregular attendance and influence of Marathi/Urdu — also explain why students' writing skills remain lower despite classroom efforts. The interview confirms implementation success on the teacher side, while systemic/environmental challenges still limit full student improvement. She expresses need for repeated training and resource support, which reflects a realistic self-assessment rather than dependence.



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9. Key Findings

- Oral skills are stronger than writing skills among students.
- Pronunciation and spelling continue to be areas of difficulty.
- The teacher uses English 90% of the time in the classroom.
- Student participation improves under teacher guidance but is still not self-initiated.

- EMTIP methods are being successfully implemented in classroom teaching.

10. Challenges

- Limited English exposure outside school.
- Home language (Marathi/Urdu) influences pronunciation.
- Parents are unable to support academic reinforcement.
- Irregular attendance affects continuity.
- Inadequate attractive TLMs and resources.

11. Recommendations

- Annual refresher training for EMTIP teachers.
- Appointment of exclusive EMTIP teachers for continuity.
- Provide internet access for digital learning resources.
- Allocate funds for classroom enrichment.
- Provide English language laboratory and storybooks/workbooks regularly.

12. Conclusion

The DRT visit confirms that EMTIP implementation is strong at the teacher-performance level. The teacher has successfully transitioned to activity-based, communicative teaching practices and uses English extensively. However, systemic limitations such as lack of English exposure at home and resource constraints affect student learning outcomes, particularly in writing. Strengthening infrastructure, providing continuous mentoring and supporting the teacher with dedicated EMTIP resources will further improve learning outcomes.

Chapter 6

District Resource Team (DRT):: Chitradurga

School name: Government Higher Primary School, Nellodu, Hiriyur – Chitradurga District
Date of Visit: 07-02-2024

Class Observed: Class 4

Unit Observed: "Pinocchio"

District Resource Team (as per original report):

- Mr. Ashwath Narayan – Nodal Officer
- Mr. Chandranna H. T. – Subject Inspector
- Mr. Nagaraju G. G. – Member
- Mr. Sundar Raj C. M. – Member
- Mr. Manjunath C. B. – Member
- Mr. Surendra Naik – Member
- Mr. Devaraj – Member
- Mr. Mallikarjun – Member

Observed Teacher: Smt. Reetamani P., B.A., B.Ed., 21 years teaching experience, EMTIP-trained

1. Abstract

The DRT visit to GHPS Nellodu, Hiriyur aimed to assess the impact of EMTIP on teaching-learning practices and student performance in the English-medium classroom. Evidence was collected through Tool-1 (student assessment), Tool-2 (classroom observation) and Tool-3 (teacher interview). The assessment of 15 students shows that most learners are performing well in oral skills and some have also achieved high written scores. Tool-2 observation confirms effective use of TLMs, student participation and English-medium exposure. The teacher interview indicates increased confidence and improved teaching methodology after EMTIP training. Overall, EMTIP has contributed to positive classroom changes, with scope for further strengthening writing and spontaneous speaking.

2. Background and Context

The EMTIP programme supports teachers in handling English-medium sections by improving their language confidence and classroom methodology. As part of ongoing academic mentoring, DRT visits help verify classroom-level implementation and identify strengths and support needs. GHPS Nellodu, Hiriyur was selected for review based on its active participation in EMTIP.

3. School Profile

Category	Details
School Name	Government Higher Primary School, Nellodu, Hiriyur
District	Chitradurga
Medium	Bilingual (Kannada + English)
Class Observed	Class 4
Learning Atmosphere	Supportive and activity-based

4. EMTIP Teacher Profile

Category	Details
Teacher	**Smt. Reetamani P.**
Qualification	B.A., B.Ed.
Experience	21 years
Training	EMTIP-trained
Teaching Style	Interactive and activity-based

5. Objectives of the Visit

- To understand classroom implementation of EMTIP strategies
- To assess student performance using Tool-1
- To evaluate classroom processes through Tool-2
- To capture teacher reflection through Tool-3
- To provide academic mentoring support

6. Student Assessment (Tool-1)

Sl.No	Student Name	Oral (/10)	Written (/15)	Total (/25)
1	Rudramuni T	6	2	8
2	Ramya S	6	3	9
3	Pranathi	6	5	11
4	Harshitha M	6	4	10
5	Kiran K L	9	15	24
6	Ananda D N	6	0	6
7	Nisha N	10	15	25
8	Gayithri N	10	15	25

Sl.No	Student Name	Oral (/10)	Written (/15)	Total (/25)
9	Chaithra P M	8	6	14
10	Tippeshi	9	7	16
11	Shakuntala	6	11	17
12	Prabhas K	10	3	13
13	Jeevan S	10	11	21
14	Khushi R	7	4	11
15	Chethan K S	10	15	25

Extract

"The data indicates the students are good in oral as compare to writing… Need to focus on writing skills of the students who didn't performed well in the given test."

Interpretation

Most students have performed better in oral communication than in writing. They are able to respond correctly when guided by the teacher. A group of high achievers has scored very well in both oral and written tasks, showing good understanding and language recall. Some students with low written scores need more help in spelling, correct sentence building and written practice. The range of performance shows that while overall progress is good, weaker learners need extra scaffolding. Reading aloud, guided writing tasks and regular speaking activities will help them improve further.

7. Classroom Observation (Tool-2)

Tool-2 Score

Criteria	Score
Teacher Talk	22/25
Student Talk	18/20
Innovative Strategies	20/20
Content Knowledge	14/15
Classroom Process/Evaluation	19/20
Total	**93/100**

Extracts

"Ability to use English fluently and appropriately – 4/5"

"Ability to check understanding & motivate children – 5/5"

"Ability to involve students in peer/group work – 5/5"

Interpretation

The teacher is using English confidently in the classroom and students are actively participating. TLMs are used effectively, and classroom processes are well managed. Students understand instructions and respond well, but their speech is still mostly prompted by the teacher. More opportunities for **self-initiated student talk** will help improve fluency further.

Extract from the report:

Being RP of EMTIP, the performance of the teacher is very good. Her language, her communication skill with students giving instructions, questioning skill, preparation of proper TLMs, are all excellent. She really motivated her students to engage in learning activities. In her interview, she opined that the EMTIP training, helped her to adopt innovative techniques & TLMs in teaching EMTIP classes. Our team observed that she used varieties of evaluation tools to evaluate her children's performance. They're projects, story narrations, oral & written tests, dialogue delivery & script presentation etc. She tried to develop infrastructure of the classroom with the help of the parents. We found that 20% of the students are lag behind in writing skill. At the time of writing answers & the dictation 6 students faced problems so our team suggested her to give more writing opportunities to her children to develop their writing skills.

8. Teacher Interview (Tool-3)

Extract

“Before EMTIP I did not have confidence. After training I feel I can teach in English without fear.”

Interpretation

The teacher has clearly gained confidence after EMTIP training. She has shifted from basic translation-based instruction to activity-based and interactive teaching. She is also providing remedial help to slow learners and is aware of areas where students need more support.

9. Key Findings

- Students show good progress in oral skills; writing needs further reinforcement
- Teacher is using EMTIP strategies consistently
- Classroom is interactive and child-friendly
- High achievers are performing well in both skills
- Some students require targeted remedial support

10. Challenges

- Writing is weak for a few learners
- Limited student-initiated speaking
- Variation in student language levels
- Exposure to English outside school is low

11. Recommendations

- More reading aloud and guided writing activities
- Pair work and role-play for fluency
- Structured oral routines daily
- Support for low performers (phonics + sentence frames)
- Continued academic mentoring

12. Conclusion

The DRT visit shows that EMTIP implementation in GHPS Nellodu, Hiriyur is effective and visible in classroom practice. Students are showing steady improvement, especially in oral skills. Teacher confidence has increased after training. With focused support for writing and independent speaking, student learning outcomes can improve further.

Chapter 7

District Resource Team (DRT): Dharwad

School name: KPS Higher Primary School, Rayanal – Dharwad District
Date of Visit: 22/02/2024
Class Observed: Class 5
EMTIP Teacher Observed: Smt. Laxmi S. Ekbote

DRT members:

1. Shri J G Sayed, Senior Lecturer Diet Dharwad
2. Shri Yallappa Maddiyavar, BRP, Hubli Rural
3. Shri V M Madiwalar, CRP, Tegur Tq: Dharwad
4. Shri Venkatesh Nesrekar, Am, Hps Jigaluru Tq: Kundagol Dist: Dharwad
5. Shri Suresh Mugali, Assistant Teacher, Govt High School Veerapur Dharwad
6. Smt Leelavati Itagi, Assistant Teacher, Govt High School Kuradikeri Tq: Hubli

1. Abstract

The DRT visit was conducted at KPS Rayanal to observe the implementation of EMTIP and review student learning outcomes in English. Tool-based evidence was collected through classroom observation (Tool-2), teacher reflection (Tool-3) and a group student assessment (Tool-1). The qualitative findings show that students are confident in oral responses but display weaker performance in independent writing. The teacher has developed greater confidence after EMTIP training and is using English consistently in classroom interaction. However, classroom processes indicate a need for strengthening student-initiated talk and reading-to-writing support. The visit confirms progress at classroom level with scope for further improvement.

2. Background And Context

EMTIP (English Medium Teachers' Induction Programme) aims to support teachers of English medium and bilingual classrooms through training in communicative pedagogy, classroom interaction strategies and language confidence. As part of academic monitoring, District Resource Teams (DRTs) visit schools to observe classroom implementation and review student learning.

KPS Rayanal was selected for field-level review. The team interacted with students, observed classroom teaching, reviewed instructional practices and discussed teacher reflection post-training.

3. School Profile

Category	Details
School Name	KPS Higher Primary School, Rayanal
District	Dharwad
Medium	Bilingual (Kannada + English)
Class Observed	Class 5
Learning Environment	Supportive and interactive

4. EMTIP Teacher Profile

Category	Details
Teacher	**Smt. Laxmi S. Ekbote**
Training	EMTIP-trained
Strength	Confident classroom English use
Improvement Area	More student-initiated talk / independent writing

5. Objectives of the Visit

- To observe EMTIP implementation in the classroom
- To review student learning performance (Tool-1)
- To assess classroom processes using Tool-2
- To record teacher reflection (Tool-3)
- To identify strengths and areas for academic mentoring

6. Student Assessment (Tool-1)

The Dharwad report does not include individual student scores, but provides aggregated outcome data:

Aspect	Score
Oral Skills	**71.5%**
Written Skills	**38.3%**
Overall	**51.6%**

Extract:

“Students were able to understand the questions and give responses orally, but they struggled with written sentence formation and accuracy.”

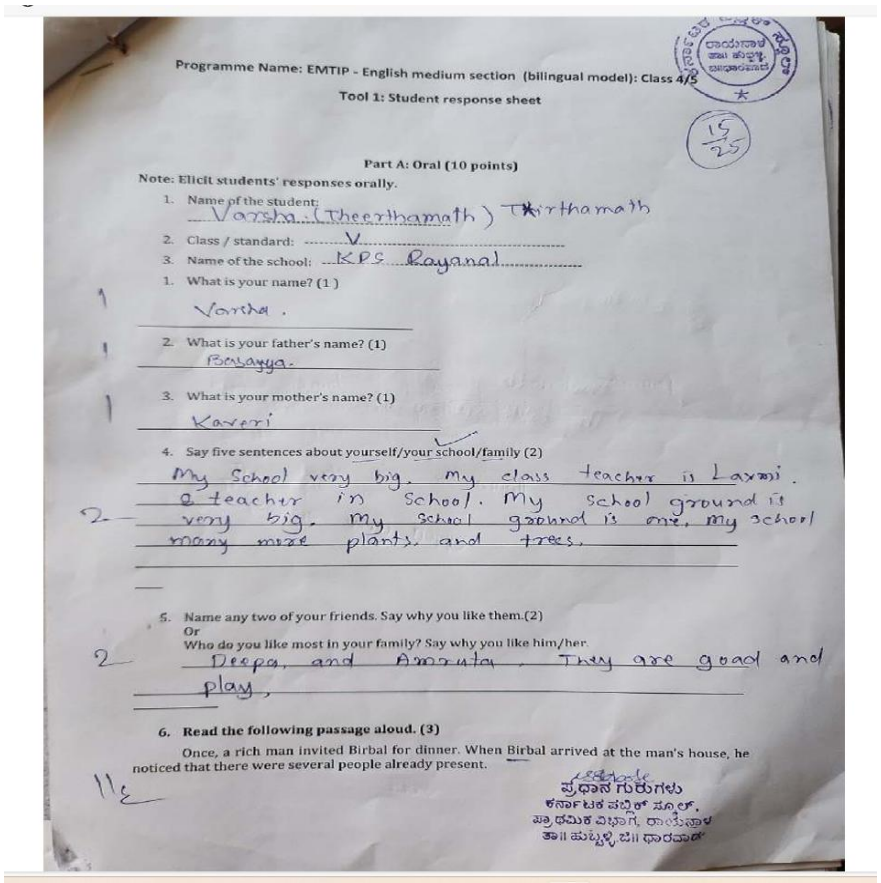
Interpretation

The results show that learners are more confident in oral skills than in writing. Most students were able to respond when guided by the teacher, showing comprehension and recall. However, many struggled with independent writing, spelling and sentence formation. The gap between oral and written performance suggests that learners need more structured reading-to-writing support. Continuous practice in guided writing, vocabulary strengthening and sentence framing activities will help improve written competency.

Extract from the report:

It was noticed that students are confident to speak in English. Majority of the students were good at oral expression. They were able to frame simple sentences grammatically.

- Reading skill needs more practice.
- Writing skill needs serious attention as it has been noticed. Even the students who are good at speaking and reading were struggling to write. The handwriting, spellings need a lot of practises. Many of the students couldn't write picture description in an expected way. The teacher has to provide the students with ample opportunities of writing, focusing on both basic writing skills like handwriting, spellings, vocabulary and also creative writing aspects.
- When looking at the answers obtained, overall progress of the students was average. 6 questions in the oral test were answered correctly by 93% of the students.



Programme Name: EMTIP - English medium section (bilingual model): Class 4/5

Tool 1: Student response sheet

15/25

Part A: Oral (10 points)

Note: Elicit students' responses orally.

1. Name of the student: Varsha (Theerthamath) Tirthamath
2. Class / standard: V
3. Name of the school: KPS Rayanal

1. What is your name? (1) Varsha. 1
2. What is your father's name? (1) Basayya. 1
3. What is your mother's name? (1) Kaveri 1
4. Say five sentences about yourself/your school/family (2)
   My School very big. My class teacher is Laxmi. 2 teacher in School. My school ground is very big. My school ground is one. My school many more plants and trees. 2
5. Name any two of your friends. Say why you like them.(2)
   Or
   Who do you like most in your family? Say why you like him/her.
   Deepa and Amruta. They are good and play. 2
6. Read the following passage aloud. (3)
   Once, a rich man invited Birbal for dinner. When Birbal arrived at the man's house, he noticed that there were several people already present. 11/2

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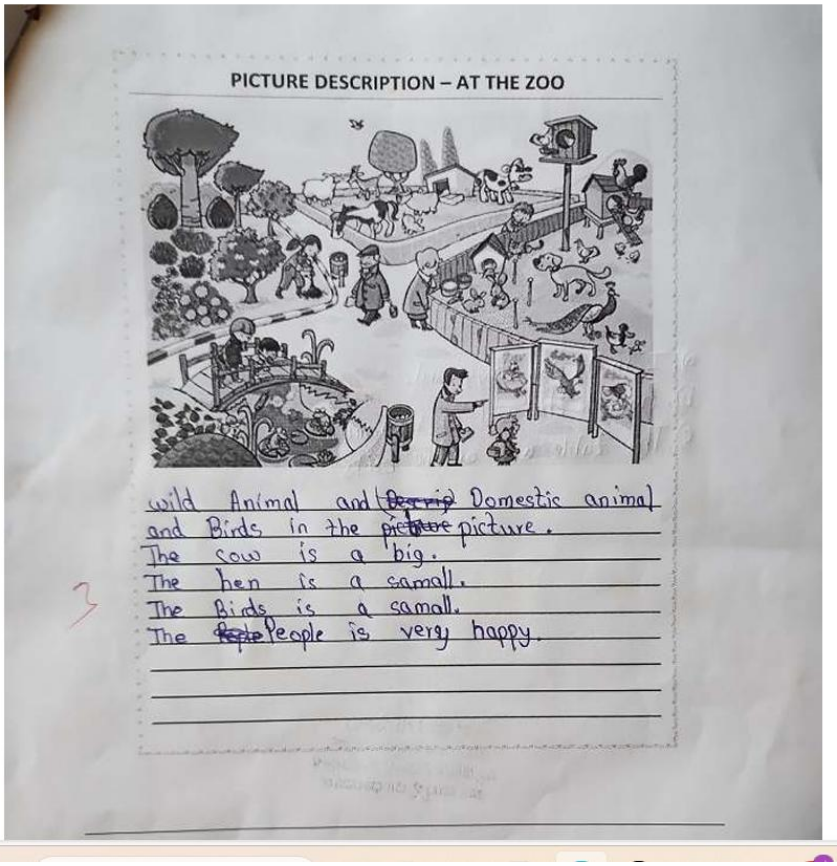
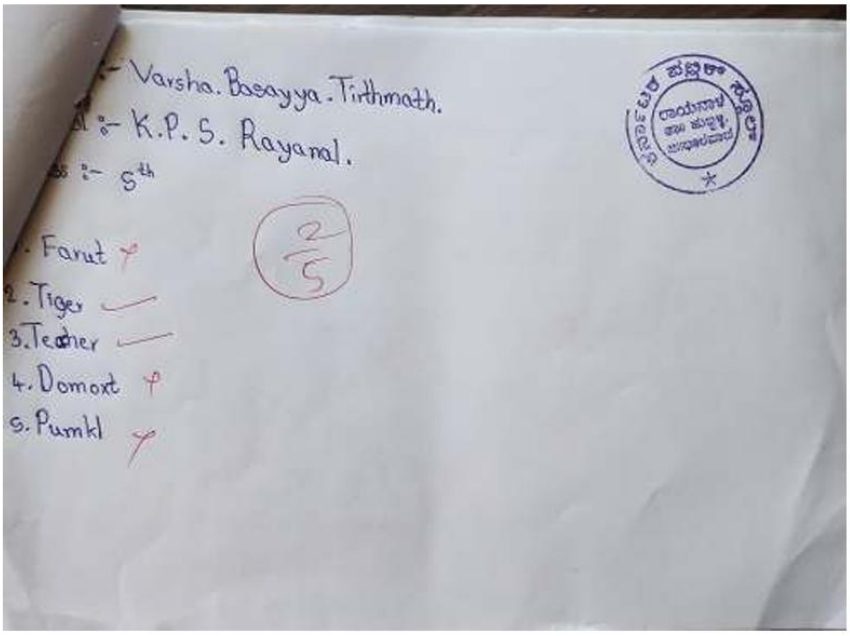
ಕರ್ನಾಟಕ ಪಬ್ಲಿಕ್ ಸ್ಕೂಲ್,
ಪ್ರಾಥಮಿಕ ವಿಭಾಗ, ರಾಯನಾಳ
ತಾ॥ ಹುಬ್ಬಳ್ಳಿ ಜಿ॥ ಧಾರವಾಡ



PICTURE DESCRIPTION – AT THE ZOO

wild Animal and ~~Descrip~~ Domestic animal
and Birds in the ~~picture~~ picture.
The cow is a big.
The hen is a samall.
The Birds is a samall.
The ~~Peple~~ People is very happy.

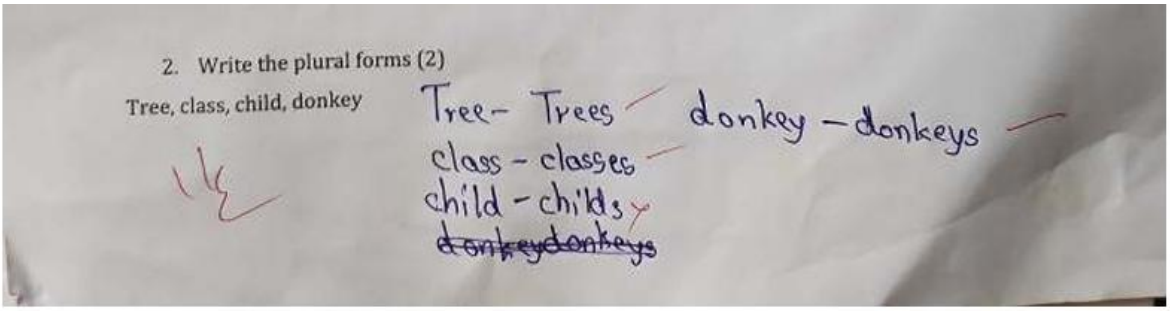
3



:- Varsha. Basayya. Tirthmath.
:- K.P.S. Rayanal.
:- 5th

2/5

. Farut
2. Tiger
3. Teacher
4. Domoxt
5. Pumkl



2. Write the plural forms (2)

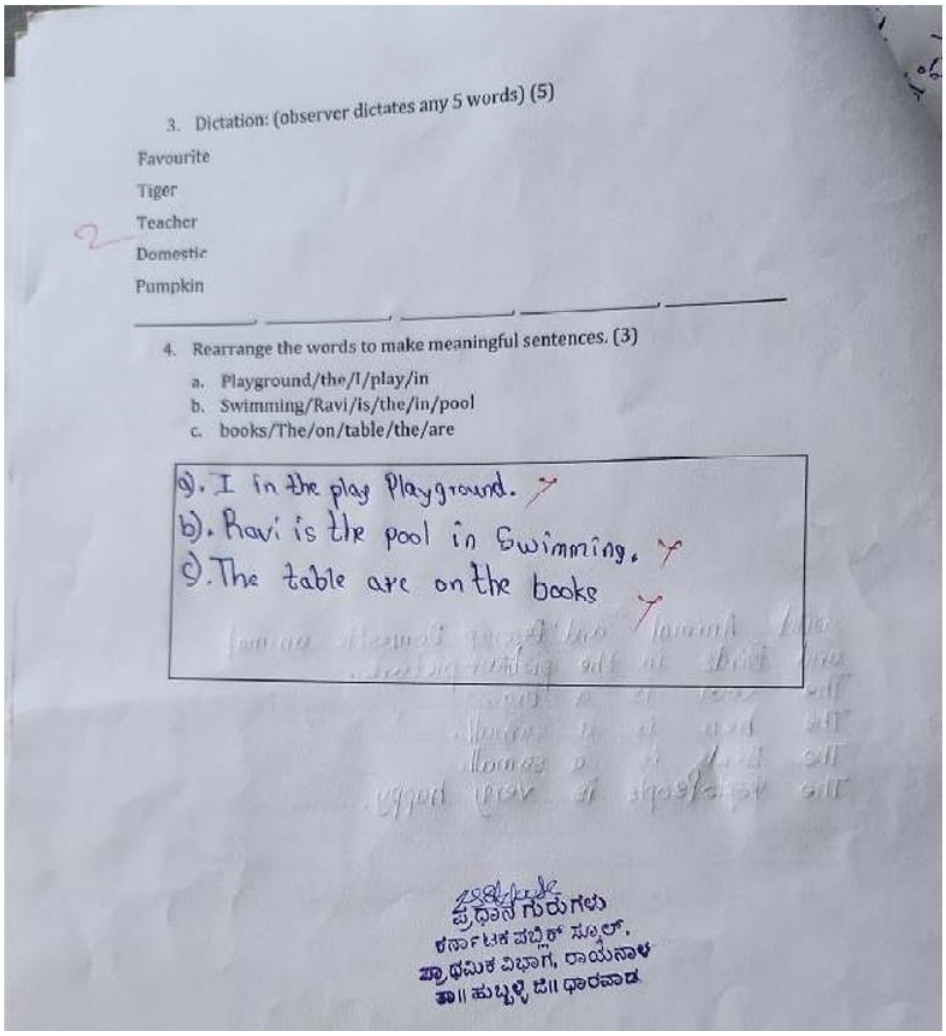
Tree, class, child, donkey

Tree- Trees ✓ donkey – donkeys ✓

class - classes ✓

child - childs ✗

~~donkeydonkeys~~



3. Dictation: (observer dictates any 5 words) (5)

Favourite

Tiger

Teacher

Domestic

Pumpkin

4. Rearrange the words to make meaningful sentences. (3)

a. Playground/the/I/play/in

b. Swimming/Ravi/is/the/in/pool

c. books/The/on/table/the/are

a). I in the play Playground. ✓

b). Ravi is the pool in Swimming. ✗

c). The table are on the books ✓

ಪ್ರಧಾನ ಗುರುಗಳು
ಕರ್ನಾಟಕ ಪಬ್ಲಿಕ್ ಸ್ಕೂಲ್,
ಪ್ರಾಥಮಿಕ ವಿಭಾಗ, ರಾಯನಾಳ
ತಾ॥ ಹುಬ್ಬಳ್ಳಿ ಜಿ॥ ಧಾರವಾಡ

7. Classroom Observation (Tool-2)

The classroom observation conducted by the DRT team resulted in a score of **65/100**.

Key areas of scoring (as per the observation sheet):

- Teacher Talk: 18/25
- Student Talk: 11/20

- Innovative Strategies: 13/20
- Content Knowledge: 11/15
- Classroom Process/Evaluation: 12/20
- **Total: 65/100**

Extract:

"Teacher is able to use English, though explanation frequently shifts to L1 when students hesitate."
"Student participation is present, but mostly in response mode, not initiative mode."
"TLMs used but with limited student interaction."

Interpretation

The teacher uses English regularly in class, but a shift to L1 occurs when scaffolding learner comprehension. Students respond well when prompted, but initiate very little English talk on their own. Innovative strategies are present, but need to be strengthened through peer/pair interaction. Classroom organisation is smooth, but reading and speaking opportunities need to be extended for independent output.

8. Teacher Interview / Implementation (Tool-3)

Extract:

"Earlier I was not confident… After EMTIP, I am using English more comfortably in the classroom."

Interpretation

The teacher acknowledges a visible gain in confidence and a shift towards activity-based teaching. She is aware of students' learning gaps and uses simplified support where needed. Further mentoring on speaking routines and writing scaffolds will build learner independence and fluency.

Extract from the report:

Ms. Laxmi Ekbote joined the school in 2014. She was chosen to teach in English Medium bilingual section, when her school got the privilege to have an EMS in 2019.

• The teacher has undergone EMTIP-1 for 15 days in 2019.

• The teacher has used the opportunity enthusiastically.

• Since then, she has received all the trainings of EMTIP.

• These trainings helped her develop confidence of teaching in English medium. The teacher expressed her gratitude for the support and guidance she has been receiving from her colleagues and DIET.

• The teacher demanded for much more resources related to her class apart from what she receives from the training programs.

• The teacher has a great collection of rhymes, stories and language games.

• The teacher has also prepared colourful TLMs for her class to make the learning more joyful.

• The teacher also demanded for a separate cluster sharing meet for English Medium Bilingual schools. Where they can share their ideas and even challenges to get solutions for.
• She also requested that more and more examples from mathematics and EVS text book are to be solved in the training for the better improvement.
• Whatever the material gets provided from the department, should be supplied in the beginning of the year. For example, activity books, workbooks.
• The teacher wants to learn about Action research thoroughly. So that, she can use it to solve problems in her classroom process.

9. Key Findings

- Oral performance is significantly better than written performance
- Teacher uses English confidently post-EMTIP
- Students respond well but seldom initiate talk
- Writing skills require more structured practice
- Classroom process benefits from TLM use but needs deeper engagement

10. Challenges

- Limited independent student speaking
- Weakness in sentence construction and spelling
- Writing accuracy is low compared to oral skill
- Some learners depend heavily on prompts

11. Recommendations

- Introduce pair-talk and short oral routines
- Provide guided writing support (frame → cloze → free writing)
- Increase reading aloud activities to strengthen sound-symbol mapping
- Include vocabulary reinforcement regularly
- Extend strategic follow-up mentoring

12. Conclusion

EMTIP implementation at KPS Rayanal has led to improved oral language confidence and a supportive classroom environment. The teacher is using English meaningfully and students are able to comprehend and respond. Written skills remain an area needing targeted support. With regular, structured speaking and writing practice, overall student performance can improve steadily.

Chapter 8

District Resource Team (DRT): Gadag

School name: Karnataka Public School (KPS), Doni – Mundargi, Gadag District
Date of Visit: 08.02.2024

DRT Team:

Ms. Gayatri Sajjanar, Senior Lecturer, DIET, Gadag.

Ms. Lalita Vankyal, Subject Inspector, DDPI Office, Gadag

Mr. Nandeesh Kumar, CRP

Mr. Umesh Gangapur, High school teacher.

Ms. Susanna B. Kanavalli ,Graduate Primary Teacher.

Class Observed: Class 5

Teacher Observed: Smt. Reena Betgeri

1. Abstract

The District Resource Team (DRT) visited Karnataka Public School, Doni (Mundargi taluk) to observe the implementation of EMTIP and its impact on student learning in English. Tool-based review of student performance (Tool-1), classroom process (Tool-2) and teacher reflection (Tool-3) showed that students demonstrate better oral skills than written skills. The teacher conducts lessons in English with the support of TLMs and interactive strategies, but students' independent writing, spelling and sentence construction need strengthening. EMTIP training has helped the teacher gain confidence in using English and in implementing student-centred teaching practices. The report indicates overall progress with scope for targeted literacy support.

2. Background and Context

The English Medium Teachers' Induction Programme (EMTIP) develops teachers' classroom English usage, activity-based pedagogy and learner engagement strategies. As part of follow-up and mentoring, DRTs visit selected schools to review implementation fidelity and collect classroom-level evidence.

The DRT team visited KPS Doni, Mundargi to observe an English lesson at the primary level, interact with learners and collect Tool-based data to understand how EMTIP strategies are being implemented in the classroom.

3. School Profile

Category	Details
Name of School	Karnataka Public School (KPS), Doni
Taluk / District	Mundargi, Gadag District
Medium of Instruction	Bilingual (Kannada + English)
Class Observed	Class 5
Learning Environment	Supportive and interactive

The School was established in the year 1909 as a Government Higher Primary Boys School. Recently in the year 2019-2020 the school was upgraded to Karnataka Public School.
As per the enrolment data of the school, the present strength of the students from class LKG to 7th standard is 476.

The following table gives class wise enrolment of students of the school as per 2024 current year.
English medium:

Class	Boys	Girls	Total
LKG	14	16	30
UKG	17	13	30
1St std	14	16	30
2nd std	15	15	30
3rd std	18	12	30
4th std	16	14	30
5th std	17	13	30
Total	111	99	210

Kannada medium:

Class	Total
1st std Nali kali	26
2nd std Nali kali	41
3rd std Nali kali	45
4th std	42
5th std	25
6th std	39
7th std	47
Total	265

4. EMTIP Teacher Profile

Category	Details
Teacher Name	**Smt. Reena Betgeri**
Experience	5 years
Training	EMTIP-trained
Strength Area	Classroom English use & TLM-supported teaching

Category	Details
Area for Further Support	Strengthening student writing practice

5. Objectives of the Visit

- To assess student performance through Tool-1
- To observe classroom interaction using Tool-2
- To study teacher reflection using Tool-3
- To identify the impact of EMTIP on classroom practice
- To understand learner needs for further improvement

6. Student Assessment (Tool – 1)

The Tool-1 assessment was conducted for **11 students**. The assessment used oral and written criteria with a total score out of 25.

Sl.No	Student Name	Oral (/10)	Written (/15)	Total (/25)
1	Bheemappa	05	01	06
2	Sanjeev	06	03	09
3	Savita	05	01	06
4	Vinay	10	12	22
5	Renuka	08	08	16
6	Jayshree	08	06	14
7	Sana	08	09	17
8	Daanayya	05	04	09
9	Junnusab	05	04	09
10	Ningappa	06	05	11
11	Naveen	08	11	19

Extract from the report

“Students show more confidence in speaking than in writing. Some students hesitate during writing due to spelling and sentence formation difficulties.”

Interpretation

The results show that oral performance is stronger than written performance for most students. Children are able to understand the teacher and reply orally, but a number of them struggle with independent writing. Students with lower scores need support in basic phonics, spelling and structuring sentences. High scorers like **Vinay and Naveen** demonstrate good

comprehension and recall, while weaker learners require additional scaffolding and practice. With regular reading aloud, word-building tasks and guided writing, these gaps can be reduced.

7. Classroom Observation (Tool – 2)

The live classroom observation resulted in a total score of **65/100**, indicating satisfactory implementation with scope for deepening student output.

Extracts:

"Teacher uses English for classroom instructions and explanation."
"Student participation is present but mostly prompted by teacher questions."
"Use of TLMs is visible but needs more student interaction."

Interpretation

The teacher demonstrates consistent English usage and explains concepts clearly. Students participate actively when guided, but spontaneous talk is still limited. Innovative strategies are used occasionally; however, opportunities for peer interaction and independent speaking need to be expanded. Classroom organisation and teacher preparedness are good, but enhancing student agency in speaking remains the next step.

8. Teacher Interview (Tool – 3)

Extract:

"After EMTIP I feel more comfortable speaking in English in class. I can now teach confidently."

Interpretation

The teacher's confidence has improved after EMTIP training. She recognises student needs and is willing to strengthen literacy and speaking routines further. Continued academic support will help her transition students from response-based speaking to self-initiated expression.

Extract from the report:

1. The teaching sustained the pupils' interest. It also helped them gain more knowledge by building the required competencies for their level.
2. The school is monitored regularly for the quality of teaching. The FLN activities are observed by CRPs and BRPs. We found a few areas that need improvement. These include matching the teaching level to the abilities of the children.
3. The students spoke sensibly. They showed a basic but mature understanding of their work and their learning styles.
4. Most pupils performed activities in language and mathematics well.
5. They showed a positive attitude while choosing the correct synonyms using flashcards.

6. The teacher grouped the students into three levels: fast bloomers, mid bloomers, and slow bloomers. She made the slow bloomers sit in the front row and gave them support with the help of fast bloomers. This was highly commendable.
7. The teacher maintained a portfolio for every child. It included a detailed profile of each student. She shortlisted the developing areas and the competencies yet to be attained. She also recorded the competencies already achieved in a checklist. The FLN activities were recorded according to the skills to help evaluate the child's learning outcomes.
8. The classroom teaching was good. Teaching-learning materials were displayed in every corner of the classroom. We noticed a language-rich environment and well-maintained seating arrangements. A projector was also used for joyful learning.
9. We, the DRT members, appreciated Madam's hard work in improving English and using English as much as possible in the classroom. However, we suggested more drill work in reading and writing. Some books were checked without correction at the right time. Students faced difficulty in reading simple word blends. They also wrote a few incorrect spellings during dictation. We suggested more activities to improve reading and writing. Children should also learn to connect meaning with correct sounds.
10. Students could not form meaningful sentences while doing the picture description activity. There was a gap in grammar and sentence formation.

Teacher's Response to the Interview Questions

The teacher was happy to handle the English-medium section. She said that she had learnt many new things while teaching in this bilingual section. In the beginning, she faced challenges. It was difficult to understand the CBSE syllabus and the activity-based method of teaching, including narration and experiential learning. But now she feels proud and confident. She is able to teach joyfully and understands her students better.

The teacher also felt happy about the EMTIP training. She appreciated the modules prepared by RIESI and the resource persons. She said they helped build confidence among English-medium classroom teachers across Karnataka.

9. Key Findings

- Oral skills are stronger than written skills among students
- Teacher confidence in using English has improved
- Students respond well to guided questioning
- Independent writing needs systematic scaffolding
- Student-talk remains largely teacher-dependent

10. Challenges

- Weak spelling and sentence construction among lower scorers
- Limited spontaneous English speaking by learners
- Need for more guided reading-to-writing support
- Learning gaps among slow learners

11. Recommendations

- Provide daily oral practice through pair talk and short speaking activities
- Introduce reading aloud and mini-dictation for spelling support
- Use phonics-based reinforcement for slow learners
- Stepwise writing practice: word → phrase → sentence → short paragraph
- Increase peer interaction/paired activities

12. Conclusion

The DRT visit shows encouraging progress in EMTIP implementation at KPS Doni. The teacher uses English confidently and creates a supportive learning space. Students' oral participation is good, and with more structured writing practice and opportunities for independent talk, overall performance can improve further.

Chapter 9

District Resource Team (DRT): Kodagu

School: Karnataka Public School (KPS), Nelliahudikeri – Somwarpet Block

Date of Visit: 28 February 2024

Class Observed: Class 2

Teacher Observed: *Smt. Asha* (EMTIP-trained)

DRT Team (Kodagu District):

1. **Mr. Shivakumar K.S** – Nodal Officer, Lecturer, DIET Kodagu
2. **Ms. Bindu** – Sub Inspector (English), Kodagu
3. **Mr. Manjunath K.N** – English Teacher, KPS Ponnampet
4. **Mr. Bibinkumar** – GPT English, GHPS Hosathota
5. **Ms. Usha** – Cluster Resource Person (CRP), Murnadu

1. Abstract

The District Resource Team visited KPS Nelliahudikeri to examine the implementation of EMTIP in the early primary classroom. The student assessment (Tool-1) indicates stronger reading and writing compared to oral skills, with several students scoring above 20/25. Classroom observation (Tool-2) shows structured child-friendly pedagogy, rich exposure to English and effective use of TLMs, reflected in a score of **95/100**. Teacher reflection (Tool-3) highlights improved confidence after EMTIP and a shift toward activity-based methods. Overall, the visit confirms meaningful implementation of EMTIP, with a need to further develop independent oral expression.

2. Background And Context

EMTIP supports teachers in English-medium and bilingual sections by enhancing language use, classroom interaction and child-centred pedagogy. Kodagu district is actively mentoring EMTIP-implementing schools through regular follow-ups. The DRT visit to Nelliahudikeri focused on observing authentic classroom practice, evaluating learning outcomes and identifying areas for academic support.

3. SCHOOL PROFILE

Category	Details
School Name	Karnataka Public School (KPS), Nelliahudikeri
Block/Taluk	Somwarpet, Kodagu District

Category	Details
Medium	English (EMTIP implementation)
Class Observed	Class 2
Learner Background	First-generation bilingual learners

4. EMTIP Teacher Profile

Category	Details
Teacher	**Smt. Asha**
Training	EMTIP-trained (EMTIP 1,2,3,4 and 5)
Strengths	Classroom English use, student engagement, TLMs
Area for Support	More oral-language reinforcement

5. Objectives of the Visit

- To observe the pedagogical implementation of EMTIP
- To analyse student learning using Tool-1
- To review classroom processes using Tool-2
- To document teacher reflection through Tool-3
- To provide mentoring-based feedback for improvement

6. Student Assessment (Tool-1)

Sl.No	Student Name	Oral (5)	Reading (10)	Writing (10)	Total (25)
1	Nidhal K	2	7	8	17
2	Safuvan	3	9	10	22
3	Samarth	5	10	9	24
4	Thajudeen P T	5	7	3	15
5	Salmanul Faris	4	10	9	23
6	Md. Sinan T I	2	8	5	15
7	Muhmina	3	10	10	23
8	Kajara E S	3	10	9	22
9	Pranavya	3	10	8	21
10	Nihal	2	5	10	17

Extract from report (Tool-1 reflection)

“Students can read well with teacher support. A few children hesitate while speaking independently but they are able to write simple sentences.”

Interpretation (simple descriptive)

The results show that reading and writing skills are stronger than oral skills for many students. Several children scored more than 20/25, showing good comprehension and familiarity with classroom vocabulary. However, a few learners still rely on teacher support for oral responses and hesitate during independent speaking. Students need more structured opportunities for oral practice along with continuing their reading and guided writing activities. Phonics-based reinforcement and pair-speaking routines will further strengthen performance.

Extract from the report:
Students of class 2 are confident to speak in English.

- Majority of the students were good at oral expression. They were able to frame simple sentences grammatically.
- Reading skills and writing skills of the students are adequate .However Thajudeen P T and Md. Sinan need more attention on reading
- Overall ,most of the students have good basic oral, reading and writing skills. However, there are a few students who may need support from the teacher.

7. Classroom Observation (Tool-2)

The classroom observation score recorded in the report is **95/100**, indicating very strong implementation of EMTIP strategies.

Extracts

"Teacher uses English continuously for instructions and interaction."

"Learners show enthusiasm and respond actively."

"TLMs are used very effectively and support comprehension."

"Children are comfortable engaging with activities."

Interpretation

The classroom environment is highly supportive and activity oriented. The teacher's English usage is consistent and clear, resulting in better learner comprehension. Student participation is high, although oral language output is still mostly in response mode. The next stage is to develop student-led talk and short peer-speaking routines. The strong Tool-2 score confirms steady classroom implementation.

Extract from the report:

The teacher was prepared for the class and had an thorough understanding of the concept to be taught in the class.

- The teacher was confident in speaking in English and interacted with the students well.
- Use of TLM and innovative strategies to make the learning fun.
- The students worked in groups and adequate opportunity was given to each
- Students participated in the activities enthusiastically.

8. Teacher Interview (Tool-3)

Extract

"After EMTIP training I feel more confident and I am able to use English comfortably in class. I have started using more classroom activities for language learning."

Interpretation

The teacher acknowledges clear professional growth after EMTIP. She has moved from translation-based tasks to interactive strategies. Willingness to adopt continuous oral practice and remedial support reflects positive classroom change.

Extract from the report:

EMTIP is a great initiative but the strength of the class is a major concern as there is shortage of infrastructure for proper seating of students as the classroom feels too crowded. The shortage of staff also adds to the difficulty of engaging the learners in a better way. The teacher is unable pay attention to the student who is lacking in obtaining the specified skill. The trainings help her to understand the new pedagogical process and has helped in boosting up her confidence in teaching English to her learners. She was lacking confidence prior to the trainings but as she got the trainings she has gained a lot of confidence and is making an effort to develop her English even more. She has written a few articles for the district e papers and aspires to write an article in English. There are times when the teachers of EMTIP do not receive adequate resources which makes their task difficult. So, she requested that as Kannada medium sections get the resources at the earliest they too should get the trainings and resources at the earliest.

9. Key Findings

- Strong reading and writing performance at the early primary level
- Classroom process score is very high (95/100)
- Teacher confidence in English use is evident
- Students respond actively to instruction
- Oral spontaneity needs further strengthening

10. Challenges

- Limited independent spoken English
- Some learners hesitate without prompts
- Need for more phonics and oral drilling
- Early writing needs continued scaffolding

11. Recommendations

- Daily short oral routines (pair talk, show-and-tell, oral retelling)
- Continued phonics and vocabulary reinforcement
- Use of picture prompts to build speaking independence
- Maintain strong TLM integration
- Gradual shift from guided → independent student talk

12. Conclusion

The DRT visit confirms effective EMTIP implementation at KPS Nelliahudikeri. The school environment is learner-friendly and reflective of good pedagogical practice. Students demonstrate encouraging progress in reading and writing, with scope for increasing oral independence. Continued mentoring and structured speaking practice will help strengthen fluency further.

Chapter 10

District Resource Team (DRT): Shirsi

School: M.H.P.S. Manchikeri

Date of Visit: 13/02/2024

Class Observed: Class 4

Teacher Observed: Smt. Vinaya V. Bhat

DRT Team (Sirsi Educational District):

1. **Sri Raghavendra Bannur** – Nodal Officer
2. **Sri Ranganath M** – B.R.P.
3. **Sri Nagaraj** – Resource Person
4. **Smt. Reshma** – C.R.P Sakaliya
5. **Sri Prakash** – Resource Person

1. Abstract

The District Resource Team conducted a visit to M.H.P.S. Manchikeri to observe EMTIP implementation and evaluate student competency through Tool-1, classroom practices through Tool-2 and teacher reflection through Tool-3. The findings show strong student performance in oral tasks and good reading comprehension, with writing still developing for some learners. The classroom process score (94/100) reflects strong pedagogy and student engagement. The teacher interview indicates growth in confidence and classroom English use after EMTIP. Overall, EMTIP is being implemented effectively with scope for more independent student talk and reinforced writing support.

2. Background And Context

The EMTIP programme equips primary teachers with strategies for English-medium instruction. DRT visits help ensure mentoring and classroom-level validation of implementation. M.H.P.S. Manchikeri was selected for observation to review live classroom teaching, student outcomes and teacher reflections to understand the impact of training in rural Kodagu–Sirsi belt context.

3. School Profile

Category	Details
Name of School	M.H.P.S. Manchikeri
District / Block	Sirsi Educational District (Uttara Kannada)
Medium	English (EMTIP implementation)

Category	Details
Class Observed	Class 4
Learning Environment	Child-friendly, activity-based

4. EMTIP Teacher Profile

Category	Details
Teacher	**Smt. Vinaya V. Bhat**
Training	EMTIP-trained
Strength	Student engagement and TLM-supported teaching
Focus Area	More opportunities for child-initiated talk

5. Objectives of the Visit

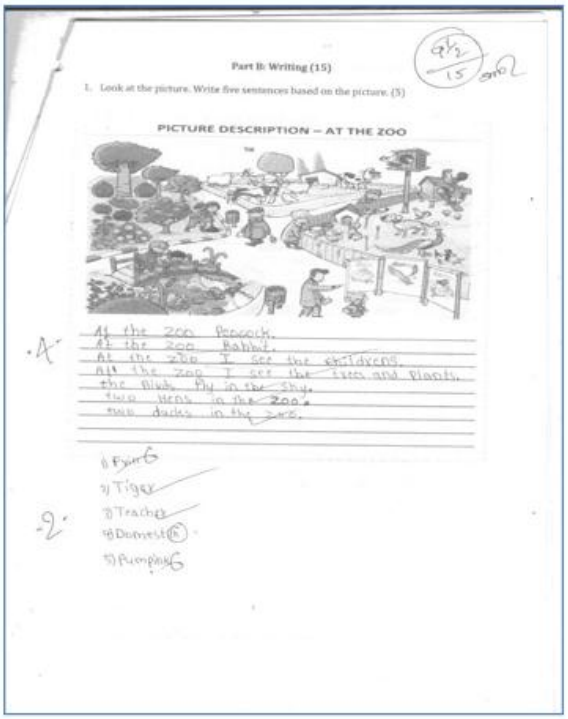
- To observe EMTIP-aligned classroom practices
- To assess students using Tool-1
- To analyse classroom pedagogy using Tool-2
- To understand teacher reflection through Tool-3
- To provide mentoring-based academic support

6. Student Assessment (Tool-1)

Sl.No	Student Name	Oral (/10)	Written (/15)	Total (/25)
1	Srujan	9	6	15
2	Ritwik	10	13	23
3	Vishwaprakash	10	9.5	19.5
4	Poorab	10	12.5	22.5
5	Manvith	10	7.5	17.5
6	Mahammad Fiaz	9	1	10
7	Deepti	9.5	11	20.5
8	Impana	8	12.5	20.5
9	Arfa Shaikh	8.5	6.5	15
10	Ahalya Naik	9	9.5	18.5

Extract from student assessment notes:

“Most students could speak and respond well in English with teacher support. A few struggled in written work, especially spelling and sentence formation.”



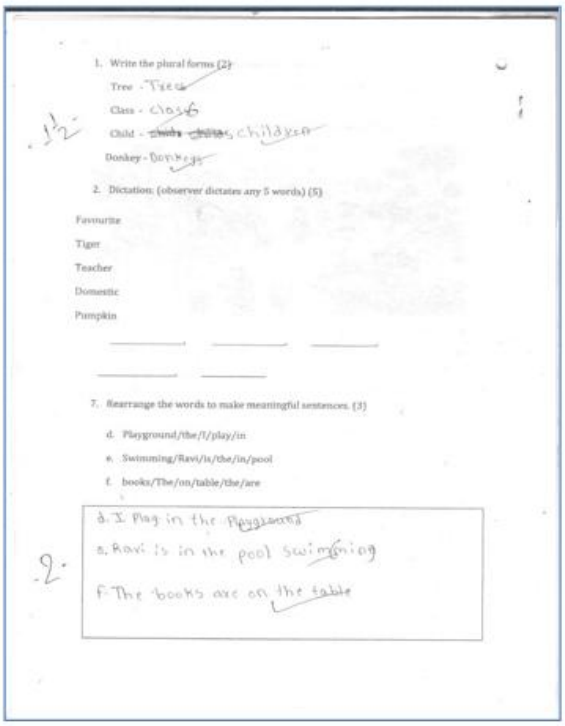
Part B: Writing (15)

1. Look at the picture. Write five sentences based on the picture. (5)

PICTURE DESCRIPTION – AT THE ZOO

At the zoo Peacock.
At the zoo Rabbit.
At the zoo I see the childrens.
At the zoo I see the trees and plants.
the Birds fly in the sky.
two Hens in the zoo.
two ducks in the zoo.

1) Fox
2) Tiger
3) Teacher
4) Domestic
5) Pumpkin



1. Write the plural forms (2)

Tree - Trees
Class - Class
Child - ~~[illegible]~~ childrens
Donkey - Donkeys

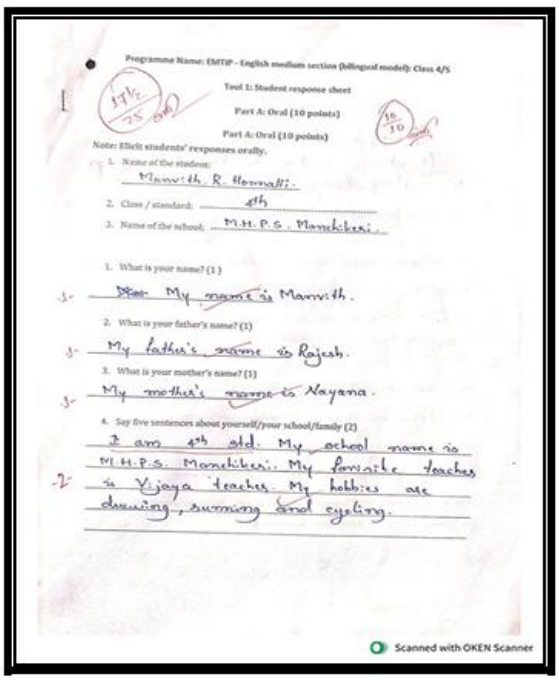
2. Dictation: (observer dictates any 5 words) (5)

Favourite
Tiger
Teacher
Domestic
Pumpkin

7. Rearrange the words to make meaningful sentences. (3)

d. Playground/the/I/play/in
e. Swimming/Ravi/is/the/in/pool
f. books/The/on/table/the/are

d. I Play in the Playground
e. Ravi is in the pool swimming
f. The books are on the table



Programme Name: EMTIP - English medium section (bilingual model): Class 4/5

Tool 1: Student response sheet

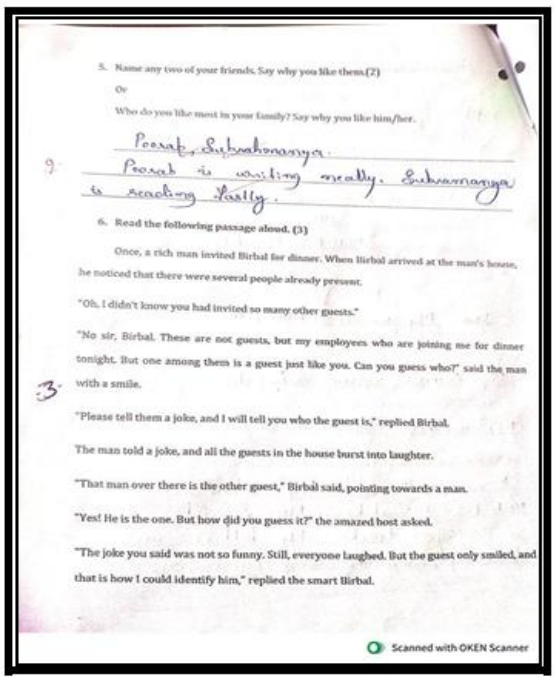
Part A: Oral (10 points)

Part A: Oral (10 points)

Note: Elicit students' responses orally.

1. Name of the student: Manvith. R. Hommalli.
2. Class / standard: 4th
3. Name of the school: M.H.P.S. Manchikeri.

1. What is your name? (1)
My name is Manvith.
2. What is your father's name? (1)
My father's name is Rajesh.
3. What is your mother's name? (1)
My mother's name is Nayana.
4. Say five sentences about yourself/your school/family (2)
I am 4th std. My school name is M.H.P.S. Manchikeri. My favorite teacher is Vijaya teacher. My hobbies are drawing, running and cycling.



5. Name any two of your friends. Say why you like them.(2)

Or

Who do you like most in your family? Say why you like him/her.

Poorab, Subramanya.
Poorab is writing neatly. Subramanya is reading fastly.

6. Read the following passage aloud. (3)

Once, a rich man invited Birbal for dinner. When Birbal arrived at the man's house, he noticed that there were several people already present.

"Oh, I didn't know you had invited so many other guests."

"No sir, Birbal. These are not guests, but my employees who are joining me for dinner tonight. But one among them is a guest just like you. Can you guess who?" said the man with a smile.

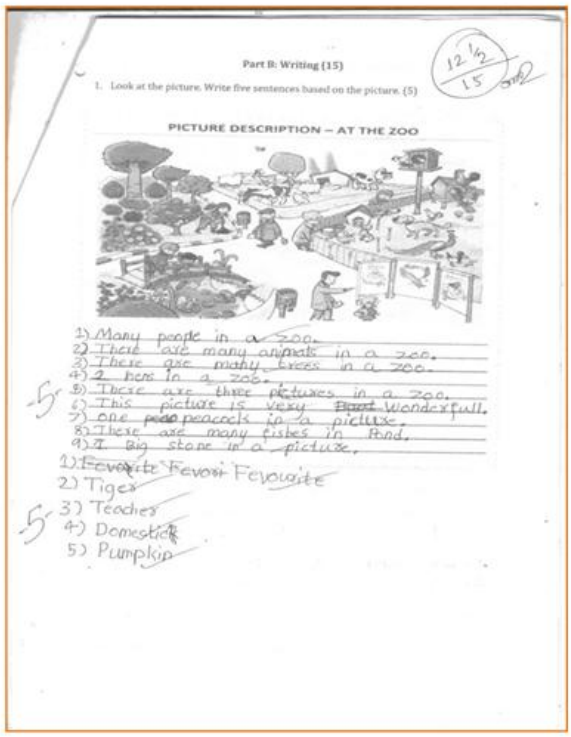
"Please tell them a joke, and I will tell you who the guest is," replied Birbal.

The man told a joke, and all the guests in the house burst into laughter.

"That man over there is the other guest," Birbal said, pointing towards a man.

"Yes! He is the one. But how did you guess it?" the amazed host asked.

"The joke you said was not so funny. Still, everyone laughed. But the guest only smiled, and that is how I could identify him," replied the smart Birbal.



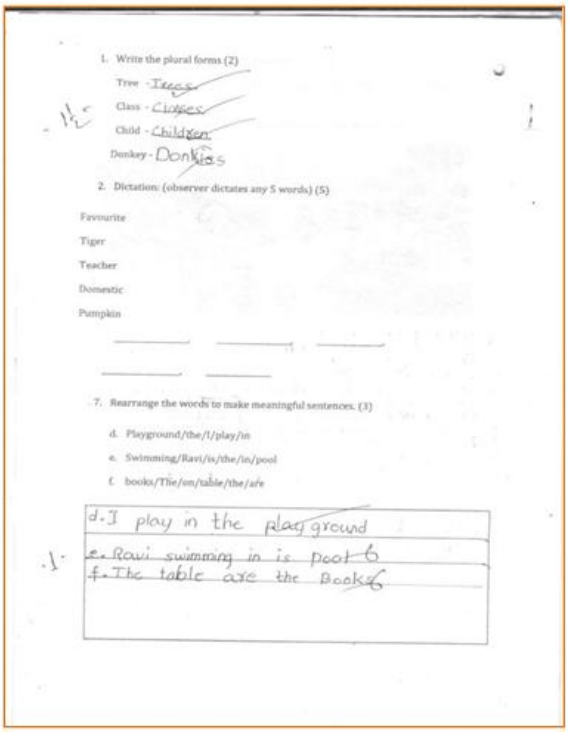
Part B: Writing (15)

1. Look at the picture. Write five sentences based on the picture. (5)

PICTURE DESCRIPTION – AT THE ZOO

1) Many people in a zoo.
2) There are many animals in a zoo.
3) There are many trees in a zoo.
4) 2 hens in a zoo.
5) There are three pictures in a zoo.
6) This picture is very ~~Poor~~ wonderfull.
7) one ~~peac~~ peacock in a picture.
8) There are many fishes in Pond.
9) I Big stone in a picture.

1) ~~Fevorite~~ Fevori Fevourite
2) Tiger
3) Teacher
4) Domestick
5) Pumpkin



1. Write the plural forms (2)

Tree - Trees
Class - Classes
Child - Children
Donkey - Donkies

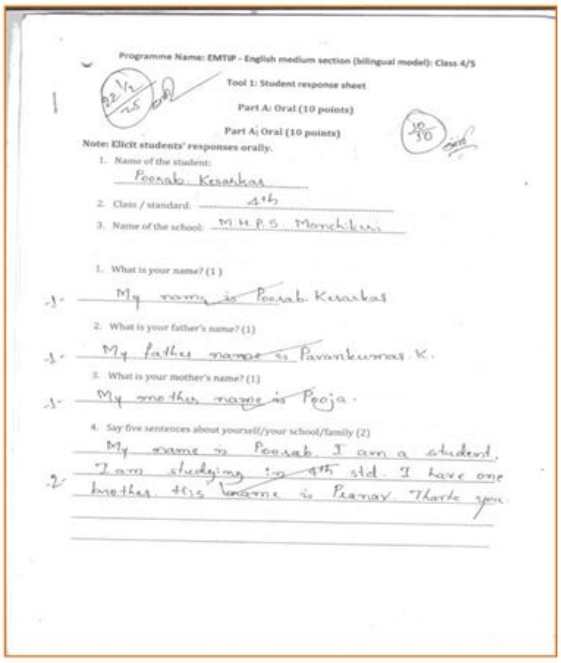
2. Dictation: (observer dictates any 5 words) (5)

Favourite
Tiger
Teacher
Domestic
Pumpkin

7. Rearrange the words to make meaningful sentences. (3)

d. Playground/the/I/play/in
e. Swimming/Ravi/is/the/in/pool
f. books/The/on/table/the/are

d. I play in the playground
e. Ravi swimming in is pool 6
f. The table are the Books 6



Programme Name: EMTIP - English medium section (bilingual model): Class 4/5

Tool 1: Student response sheet

Part A: Oral (10 points)

Part A: Oral (10 points)

Note: Elicit students' responses orally.

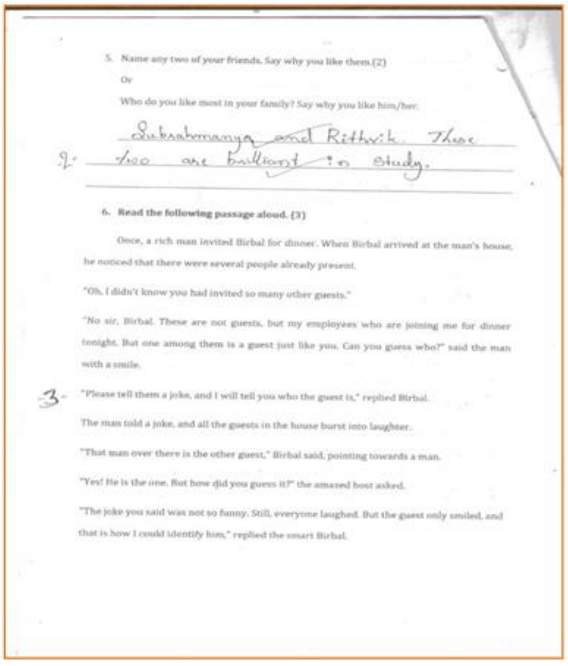
1. Name of the student: Poorab Kesarkar
2. Class / standard: 4th
3. Name of the school: M.H.P.S. Manchikeri

1. What is your name? (1)
My name is Poorab Kesarkar

2. What is your father's name? (1)
My father name is Pavankumar K.

3. What is your mother's name? (1)
My mother name is Pooja.

4. Say five sentences about yourself/your school/family (2)
My name is Poorab. I am a student, I am studying in 4th std. I have one brother. His name is Pranav. Thank you



5. Name any two of your friends. Say why you like them.(2)

Or

Who do you like most in your family? Say why you like him/her.

Subrahmanya and Rithvik. These two are brilliant in study.

6. Read the following passage aloud. (3)

Once, a rich man invited Birbal for dinner. When Birbal arrived at the man's house, he noticed that there were several people already present.

"Oh, I didn't know you had invited so many other guests."

"No sir, Birbal. These are not guests, but my employees who are joining me for dinner tonight. But one among them is a guest just like you. Can you guess who?" said the man with a smile.

"Please tell them a joke, and I will tell you who the guest is," replied Birbal.

The man told a joke, and all the guests in the house burst into laughter.

"That man over there is the other guest," Birbal said, pointing towards a man.

"Yes! He is the one. But how did you guess it?" the amazed host asked.

"The joke you said was not so funny. Still, everyone laughed. But the guest only smiled, and that is how I could identify him," replied the smart Birbal.

Interpretation

Students have performed well in oral skills and reading. Many students scored high in oral and reading components, showing good listening comprehension and classroom participation. Writing remains weaker for a few learners, especially those with low exposure and weaker vocabulary recall. Practice in guided writing, spelling reinforcement and picture-based sentence building will help them improve. Overall, student learning is progressing satisfactorily, especially in oral language.

7. Classroom Observation (Tool-2)

Overall Tool-2 Score: 94/100

s.no	Components of observation	Maximum marks	Marks obtained
1	Teacher Talk	25	24
2	Student Talk	20	18
3	Innovative Strategies	20	19
4	Content (subject) knowledge	15	15
5	Classroom process/Evaluation	20	18
	Total	100	94

Extracts from Tool-2 observation sheet:

"Teacher used TLM effectively and maintained student engagement."

"Classroom interaction was positive, and children were active."

"English was consistently used during instruction."

Interpretation

The teacher demonstrated strong command of EMTIP methodology, using a blend of visuals, questioning and group participation. Children were attentive and confident in responding with teacher scaffolding. The high classroom score (94/100) shows effective planning, delivery and student involvement. The next step is to encourage more self-initiated talk among learners so that speaking becomes more independent.

8. Teacher Interview (Tool-3)

Extract

"After EMTIP I feel more confident to teach in English. I am using activities and children are responding well."

Interpretation

The teacher's reflection shows a positive shift in professional confidence. She has adopted activity-based pedagogy and successfully created a supportive English-rich classroom environment. Continued mentoring will help her introduce more student-led speaking opportunities and expand written practice.

Extract from the report:

Observations of the DRT:

About the students:

1. Ten children were tested and asked oral questions. Some children were able to answer the oral questions, but some were not. When they were asked to read, only five students read correctly.
2. Some students were unable to read new words.
3. The children introduced and talked about their family and friends in English, mostly by heart.
4. Overall writing skill was poor in many students.
5. One student (Mohammad Fiaz) could not answer the questions in written form.
6. Writing skills were found to be weaker than oral skills.
7. The overall performance of the children was observed as good in oral skills but very poor in written skills.
8. Students are very fond of English, but their writing skills need improvement.

About the Teacher

1. The teacher has a good command of the language.
2. The teacher is able to communicate with all children.
3. The teacher started the lesson with a story in simple English so that students could understand easily.
4. All the students interacted with the teacher happily.
5. The students understood the teacher's instructions.
6. The teacher took the topic *Pinocchio* from Unit 9.
7. The lesson plan was very good. She motivated the children to engage in the lesson.
8. Overall, the teacher's lesson was good, but some more activities are needed to attract the students.

Classroom observation

1. The teacher said she was very happy because there were many changes in the teaching-learning process after the training.
2. After the training, she started talking to the students in simple English.
3. After the training, she also started talking in English with her co-teachers.
4. She gained more respect from the Head Master after the training.
5. She started using different activities in classroom teaching, which helped the students.
6. After the training, the teacher developed new ideas in teaching and she wants more training at RIE.

Challenges

- The school is in a rural area. Many parents are busy with their daily work and are not able to pay much attention to their children's studies.
- Children practice English only in school and not at home.
- Some students are afraid of English because they cannot understand it well.
- Due to the influence of many mother tongues, teachers face challenges.
- The number of teachers is less compared to the school enrolment.

9. Key Findings

- Oral skills are strong for majority of learners
- Reading comprehension is satisfactory
- Writing ability is emerging, needs structured support
- Teacher confidence and classroom process are strong
- TLM use is consistent and effective

10. Challenges

- Fewer chances for spontaneous oral output
- Writing gap persists for a few learners
- Spelling and sentence formation need more attention

11. Recommendations

- Introduce structured peer-talk / pair-talk activities
- Use picture prompts for oral and written practice
- Add vocabulary reinforcement routines
- Strengthen guided writing (word → phrase → sentence)
- Provide targeted support to low scorers

12. Conclusion

The EMTIP implementation in M.H.P.S. Manchikeri is effective and visible in classroom practice. The teacher uses English confidently, and classroom interaction reflects progress. Students show good performance in oral skills, with writing emerging steadily. With continued mentoring and structured practice, language learning outcomes will improve further.

Chapter 11

District Resource Team (DRT): Udupi

KPS BIDKALKATTE, Kundapura Block – Udupi District

Visit Date: 05-02-2024

DRT Members:

- Mrs. Praveena Rai – Nodal Officer, Lecturer, DIET Udupi
- Mrs. Sukanya – BRP, Kundapura
- Mrs. Savitha – CRP, Brahmavara
- Mr. Sandeep Naik – GPT English, GHPS Tharapathi
- Mrs. Chaitra KP – GPT English, GHPS Nukkuru

1. Abstract

Teacher training is crucial for enhancing classroom practices and supporting student learning, particularly in bilingual sections of Kannada medium government schools. This study examines the impact of English Medium Teachers' Induction Programme (EMTIP) and related trainings provided by the Regional Institute of English, South India (RIESI), on teaching-learning processes at KPS Bidkalkatte, one of the pilot bilingual schools in Udupi district.

The DRT team observed classroom processes, assessed student performance through Tool 1, and interviewed the EMTIP-trained teacher using Tool 3. The findings suggest that the training has significantly improved the teacher's pedagogical practices, classroom strategies, and confidence in using English as a medium of instruction. Student performance in oral and written assessments shows promising development, with a need for additional scaffolding for a small number of learners.

However, infrastructural challenges such as overcrowding, scattered classrooms, shortage of staff, and lack of timely access to resources persist. The overall conclusion of the study is that EMTIP has positively influenced teaching quality and student language development, but further systemic support is necessary for sustained improvement.

2. Background and Context

The introduction of bilingual sections in Kannada medium government schools was initiated in Karnataka in 2019 to enhance student enrolment and provide equitable access to English-medium education. RIESI plays a key role in the academic mentoring of EMTIP schools by conducting structured professional development programmes focusing on LSRW skills, classroom strategies, and bilingual pedagogy.

KPS Bidkalkatte is one of the pilot bilingual schools in Udupi district selected by the DRT for field study. This school has seen a notable increase in enrolment since the introduction of

EMTIP sections. The DRT team visited the school on 05-02-2024, observed the assembly, held discussions with the head teacher and staff, and collected data using the prescribed tools to understand classroom implementation and teacher practices after training.

3. School Profile

Category	Details
School Name	KPS Bidkalkatte
Block	Kundapura
District	Udupi
Year of Establishment	1967
Medium	Bilingual (Kannada + English)
Total Strength (1–5, Bilingual)	324
Pre-Primary Strength	62
Total School Strength (1–7)	510
Classroom Infrastructure	Scattered classrooms, limited space for growing enrolment
Staff Details	20 teachers (01 Head Mistress, 13 Asst. Teachers, 02 Guest Teachers, 04 Honorary Teachers)
Location	Molavalli Grama, Bidkalkatte
Special Observations	Growing demand for EMTIP sections; infrastructure inadequate for rising strength

4. EMTIP Teacher Profile

Category	Details
Teacher Name	Ms. Chitra Kumari
Qualification	B.A., B.Ed.
Experience	15 years
Training Received	EMTIP 1, 2, 3, 4, 5; ELEP; British Council training
Role	EMTIP Teacher handling bilingual classes
Observation Subject	English lesson: “Who will be Ningthou?”
Class Observed	Classes 4 & 5

5. Research Objectives

- To assess the effectiveness of EMTIP training in classroom teaching practices.
- To evaluate students’ performance in oral, reading, and written skills.
- To observe classroom processes and student participation using Tool 2.
- To analyse the extent to which EMTIP pedagogy has been implemented.
- To identify gaps and provide constructive feedback for further improvement.

SCHOOL ASSEMBLY

6. Student Assessment (Tool – 1)

Sixteen students from Class 4 and Class 5 were randomly selected and assessed using Tool–1. Oral, reading and written competencies were evaluated.

Sl. No	Student Name	Oral	Reading	Written	Total
1	Pratheeksha	5	1	14	20
2	Adhvika	5	2	11	18
3	Nagarathna	7	3	11	21
4	Dhrisha	6	2	14	22
5	Ashitha S Kunder	7	2	14	23
6	Sannith	5	2	11	18
7	Thanmai	5	2	10	17
8	Sathvik	6	1	11	18
9	Sannidhi S Shetty	7	3	13	23
10	Sinchana M	7	3	14	24
11	Prathik Kumar	7	3	9	19
12	Shreyas Kulal	7	3	13	23
13	Akarsh	7	3	15	25
14	Aradya S	7	3	14	24
15	Akshay Kumar	7	3	12	22
16	Akshay A	7	2	13	22

Key Observations (as recorded in the document)

- Students of Class 5 are confident in speaking.
- Most students were able to frame simple sentences.
- Reading is stronger among Class 5 than Class 4.
- A few students need extra scaffolding, especially in reading.
- Written responses are good for a majority, except a few weaker students.

Interpretation (Based on Data & Findings)

The assessment indicates that oral skills are relatively stronger than reading skills, particularly in Class 5. Class 4 students require additional support in reading fluency and comprehension. Written performance is satisfactory for most students, with higher scores (13–15) among many Class 5 learners. A small group of students, such as Prathik Kumar and some Class 4 learners, require more targeted support in writing.

Overall, there is encouraging evidence of skill development after EMTIP exposure, but the reading–writing equilibrium still needs strengthening through continued scaffolding and differentiated support.

7. Classroom Observation (Tool – 2)

Classroom interaction for the lesson “Who will be Ningthou?” was observed using Tool–2. Two DRPs evaluated the classroom process.

Sl.No	Observer	Teacher Talk (25)	Student Talk (20)	Innovative Strategies (20)	Content Knowledge (15)	Classroom Process (20)	Total (100)
1	Mrs Praveena Rai	15	16	16	14	15	76
2	Mr Sandeep Naik	16	16	13	12	13	70

Qualitative Notes (from report)

- The teacher was well-prepared and confident.
- English was used consistently and effectively.
- Students worked in groups and participated actively.
- TLMs and activities were used to support learning.
- Classroom space constraints did not hinder engagement.

Interpretation (Based on Observation Data)

The teacher demonstrated good control over classroom language use and content. The consistency of English-medium instruction reflects effective transfer of training. Student talk is visible, though primarily responsive rather than spontaneous. Classroom engagement is strong, but there is still scope to increase student-initiated speaking. Innovative strategies such as group work and activity-based teaching are being implemented, though reading–writing integration within the lesson could be further strengthened.

STUDENTS GROUP ACTIVITY

8. Teacher Interview / Implementation (Tool – 3)

Following the classroom observation, the DRPs conducted a detailed interview with the EMTIP teacher.

Summary of Teacher Reflections

The teacher reported a marked improvement in her confidence after receiving EMTIP training. She acknowledged transitioning from limited English usage to being able to conduct her classes effectively in English. She now uses group work, TLMs, worksheets, audio/video resources and follows student-centred pedagogy. However, she also expressed concerns regarding overcrowded classrooms, insufficient staffing, and lack of infrastructure support for bilingual sections.

Verbatim Extracts

"I lacked confidence before the trainings."

"Now I am fully confident to speak and teach in English."

"Class strength is high and seating is difficult."

"I am not able to give full attention to each student due to shortage of staff."

"More training in English conversation will help me support students better."

"Sometimes we do not get resources on time."

Interpretation (Based on Teacher's Responses)

The teacher interview shows strong evidence of positive impact of EMTIP on teacher confidence, classroom practice, and professional identity. The shift from teacher-centred to learner-centred approach is visible. However, structural challenges such as infrastructure gaps, large class size, and insufficient staffing affect the full realisation of EMTIP goals. The teacher's request for continued training and timely access to resources indicates commitment to professional growth and instructional improvement.

9. Key Findings

- Students show overall good development in oral and written skills; a minority need remedial support.
- Reading needs further attention, especially among Class 4.
- Teacher is confident in English usage and classroom delivery post-training.
- Classroom strategies reflect EMTIP methodology.
- Environmental and infrastructural constraints limit maximum impact.

10. Challenges

- Overcrowded classrooms with scattered infrastructure.
- Shortage of teachers, requiring multitasking.
- Limited space reduces individual attention.
- Timely access to EMTIP resources is inconsistent.
- Some weaker learners need additional scaffolding.

Extracts from the report:

During the teacher interview Ms Chitra Kumari expressed her views:

Emtip is a great initiative but the strength of the class is a major concern as there is shortage of infrastructre for proper seating of students as the classroom feels too crowded.The shortage of staff also adds to the difficulty of engaging the learners in a better way. The teacher is unable to pay attention to the student who is lacking in obtaining the specified skill.The trainings help her to understand the new pedagogical process and has helped in boosting up her confidence in teaching english to her learners. She was lacking confidence prior to the trainings but as she got the trainings she has gained a lot of confidenec and is making an effort to develop her english even more. She has written a few articles for the district e papers and aspires to write an article in english. There are times when the teachers of EMTIP do not receive adequate resources which makes their task difficult. So, she requested that as kannada medium sections get the resoures at the earliest they too should get the trainings and resoures at the earliest.

Other observations:

Enrollment in the English Medium Bilingual section:

The Bilingual sections have given a second life to the Government schools with an increase in enrollment from 2019-2024. The schools which were going through a tough time have rejuvenated through this initiative.

Trainings to in-service teachers:

The teachers felt that handling the bilingual sections would be hardwork but the scaffollding given by RIESI through the induction program helped them to overcome their fears and the trainings have given them the confidence that they can face the challenges in the process through the tools and techniques provided to them durin the trainings.All the teachers should undergo in-service training for english which will help their professionla development as well give them confidence to teach englsih in their classrooms.A basis knowledge of the language should be a must for the teachers so that if there is an emergency of any sort like long absentee of a teacher due to illness atleast the ather teacher should be able to continue the syllabus so that there is learning gap .

Equal opportunity for all students to learn English:

Earlier it was the wealthy and the well to do who could afford english education but this initiative has given equal opportunity for the economically backward classes to get quality english education free of cost.

Lack of Infrastructure:

As there is an increase in the enrollment of students into these sections the infrastructure to accommodate a large class isnt possible . The size of the classroom are smaller compared to the numbers and the given infrastuctre is in a scattered manner were one class is one corner and the other is the other corner.

Insufficient teachers:

Although there are sufficient students there is a need for teachers. The teachers are over burdened as they are performing two mans job. Its is difficult to tackle all the problems and the teacher isnt able to provide undivided attention to the needy students.The school has a dedicated team of teachers who are striving to provide the best qualitative and quantitative education to their learners. They are conducting activities which helps to build the confidence of the students.The classes are sometimes taken up by Honarary or guest teachers who have not received training in the pedadgodical processes.

Quality of students:

Most of the students of KPS Bidkalkatte are confident to speak in english. They are good in oral communication and also in reading and writing. There are a few students who require a bit more practice in oral and reading .The students actively participated in the assembly and the language usage during oral conversations was also good. The team interacted with the other class students too they too were confident in speaking. While some students initially seemed reluctant to speak in English, they demonstrated confidence when communicating in their mother tongue. There are students who are travelling from quite far as they say that there is good education given here we come here itsef.The learning atmosphere of the school is good.

Other Findings:

- The trainings are given from the month of August where a few lessons are already done by them.The teachers need to get the training of the new sections as soon as the new academic year starts where they can go prepared to their classes.

- The english language kit has been provided for emtip 5 which can be used for teaching english to lower classes also.But the teachers are finfind it difficult to manage math and science classes where the content is much complex.They should be given adequate materials to make the subjects more understandable to them and as well as the students.

11. Recommendations

- Provide additional staff or exclusive EMTIP teachers to manage increasing enrolment.
- Improve classroom infrastructure to accommodate bilingual sections.
- Training should be scheduled before start of academic year.
- Provide additional reading materials and graded practice for students who need support.
- Ensure timely resource supply for EMTIP classrooms.

12. Conclusion

The DRT visit to KPS Bidkalkatte confirms that EMTIP has significantly enhanced teacher confidence and improved classroom pedagogical practices. Students demonstrate encouraging proficiency in oral and written English, though reading requires further strengthening for a minority of learners. Infrastructure and staffing remain critical challenges. Continued academic and structural support will sustain the positive progress observed through EMTIP.

Chapter 12

District Resource Team (DRT): Yadagiri District

School name: Government Higher Primary School (GHPS), Gurumitkal
Visit Date: 26/02/2024

DRT Members (Yadgiri District):

1. Mr. Shekharappa Nodal Officer DIET YADAGIRI
2. Mr, Chennappa Diet Lect Yadagiri
3. Mr Hanamanta Subject Inspector DDPI Yadagir
4. Mr Anand Swami BRP Shahapur
5. Mr Balappa CRP Gurumitkal
6. Mr Sangan Gowda GPT
7. Mr.Gurusiddayya GPT

1. Abstract

The District Resource Team (DRT) visited GHPS Gurumitkal to observe the classroom implementation of EMTIP and to study its impact on student learning and teacher performance. Tool-based observation and assessment were conducted for Class 5. Students showed enthusiasm and confidence in oral interaction, and the teacher demonstrated learner-centred pedagogy aligned with EMTIP principles. Tool-1 indicated encouraging performance in both oral and written components, while Tool-2 confirmed effective use of classroom strategies. The teacher interview also showed positive professional growth after EMTIP training.

2. Background And Context

EMTIP (English Medium Teachers' Induction Programme) is designed to support government school teachers in English medium or bilingual classrooms. It equips teachers with strategies for developing listening, speaking, reading and writing skills in an integrated way.

As part of academic monitoring and follow-up, DRT visits are organised to document the actual classroom implementation of EMTIP methodology. GHPS Gurumitkal was selected for visit to review student performance, observe teaching practices and provide academic mentoring support.

3. School Profile

Category	Details
School Name	GHPS Gurumitkal
District	Yadgiri
Medium	Bilingual (Kannada + English)
Class Observed	Class 5
Learning Culture	Supportive, student-friendly environment

4. EMTIP Teacher Profile

Category	Details
Teacher Name	Mrs Malini
Training	EMTIP-trained
Role	Handles English-medium section
Methodology	Activity-based and interactive

5. Objectives of the DRT Visit

- To observe classroom teaching practices based on EMTIP strategies
- To assess student performance using Tool-1
- To evaluate teacher talk vs student talk using Tool-2
- To review post-training changes in teacher pedagogy
- To identify areas of support and improvement

6. Student Assessment (Tool – 1)

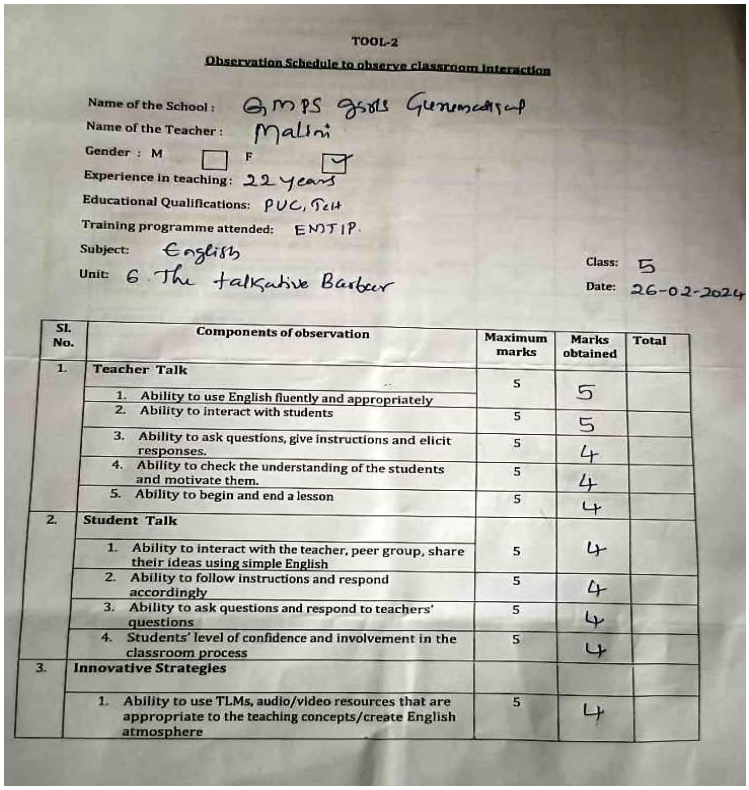
Sl. No.	Student Name	Oral (/15)	Written (/15)	Total (/30)
1	Bhimashankar	5.5	6	**11.5**
2	Triveni	7.5	7	**14.5**
3	Shri Lata	8.5	13	**21.5**
4	Bhavani	5	6	**11**
5	Rakshita	9	15	**24**
6	Iniya Fatima	9	15	**24**
7	Sai Krishna	8	12	**20**
8	Shrushti	10	15	**25**
9	Shruti	10	15	**25**
10	Komal	9	9	**18**
11	Akshay	9	15	**24**
12	Mahalaxmi	10	15	**25**
13	Mahender	7	10	**17**
14	Srujan	6	12	**18**
15	Manasa	9	15	**24**
16	Bani	9	12	**21**
17	Naresh	8	15	**23**
18	Shivakumar	8	11	**19**
19	Nandini	9	13	**22**

Interpretation

Students are doing well in writing, and many have scored high marks in the written component. Oral performance is improving, but some students still need more confidence and practice. Those who scored well in both oral and written tasks show good understanding and participation. Learners with lower oral scores can improve further with more speaking opportunities. Overall, performance is encouraging and reflects regular classroom practice.

7. Classroom Observation (Tool – 2)

Total Score: 84 / 100



TOOL-2

Observation Schedule to observe classroom interaction

Name of the School : GMPS girls Gurumadkal

Name of the Teacher : Malini

Gender : M ☐ F ☑

Experience in teaching : 22 years

Educational Qualifications: PUC, TCH

Training programme attended: ENTIP.

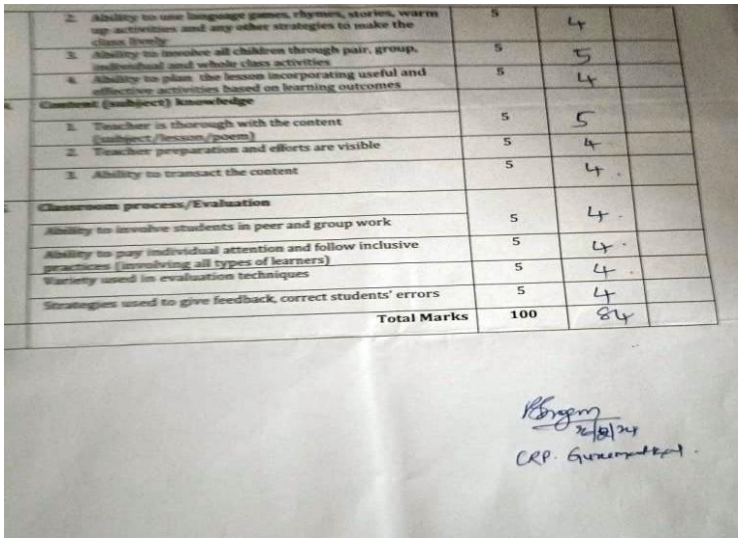
Subject: English

Unit: 6. The talkative Barber

Class: 5

Date: 26-02-2024

Sl. No.	Components of observation	Maximum marks	Marks obtained	Total
1.	**Teacher Talk**			
	1. Ability to use English fluently and appropriately	5	5	
	2. Ability to interact with students	5	5	
	3. Ability to ask questions, give instructions and elicit responses.	5	4	
	4. Ability to check the understanding of the students and motivate them.	5	4	
	5. Ability to begin and end a lesson	5	4	
2.	**Student Talk**			
	1. Ability to interact with the teacher, peer group, share their ideas using simple English	5	4	
	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	
3.	**Innovative Strategies**			
	1. Ability to use TLMs, audio/video resources that are appropriate to the teaching concepts/create English atmosphere	5	4	



	2. Ability to use language games, rhymes, stories, warm up activities and any other strategies to make the class lively	5	4	
	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	4	
4.	**Content (subject) knowledge**			
	1. Teacher is thorough with the content (subject/lesson/poem)	5	5	
	2. Teacher preparation and efforts are visible	5	4	
	3. Ability to transact the content	5	4.	
5.	**Classroom process/Evaluation**			
	Ability to involve students in peer and group work	5	4.	
	Ability to pay individual attention and follow inclusive practices (involving all types of learners)	5	4.	
	Variety used in evaluation techniques	5	4.	
	Strategies used to give feedback, correct students' errors	5	4	
	Total Marks	100	84	

26/2/24

CRP. Gurumadkal.

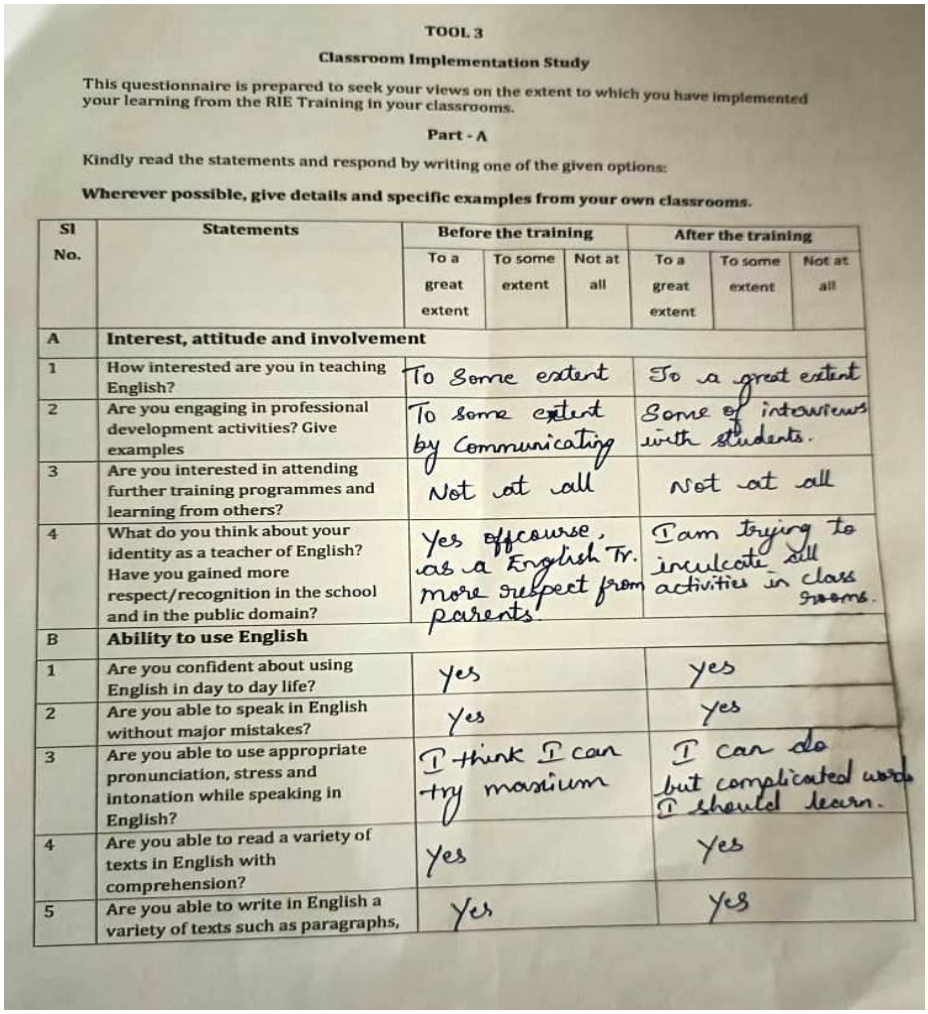
Observed Classroom Practices

- Teacher used English consistently during instruction
- Students participated actively when guided
- TLMs were used to support meaning
- Class discipline and flow were well managed
- Some students hesitated in open-ended speaking

Interpretation

The classroom environment is supportive and well organised. Students listen and respond well to the teacher. Speaking is still mostly guided by teacher prompts. More chances for independent speaking will help students develop confidence.

8. Teacher Interview / Implementation (Tool – 3)



TOOL 3

Classroom Implementation Study

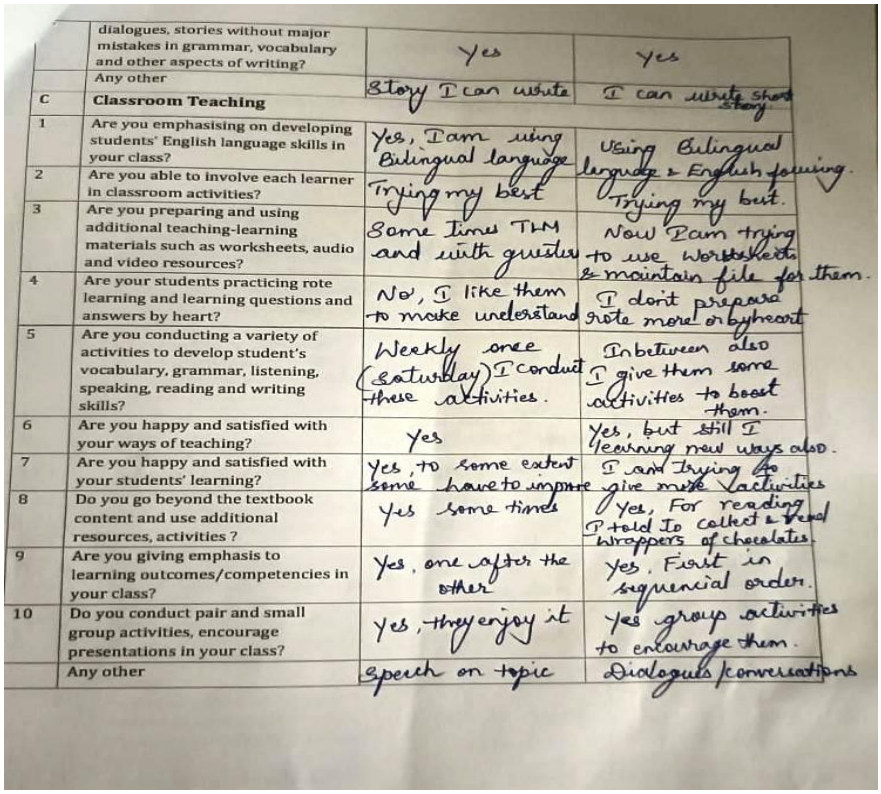
This questionnaire is prepared to seek your views on the extent to which you have implemented your learning from the RIE Training in your classrooms.

Part - A

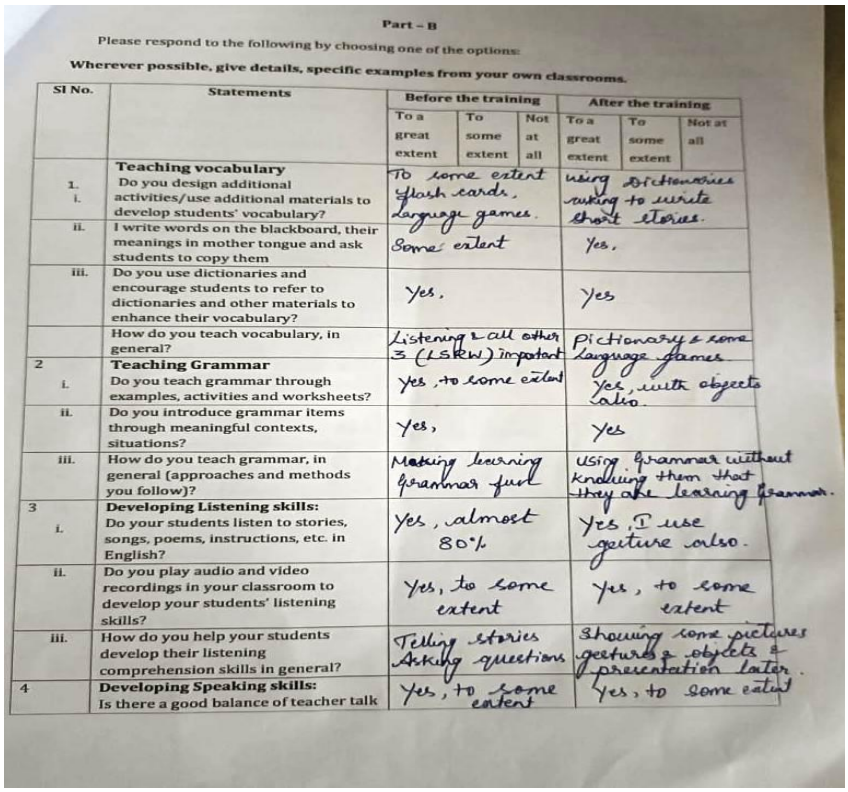
Kindly read the statements and respond by writing one of the given options:

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?	To Some extent			To a great extent		
2	Are you engaging in professional development activities? Give examples	To some extent by Communicating			Some of interviews with students.		
3	Are you interested in attending further training programmes and learning from others?	Not at all			Not at all		
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?	Yes offcourse, as a English Tr. more respect from parents.			I am trying to inculcate all activities in class rooms.		
B	**Ability to use English**						
1	Are you confident about using English in day to day life?	Yes			Yes		
2	Are you able to speak in English without major mistakes?	Yes			Yes		
3	Are you able to use appropriate pronunciation, stress and intonation while speaking in English?	I think I can try maxiumum			I can do but complicated words I should learn.		
4	Are you able to read a variety of texts in English with comprehension?	Yes			Yes		
5	Are you able to write in English a variety of texts such as paragraphs,	Yes			Yes		



	dialogues, stories without major mistakes in grammar, vocabulary and other aspects of writing?	Yes	Yes
	Any other	Story I can write	I can write short story
C	**Classroom Teaching**		
1	Are you emphasising on developing students' English language skills in your class?	Yes, I am using Bilingual language	Using Bilingual language & English forming.
2	Are you able to involve each learner in classroom activities?	Trying my best	Trying my best.
3	Are you preparing and using additional teaching-learning materials such as worksheets, audio and video resources?	Some Times TLM and with guestes	Now I am trying to use Worksheets & maintain file for them.
4	Are your students practicing rote learning and learning questions and answers by heart?	No, I like them to make understand	I don't prepare rote more or byheart
5	Are you conducting a variety of activities to develop student's vocabulary, grammar, listening, speaking, reading and writing skills?	Weekly once (Saturday) I conduct these activities.	Inbetween also I give them some activities to boost them.
6	Are you happy and satisfied with your ways of teaching?	Yes	Yes, but still I learning new ways also.
7	Are you happy and satisfied with your students' learning?	Yes, to some extent some have to improve	I am Trying to give more activities
8	Do you go beyond the textbook content and use additional resources, activities ?	Yes some times	Yes, For reading I told to collect a Read wrappers of chocolates.
9	Are you giving emphasis to learning outcomes/competencies in your class?	Yes, one after the other	Yes, First in sequencial order.
10	Do you conduct pair and small group activities, encourage presentations in your class?	Yes, they enjoy it	Yes group activities to encourage them.
	Any other	Speech on topic	Dialogues/conversations



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 Flash cards, language games.			using Dictionaries asking to write short stories.		
ii.	I write words on the blackboard, their meanings in mother tongue and ask students to copy them	Some extent			Yes,		
iii.	Do you use dictionaries and encourage students to refer to dictionaries and other materials to enhance their vocabulary?	Yes,			Yes		
	How do you teach vocabulary, in general?	Listening & all other 3 (LSRW) important			Pictionary & some language games		
2 i.	**Teaching Grammar** Do you teach grammar through examples, activities and worksheets?	Yes, to some extent			Yes, with objects also.		
ii.	Do you introduce grammar items through meaningful contexts, situations?	Yes,			Yes		
iii.	How do you teach grammar, in general (approaches and methods you follow)?	Making learning Grammar fun			Using Grammar without knowing them that they are learning Grammar.		
3 i.	**Developing Listening skills:** Do your students listen to stories, songs, poems, instructions, etc. in English?	Yes, almost 80%			Yes, I use gesture also.		
ii.	Do you play audio and video recordings in your classroom to develop your students' listening skills?	Yes, to some extent			Yes, to some extent		
iii.	How do you help your students develop their listening comprehension skills in general?	Telling stories Asking questions			Showing some pictures gestures & objects & presentation later.		
4	**Developing Speaking skills:** Is there a good balance of teacher talk	Yes, to some extent			Yes, to some extent		

i.	and student talk in your classroom?	Yes, to some extent	Yes, to some extent
ii.	Is there more interaction between students and teacher and between students and students in your class?	Yes, to some extent gradually	Yes, to some extent among few students
iii.	Do you involve students in different activities such as story telling, dramatization, self-introduction, describing things, etc.?	Yes,	Yes
iv.	How do you help your students to develop their speaking skills, in general?	To a great extent / speech conversation dialogues etc.	Yes, some skits dialogues b/w 2 in different situations
5 i.	**Developing Reading skills:** Do you make sure that all the students are involved in reading by conducting pair, group activities?	Yes, to some extent, but some are slow in it	Yes, they are doing it well
ii.	Do you encourage your students to read texts silently for comprehension?	Yes	Yes
iii.	Do you check your students' reading comprehension by asking different types of questions and conducting interesting activities?	Yes	Yes
iv.	Are your students able to read aloud with correct pronunciation, pause, stress and intonation?	Yes, few of them	Yes most of them read well.
6 i.	**Teaching Writing:** Are your students able to write short, simple sentences without grammar mistakes?	Yes, to some extent	yes,
ii.	Do you engage your students in different writing activities?	Yes	Yes
iii.	Do you follow the three stages of writing – pre-, while- and post-writing and support them in the writing process?	yes, mostly	yes mostly
iv.	Do you give them enough practice in using appropriate punctuation, spelling, grammar in writing?	Yes	Yes, most of the time
7 i.	**Lesson plans:** Is your lesson plan skills -oriented?	Yes	yes
ii.	Do you write lesson plans integrating different skills and related activities?	Yes, to some extent	yes
iii.	Do you reflect (during and after the	Yes	Yes

	class) on what you did in the classroom, what you could not do and what you could have done	Yes	Yes
iv.	Do your lesson plans, classroom teaching cater to students' learning needs?	Yes to some extend	Yes
v.	How do you address multi levels, children with special needs in your classroom?	By making groups	Peer groups, + pair to improve them.
8 i.	**Assessment:** Do you conduct both oral and written assessments? Give examples	Yes * Language game * dictations	Yes
ii.	Do you evaluate students' performance through different activities such as aural, oral tests, story narration, projects, presentations, etc.?	Yes	Yes
iii.	Do you encourage self and peer assessment in the class? Give examples.	Yes * To write own poems * To discuss + write	Yes
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, almost	Yes to some extent

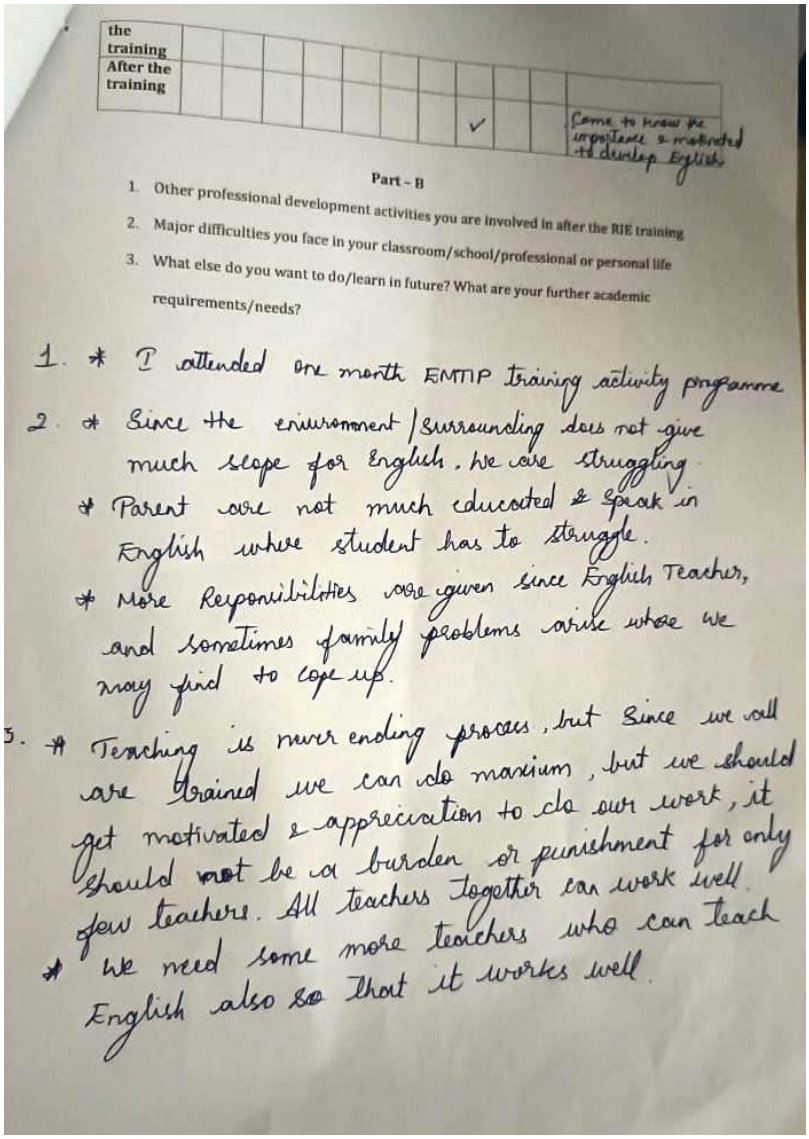
1. Any other innovative practices you have implemented in your classroom after attending the RIE training:

2. 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						✓					Not much activities known
After the training								✓			Came to know the simplest way of teaching by activities

3. 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							✓	✓			I try my best.



the training											
After the training							✓			Came to know the importance & motivated to develop English	

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?

1. * I attended one month EMTIP training activity programme
2. * Since the environment / surrounding does not give much scope for English. We are struggling.
   * Parent are not much educated & speak in English where student has to struggle.
   * More Responsibilities are given since English Teacher, and sometimes family problems arise where we may find to cope up.
3. * Teaching is never ending process, but since we all are trained we can do maxium, but we should get motivated & appreciation to do our work, it should not be a burden or punishment for only few teachers. All teachers together can work well.
   * We need some more teachers who can teach English also so that it works well.

Summary

The teacher reported greater confidence in using English after EMTIP training. She uses interactive methods and encourages participation. She also recognised that some students need extra practice in speaking and reading aloud.

Interpretation

The teacher's reflection shows positive professional growth. She has shifted from a traditional approach to a more learner-centred approach. The awareness of students' needs shows ongoing improvement. With continued support and speaking-based classroom routines, student talk can become more natural and independent.

9. Key Findings

- Students show better written performance than oral fluency
- Classroom atmosphere is positive and child-friendly
- EMTIP strategies are visible in daily teaching
- Teacher demonstrates confidence and classroom control
- Student talk needs more initiative and independence

10. Challenges

- Limited spontaneous speaking
- Some hesitation during reading aloud
- A few learners lag behind in fluency
- Exposure to English outside class is low

11. Recommendation

- Introduce daily pair-talk / short speaking tasks
- Provide more reading aloud opportunities
- Encourage student-initiated talk
- Use pronunciation and vocabulary drills
- Continue mentoring support

12. Conclusion

The DRT visit confirms that EMTIP implementation at GHPS Gurumitkal is effective and progressing well. Students are improving in written accuracy and guided oral responses. With more structured speaking opportunities, learners can further develop oral fluency and confidence. Continued mentoring will help sustain the positive progress observed in the classroom.

Chapter 13: Summary

Documenting Change: A Study of EMTIP Classrooms in Karnataka

Before moving into the final analysis, it is important to recognise that EMTIP is still in its early years of implementation, and the changes it has brought into classrooms are gradually taking shape through practice. The observations collected by different District Resource Teams capture a snapshot of this journey — not a finished picture, but a growing movement of change inside English-medium classrooms. Karnataka has 35 districts, and all districts have prepared EMTIP school visit reports. From these, reports from twelve districts have been randomly selected for this compilation to represent the broader pattern of change that is visible across the state. The purpose of this chapter is to bring these findings together and present a state-level understanding of how EMTIP is influencing classroom teaching and learning in government schools.

Impact of EMTIP: Classroom Evidence from Across Districts

The school visit reports show that EMTIP has begun to influence teaching and learning at multiple levels. The most visible change in almost all observed classrooms is the way teachers now speak to children — with more English, more confidence, and more planning in how they introduce, explain and guide activities. Teachers who once hesitated to use English for continuous classroom interaction are now able to conduct lessons using simple, clear language and child-friendly strategies. This shift has also made the classroom more participatory, with students responding more actively than before.

A second important pattern emerging from the reports is that children are gaining confidence in oral expression faster than in reading and writing. In most classrooms, students are able to understand questions, follow instructions and respond orally, especially when supported by pictures, storytelling or real-life examples. In the early primary classes, this oral confidence is a strong foundation, and it shows that children are not afraid of English as a language of interaction. However, when they are asked to read independently or write sentences on their own, many still depend on teacher support or model answers. This gap between oral and written skills is natural in the early stages of second-language learning, and the field evidence shows that schools are moving through this transition gradually but steadily.

Teachers have also begun using more activity-based teaching strategies. The reports describe lessons that include picture cards, story narration, TLM-supported explanation, pair and group work, guided questioning and simple dramatisation. These methods have helped children stay engaged and understand the meaning of new words without direct translation. When teachers use actions, pictures or simple examples, children are able to connect more easily with English input, and this makes them more willing to try speaking in English on their own.

Another positive change visible across classrooms is the creation of a print-rich environment. Many teachers have begun to display charts, flashcards, word walls and student work on their classroom walls. This constant visual exposure helps children become familiar with everyday English vocabulary, even beyond formal instruction. In some schools, teachers have also begun using simple reading corners or picture books to encourage independent reading. These practices reflect the EMTIP principle that language learning grows not only through direct teaching but also through natural exposure.

The teachers' own reflections recorded in the school visit reports show that EMTIP has given them a new sense of confidence and identity as English-medium teachers. Several teachers speak about how they were earlier unsure about using English in front of students, but now feel comfortable speaking continuously and handling student responses. Many teachers also mention that the training helped them plan lessons in stages — introduction, activity and practice — so that children can participate meaningfully instead of only listening passively.

Classroom observations also show that teacher talk continues to be higher than student talk in most cases, but there is a clear shift from one-way teaching to guided participation. Students are beginning to respond more often and are no longer silent or dependent only on chorus answers. In a few classrooms, teachers have successfully encouraged short student presentations or retelling of stories, which indicates the first signs of student-led language use. These changes, though small at this stage, mark an important step toward developing independent speaking.

The field evidence also suggests that reading and writing skills are developing more slowly than listening and speaking. Many students rely on phonetic help, scaffolding or copying from the board when writing. However, there are also classrooms where a small group of high-performing children are already able to write independently and read fluently. This shows that

with continued exposure and more classroom time, the early oral gains can gradually grow into literacy skills.

As the reports indicate, the classrooms are at a formative stage of change. The strengths that teachers have developed through EMTIP are clearly visible, but the journey ahead requires continued support. One of the most common challenges noted is that students are still hesitant to speak independently without teacher prompts. They are comfortable responding, but not yet confident enough to initiate conversation on their own. This is expected in the early years of second-language acquisition, and teachers will need to gradually create more space for peer talk, pair interaction and short oral activities to strengthen this dimension.

A second challenge relates to reading and writing. While oral skills have grown faster, written skills require more sustained practice. Students find spelling, sentence formation and punctuation particularly difficult. Several reports highlight that when writing tasks are given without scaffolding, children either leave responses incomplete or rely on copying. This gap shows the need for more structured writing support, step-by-step modelling and consistent feedback during classroom tasks.

Teachers also report environmental and systemic constraints. In many schools, students have limited exposure to English outside the classroom, which slows the shift from supported to independent language use. Some teachers also face large class sizes, shortage of physical space or limited access to teaching resources. In a few cases, teachers noted that bilingual exposure at home is minimal, and parents are unable to reinforce learning. These realities mean that classroom change takes time and sustained follow-up mentoring becomes essential to ensure continuity.

Despite these challenges, the DRT documentation shows that teachers are making steady progress and are open to learning. Their reflections show professional growth, self-awareness and a willingness to continue improving their classroom English and pedagogy. Many have expressed the desire for more demonstration classes, peer-sharing opportunities and follow-up academic visits.

Limitations

While these findings provide valuable insight, it is important to recognise the limitations of this study. The visits conducted by the District Resource Teams were planned as short academic observations, not long-term evaluations. Only one teacher and one class were observed in each district during a single-day visit. This offers a useful snapshot of practice, but does not capture variation across different grades or over extended periods of time. Since classes were observed only once, it is not possible to record how learning progresses over weeks or months.

Another limitation is that the sample represents only those classrooms where EMTIP training has recently been implemented. Although Karnataka has 35 districts and all have prepared EMTIP school visit reports, this publication includes reports from only twelve districts that were randomly selected for documentation purposes. Therefore, the findings cannot be generalised to all EMTIP classrooms in the state, though they provide a reliable early picture of the wider trends. Observation was also limited to face-to-face evidence, without reviewing learner notebooks or long-term assessments. These constraints do not reduce the value of the findings, but they do remind us that further follow-up and deeper study will be necessary for a fuller understanding of the programme's long-term impact.

Conclusion

Despite these limitations, the reports offer encouraging evidence that EMTIP is shaping classroom culture in meaningful ways. Teachers are gradually moving from translation-based teaching to activity-based and English-centred interaction. Children are becoming more willing to listen, understand and respond to questions in English. Oral participation has become a natural part of classroom learning, and this is a strong foundation for future improvement in reading and writing. The programme has also contributed to the professional confidence of teachers, helping them see themselves not only as subject instructors but as language facilitators.

The classroom changes described in these reports may appear modest in the beginning, but they are significant because they represent the building blocks of a language learning environment. When teachers feel supported and mentored, they are able to carry new practices into real classroom situations. The experience from these districts suggests that with continuous mentoring, resource support and reflective practice, EMTIP can develop into a sustained culture of English-medium pedagogy across government schools in Karnataka. The early evidence is promising and points toward a maturing model of teacher development that is rooted in classroom reality rather than theory alone.

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: EMTIP - English medium section (bilingual model): Class 4/5

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. What is your father's name? (1)

_____

3. What is your mother's name? (1)

_____

4. Say five sentences about yourself/your school/family (2)

_____
_____
_____
_____
_____
_____

5. Name any two of your friends. Say why you like them. (2)
   Or
   Who do you like most in your family? Say why you like him/her.
   _____

_____
_____

6. Read the following passage aloud. (3)

Once, a rich man invited Birbal for dinner. When Birbal arrived at the man's house, he noticed that there were several people already present.

"Oh, I didn't know you had invited so many other guests."

"No sir, Birbal. These are not guests, but my employees who are joining me for dinner tonight. But one among them is a guest just like you. Can you guess who?" said the man with a smile.

"Please tell them a joke, and I will tell you who the guest is," replied Birbal.

The man told a joke, and all the guests in the house burst into laughter.

"That man over there is the other guest," Birbal said, pointing towards a man.

"Yes! He is the one. But how did you guess it?" the amazed host asked.

"The joke you said was not so funny. Still, everyone laughed. But the guest only smiled, and that is how I could identify him," replied the smart Birbal.

Part B: Writing (15)

1. Look at the picture. Write five sentences based on the picture. (5)

PICTURE DESCRIPTION – AT THE ZOO

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. Write the plural forms (2)

Tree, class, child, donkey

3. Dictation: (observer dictates any 5 words) (5)

Favourite

Tiger

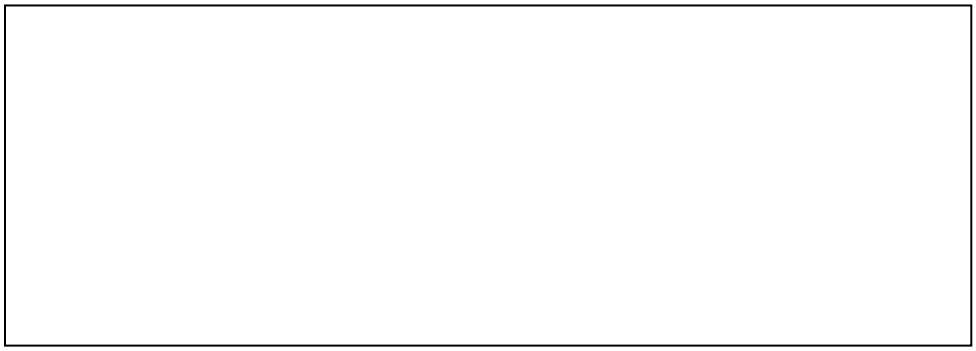
Teacher

Domestic

Pumpkin

_____, _____, _____, _____, _____

4. Rearrange the words to make meaningful sentences. (3)
    a. Playground/the/I/play/in
    b. Swimming/Ravi/is/the/in/pool
    c. books/The/on/table/the/are



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		
	1. Ability to use English fluently and appropriately			
	2. Ability to interact with students	5		
	3. Ability to ask questions, give instructions and elicit responses.	5		
	4. Ability to check the understanding of the students and motivate them.	5		
	5. Ability to begin and end a lesson	5		
2.	**Student Talk**			
	1. Ability to interact with the teacher, peer group, share their ideas using simple English	5		
	2. Ability to follow instructions and respond accordingly	5		
	3. Ability to ask questions and respond to teachers' questions	5		
	4. Students' level of confidence and involvement in the classroom process	5		
3.	**Innovative Strategies**			
	1. Ability to use TLMs, audio/video resources that are appropriate to the teaching concepts/create English atmosphere	5		
	2. Ability to use language games, rhymes, stories, warm up activities and any other strategies to make the class lively	5		
	3. Ability to involve all children through pair, group, individual and whole class activities	5		
	4. Ability to plan the lesson incorporating useful and effective activities based on learning outcomes	5		
4.	**Content (subject) knowledge**			
	1. Teacher is thorough with the content (subject/lesson/poem)	5		
	2. Teacher preparation and efforts are visible	5		
	3. Ability to transact the content	5		
5.	**Classroom process/Evaluation**			
	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		
	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
1. i.	**Teaching vocabulary** Do you design additional activities/use additional materials to develop students' vocabulary?						
ii.	I write words on the blackboard, their meanings in mother tongue and ask students to copy them						
iii.	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 i.	**Teaching Grammar** Do you teach grammar through examples, activities and worksheets?						
ii.	Do you introduce grammar items through meaningful contexts, situations?						
iii.	How do you teach grammar, in general (approaches and methods you follow)?						
3 i.	**Developing Listening skills:** Do your students listen to stories, songs, poems, instructions, etc. in English?						
ii.	Do you play audio and video recordings in your classroom to develop your students' listening skills?						

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

i.	Is your lesson plan skills -oriented?		
ii.	Do you write lesson plans integrating different skills and related activities?		
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		
iv.	Do your lesson plans, classroom teaching cater to students' learning needs?		
v.	How do you address multi levels, children with special needs in your classroom?		
8 i.	**Assessment:** Do you conduct both oral and written assessments? Give examples		
ii.	Do you evaluate students' performance through different activities such as aural, oral tests, story narration, projects, presentations, etc.?		
iii.	Do you encourage self and peer assessment in the class? Give examples.		
iv.	Do you give constructive feedback to students to improve their learning?		
v.	Do you engage remedial classes, use differentiation techniques, alternative strategies to provide more support to those children who are weak in learning?		

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

2. 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											

3. 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: