



ENGLISH NALI-KALI (ENK) IN PRACTICE: A DRT REVIEW

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



GOVERNMENT OF KARNATAKA

Department of School Education and Literacy

Department of State Educational Research and Training (DSERT), Bengaluru

Regional Institute of English South India (RIESI), Bengaluru





English Nali-Kali (ENK) in Practice: A DRT Review

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English Nali-Kali (ENK) in Practice: A DRT Review

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Foreword

The English Nali-Kali (ENK) programme is one of Karnataka's key efforts to make early English learning simple, joyful and meaningful for children. ENK helps children learn through activities, stories, rhymes and games instead of rote memorisation. It also allows learners to move at their own pace, which is very helpful in multigrade classrooms.

This book brings together reports prepared by District Resource Teams (DRTs) who visited ENK classrooms across different districts. These reports show how teachers are using ENK methods in real classrooms, how students are responding and what kind of improvements are seen after training.

The observations clearly show good student participation in oral work and improved teacher confidence. At the same time, the reports point to the need for continued support in developing speaking in full sentences and improving writing skills. These are natural next steps in language learning and need more time and regular exposure.

I appreciate the efforts of all DRT members for carefully studying classroom practices and documenting their findings. I also place on record my appreciation for the teachers who are implementing ENK sincerely, even in challenging situations.

I hope this book will be useful for teacher educators, trainers and policymakers who are working to strengthen early English learning in government schools.

Director, RIESI

Acknowledgments

The preparation of this volume was made possible through the collective efforts of many individuals and institutions committed to strengthening early English learning in government schools. The contributions of each stakeholder have played a meaningful role in documenting the implementation of English Nali-Kali (ENK) in classrooms.

We express our sincere thanks to the District Resource Teams (DRTs) for carrying out school visits, observing classroom practices with care, and compiling detailed reports based on Tool-1, Tool-2 and Tool-3. Their field-level insights have helped capture the real classroom picture and have informed the thematic findings presented in this volume.

Our appreciation also goes to the DIET faculty, BRPs and CRPs, who provided academic guidance, mentoring and technical support during the observation process. Their continued handholding of teachers ensures that ENK practices remain consistent and classroom-friendly.

We extend heartfelt thanks to the ENK classroom teachers for opening their classrooms to observation, sharing their reflections honestly and implementing child-centred pedagogy with dedication. Their commitment to joyful learning, often in multi-grade and resource-constrained settings, is the foundation of the programme's success.

Finally, we recognise the children whose participation, curiosity and enthusiasm make ENK classrooms vibrant and meaningful. Their joy and willingness to engage are the true indicators of the programme's impact.

We remain grateful to everyone who contributed directly or indirectly to this study and to the preparation of this publication.

Preface

The English Nali-Kali (ENK) programme was designed to support early English learning in a child-friendly and activity-based manner. It helps children develop Listening–Speaking skills first and then gradually move towards Reading–Writing through phonics and simple sentence building.

This book presents the findings from school visits carried out by the District Resource Teams (DRTs) in different districts of Karnataka. Each team consisted of DIET faculty, BRPs, CRPs and experienced schoolteachers who have been closely involved in teacher training and classroom mentoring.

The DRTs used three tools to study classroom practice:

- Tool-1 – to observe student performance in oral and written skills
- Tool-2 – to observe the classroom process and ENK pedagogy
- Tool-3 – to understand teacher reflection and self-assessment

The reports show a common pattern across districts: children participate actively in oral activities, understand theme-based vocabulary and enjoy the learning process. Teachers also feel more confident after ENK training and are using more strategies and TLMs in class. However, students still need more support in writing, spelling and speaking in complete sentences. These areas improve slowly and require more exposure and guided practice.

It is also important to note the limitations of the study. The observations were based on a one-day visit to a single class handled by one teacher in each district. The sample size was small, and only one section per school was observed. Therefore, the findings represent classroom trends and not a district-wide conclusion.

This documentation is intended to support reflection, not evaluation. It highlights the strengths of ENK implementation and also shows where additional academic support can make a difference.

We extend our sincere thanks to all DRT members, DIETs and teachers for their contribution to this study.

Dr. Ravinarayan Chakrakodi

Professor & Academic Head, RIESI

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Introduction to English Nali-Kali (ENK)

English Nali-Kali (ENK) was introduced as a response to the need for developmentally appropriate English learning in early grades of government schools in Karnataka. The approach draws inspiration from the original Nali-Kali model in Kannada, Mathematics and EVS, which demonstrated that children learn best when teaching is joyful, contextual and paced according to readiness. ENK adapted this philosophy for language, especially English, and integrated oral exposure as the foundation of literacy. Instead of beginning with letters and words from the textbook, ENK begins with listening, action, rhythm and story. This ensures that print emerges *after* meaning, not before it.

The early design and expansion of ENK were supported through collaboration between the Government of Karnataka, DSERT, SSK, RIESI and UNICEF. UNICEF played a key role in piloting the methodology, providing academic inputs and strengthening early teacher capacity-building modules. Training was rolled out in phases through Level-1 and Level-2, helping teachers gradually build confidence in both methodology and classroom English.

ENK in Multi-Grade Classrooms

Many government schools in Karnataka, especially in rural and remote areas, function with mixed-age and multi-grade classrooms. ENK is designed for exactly such settings. The learning structure allows children to move across three ‘plates’—teacher-support, peer-support and independent-work—based on readiness rather than age or grade. This allows slow and fast learners to make progress without pressure, and keeps the classroom inclusive even when student levels are different.

English Nali-Kali (ENK) is implemented in Classes 1, 2 and 3 and is designed as a multigrade and multilevel learning system where language competencies are developed through joyful, activity-based classroom processes. The curriculum integrates Listening & Speaking and Reading & Writing in a seamless manner, with oral exposure forming the foundation for early literacy. The learning experiences are theme-based, built around seven milestones such as My Body, Family, Neighbourhood, Colours, Numbers, Animals & Birds, and Transport.

Each theme comprises seven distinct segments—Total Physical Response (TPR), concept presentation, conversation, language games, rhymes, story and evaluation. These segments provide a structured pathway for children to first understand and use English orally before encountering print. Grammar is not taught as rules in isolation but integrated meaningfully into the concept presentation and storytelling elements.

The ENK class is organised as two continuous blocks—40 minutes for Listening & Speaking and 40 minutes for Reading & Writing—ensuring that children move gradually from comprehension to phonetic decoding and early writing. Students progress through three ‘plates’ or learning groups—teacher-support, peer-support and independent work—depending on their

readiness. This allows learners to move at their own pace without pressure, and enables meaningful inclusion in multilevel classrooms.

The Reading & Writing component is phonics-based. Letter clusters are introduced in groups (COAPT, ESBIN, UDGRM, FHLWY, and JKQXVZ) rather than alphabetically, enabling children to decode and form simple words earlier. Stories act as a bridge between oral language and literacy, ensuring that learning is contextual and meaningful.

ENK uses resource-rich materials such as teacher cards, ladders, flashcards, posters and story visuals. Children's learning is recorded through *pragathi nota*, which serves as a competency-based tracker instead of a marks-based assessment. Learners progress at their own pace, and completion is based on mastery, not on uniform timelines.

Role of DRTs

The District Resource Teams (DRTs) play a critical role in supporting and monitoring classroom-level implementation. They observe teaching-learning processes in ENK classrooms, interact with teachers, and study learner progress using three structured tools. Their responsibilities include documenting student performance (Tool-1), classroom processes (Tool-2), and teacher reflection (Tool-3), as well as providing constructive feedback to teachers. By linking training with actual classroom practice, DRTs help ensure that ENK remains meaningful, consistent, and learner-centred.

Chapter 1

District Resource Team – Bagalkote

ENGLISH NALI-KALI (ENK) SCHOOL VISIT REPORT

District: Bagalkote

School Visited: Govt. Model Primary School, Muralal RC

Taluk / District: Bagalkote

Date of Visit: 08/02/2024

Medium of Instruction: Kannada

DRT Team Members:

1. Miss V. S. Kakkasageri – Lecturer, DIET Ilkal
2. Mr. Somaling Nandyal – CRP, Bilagi
3. Mr. Ramesh Kabbin – Assistant Master, HPS No. 5 Guledgudda
4. Mr. Sangamesh Shindhe – Assistant Master, MPS Hunur

ABSTRACT

The District Resource Team of Bagalkote visited Govt. Model Primary School, Muralal RC to study the implementation and impact of English Nali-Kali (ENK) in classes 1 to 3. The observation focused on classroom process, student learning outcomes, and the teacher's use of ENK pedagogy. Tool-1 (Student Response), Tool-2 (Classroom Observation), and Tool-3 (Teacher Self-Assessment) were used to collect and analyse data. The observation showed that students were highly engaged in oral activities and able to identify theme-based vocabulary. Written performance was moderate and needs reinforcement. The teacher demonstrated commitment to ENK methodology but requires more confidence in sustained English usage. Overall, ENK has improved classroom interaction and oral comprehension among early learners.

BACKGROUND

English as a second language was introduced in government schools in Karnataka in **2008**. Initially, teachers struggled to teach English textbooks effectively because they found the textbook content difficult to teach as their English language competence was limited. To address this challenge, the Government of Karnataka, in collaboration with UNICEF, designed the English Nali-Kali (ENK) approach, which integrates Listening–Speaking and Reading–Writing curricula in a child-friendly, activity-based format.

Later, ENK teacher training was introduced in **Level-1 and Level-2**, enabling teachers to understand graded instruction and multi-level classroom delivery. This district-level impact study was undertaken to understand how ENK is functioning in practice, particularly whether teachers have translated training into real classroom pedagogy and how students are progressing in language skills.

SCHOOL PROFILE

Aspect	Details
Name	Govt. Model Primary School, Muralal RC
Location	Near Laddu Muttya Temple, Hubballi–Vijayapur Highway
Year of Establishment	1957
Medium	Kannada
Teacher Strength	09
Student Strength	198
ENK Class Strength	28 (1st - 07, 2nd - 09, 3rd - 14)
Infrastructure	12 classrooms, HM room, playground, boundary wall, separate toilets

TEACHER PROFILE

Aspect	Details
Name	Smt. Lata Konnur
Qualification	B.A., TCH
ENK Training	Level-1, Level-2
Experience	15 years
Strengths	Good rapport with students, active classroom management
Area Noted	Requires stronger spoken English immersion

OBJECTIVES

- To study the implementation status of ENK pedagogy
- To observe learner participation in multi-level teaching
- To assess student performance using Tool-1
- To examine teacher delivery using Tool-2
- To understand teacher reflection and growth using Tool-3

TOOL – 1: STUDENT RESPONSE

Sl.No	Name	Oral (12)	Written (08)	Total (20)
1	Shrinidhi Solapur	11	7	18
2	Sannidhi Kumbar	11	6	17
3	Siddharth Amoghi	10	6	16
4	Samarth Naikar	8	1	9
5	Pritam S	12	8	20
6	Shrusti Agasar	10	8	18
7	Viresh Karadi	11	8	19
8	Shreyas Talawar	10	4	14

Sl.No	Name	Oral (12)	Written (08)	Total (20)
9	Neha Barker	12	8	20
10	Madhu Medhar	8	5	13

Extracts from Document:

“90% of students performed well in the oral test. But 60% of students performed well in written.”

“Students recite ENK rhymes, play games, and know the words of 7 themes of ENK.”

“They answered questions in words; need to encourage full sentence responses.”

Interpretation

Learners show high recall in oral responses but need more support in writing fluently and accurately. Sentence construction and spelling require reinforcement.

TOOL – 2: CLASSROOM OBSERVATION

Component	Max Score
Teacher Talk	25 16
Student Talk	20 16
Innovative Strategies	20 15
Content Knowledge	15 12
Classroom Process & Evaluation	20 17
Total	100 76

Extracts:

“Classroom process was very good... teacher paid individual attention and corrected errors.”

“Teacher should use more classroom English... usage was average.”

“Audio/video resources were not used though available.”

Interpretation

The teacher is confident in handling activities, but exposure to spoken English for students must be increased to promote active usage.

TOOL – 3: TEACHER IMPLEMENTATION

Extracts:

“Teacher’s interest and involvement improved after ENK training.”

“Before training – not confident; after training – satisfied and motivated.”

“Grammar cards and activities support meaningful learning.”

Interpretation

Training helped the teacher transition from rote-based learning to activity-based delivery. Classroom confidence and methodology have improved.

KEY FINDINGS

The ENK classroom is child-friendly and activity-based. Students participate actively in oral tasks and respond to teacher instructions confidently. The teacher has developed good teaching strategies after training and uses ENK segments effectively. Oral comprehension is strong, and vocabulary is theme-based.

CHALLENGES

Multi-grade teaching affects equal attention to all levels. Students still depend on one-word answers rather than speaking full sentences. Written skills are comparatively weaker. Use of classroom English by the teacher needs more consistency, and digital resources are not yet fully utilised.

RECOMMENDATIONS

The teacher can give more chances for children to speak full sentences. More short writing practice will help improve spelling and sentence formation. Using a little more classroom English will help students get used to the language. Digital and audio resources can also be used to give more listening input.

CONCLUSION

The ENK approach is working well in this classroom. Students enjoy learning and participate actively. Some improvements in speaking and writing will further strengthen learning outcomes.

Chapter 2

District Resource Team – Bengaluru Rural

English Nali-Kali (ENK) School Visit Report

District: Bengaluru Rural

School Visited: G M P S Koracharapalya

Taluk: Devanahalli

Date of Visit: 20/02/2024

Medium of Instruction: Kannada

DRT Team Members:

1. **Smt. Naseem** – Lecturer, DIET Bengaluru Rural
2. **Smt. Uma** – Lecturer, DIET Bengaluru Rural
3. **Smt. Shashikala** – BRP, Nelamangala
4. **Smt. Shubha M N** – Teacher, GHPS Kempalinganahalli
5. **Smt. Vijayalakshmi** – CRP, Hosakote
6. **Mr. Nagaraj** – BRP, Devanahalli

ABSTRACT

The District Resource Team visited GMPS Koracharapalya to observe the impact of English Nali-Kali (ENK) training on classroom practices, teacher performance, and student learning outcomes. The teacher demonstrated effective use of ENK strategies across oral and written components, with visible improvement in student engagement and participation. Tool-1 confirmed strong oral comprehension among learners, while Tool-2 rated the teacher highly in interaction and classroom TLM usage. Tool-3 showed a remarkable shift in teacher confidence after ENK training. ENK implementation in this school is well-aligned with training outcomes and demonstrates positive classroom transformation.

SHORT BACKGROUND

The ENK programme was introduced to address the difficulty teachers initially faced in teaching English textbooks using traditional methods. ENK integrates Listening–Speaking and Reading–Writing pathways and provides teachers with structured strategies to build early communicative competence in English. GMPS Koracharapalya was selected because the teacher has completed ENK training and the school maintains strong foundational literacy practices in lower grades. The visit was aimed at documenting progress and identifying areas requiring academic support.

SCHOOL PROFILE

Aspect	Details
Name	GMPS Koracharapalya
Location	Devanahalli Taluk
Year of Establishment	1924
Total Student Strength	350
ENK Class Strength	10 sampled for Tool-1
Infrastructure	Well-equipped, model school
Language Environment	Kannada medium

TEACHER PROFILE

Aspect	Details
Name	Smt. Savithamma M.V
Qualification	P.U.C, TCH
Experience	25 years
ENK Training	RIESI ENK Training
Strengths	Confident, uses various TLMs and strategies
Noted Area	Must further increase spoken English modelling

OBJECTIVES OF THE VISIT

- To study student performance in ENK classes
- To observe the ENK classroom process using Tool-2
- To assess teacher's preparedness and post-training growth
- To identify challenges in implementation
- To provide pedagogic feedback and suggestions

TOOL-1: STUDENT RESPONSE

Sl.No	Name	Oral (12)	Writing (8)	Total (20)
1	Adarsh	8	8	16
2	Amrutha	9	8	17
3	Anya	11	7	18
4	Dhanush	9	6	15
5	Kushika	8	8	16
6	Mahesh	9	6	15
7	Pankaj	8	6	14
8	Pranasri	10	7	17
9	Sri Raksha	10	8	18

Sl.No	Name	Oral (12)	Writing (8)	Total (20)
10	Ume Kulsum	8	7	15

Extracts:

“Students are actively participating in activities.”

“They are able to express opinions using simple English but rely on mother tongue.”

Interpretation:

Students show better performance in oral tests than written tasks. They understand instructions and vocabulary but need support for independent sentence construction and spelling.

TOOL–2: CLASSROOM OBSERVATION

| Total Score | 89 / 100 |

Extracts:

“She used attractive TLMs in the teaching-learning process.”

“Teacher motivated learners and created opportunities for active involvement.”

“She gained fluency in spoken English after training.”

Interpretation:

The teacher demonstrates strong command of methodology and student engagement strategies. Classroom routines are structured and joyful, with effective pacing of ENK segments.

TOOL–3: TEACHER IMPLEMENTATION

Extracts:

“Before training – ‘to some extent’; after training – ‘to a great extent’ across all indicators.”

“Confidence, lesson planning, vocabulary teaching and grammar activities improved.”

“Teacher wants additional ENK Level 1 & Level 2 training again.”

Interpretation:

The teacher has shown significant improvement after training. There is visible professional growth and better classroom facilitation.

KEY FINDINGS

The ENK teacher uses activity-based pedagogy effectively. Students are enthusiastic and active in oral tasks. ENK has improved classroom participation and teacher confidence. The classroom environment is supportive and well-managed.

CHALLENGES

Students rely on mother tongue for support during speaking tasks. Written expression is emerging and needs more structured practice. Multigrade grouping affects time spent per level.

RECOMMENDATIONS

More sentence-level speaking practice should be given through pair talk and role play. Short and frequent writing tasks will improve spelling and sentence formation. More classroom-English modelling will help children use English naturally.

CONCLUSION

The Tool-1 student assessment shows that learners are performing well in oral skills and are able to recall vocabulary confidently. Their written work is developing steadily, but they still need more guidance in forming complete sentences and improving spelling. The overall performance indicates that ENK has laid a good foundation for language learning.

Tool-2 classroom observation confirms that the teacher uses ENK methodology effectively, integrates joyful learning strategies, and gives individual support where needed. Classroom interaction is lively and engaging. The teacher creates a positive learning atmosphere and uses TLMs meaningfully, which keeps students involved and focused.

Through Tool-3, it is clear that ENK training has brought a strong change in the teacher's confidence and teaching style. She is now more capable of handling multi-level classrooms and is encouraged by the training outcomes. With continued support through refresher training and increased English-language exposure, student fluency will continue to improve.

Chapter 3

District Resource Team – Bangalore Urban South

ENGLISH NALI-KALI (ENK) SCHOOL VISIT REPORT

District: Bangalore Urban South

School Visited: Government Primary School, Koppa Gate

Cluster / Taluk: Jigani Cluster, Anekal Taluk

Date of Visit: 13/02/2024

Medium of Instruction: Kannada

DRT Team Members:

1. Ms. Hemalatha P – Lecturer, DIET Bengaluru South
2. Ms. Jhansi Rani R – BRP, South 3 Block
3. Ms. Gladys Thanguam Paul – Teacher, South 4 Block
4. Ms. Manjula N – CRP, Ellukunte, South 3 Block

ABSTRACT

The DRT team visited Government Primary School Koppa Gate to assess the implementation of English Nali-Kali (ENK) in Classes 1–3. The classroom process was observed using RIESI tools, and student performance was analyzed through Tool-1, while teaching methodology and pedagogy were evaluated through Tool-2 and Tool-3. The teacher demonstrated encouraging classroom practices and used TPR, rhymes, flashcards and theme-based questioning. Students participated actively and responded well in oral segments. However, their written performance and full-sentence speaking needs more improvement. Overall, ENK methodology has positively influenced student engagement and teacher practice.

SHORT BACKGROUND

English Nali-Kali (ENK) was introduced to make English learning more joyful and meaningful in lower primary classes. Many government school teachers initially struggled with English textbooks, so ENK was designed to align with activity-based pedagogy already used in Nali-Kali. The programme is implemented through LS and RW segments with ENK-trained teachers.

This school was selected because it has a strong Nali-Kali foundation and the teacher handling the class has been recognised for her classroom practice. ENK Level-1 training has supported the teacher in adopting structured oral exposure activities.

SCHOOL PROFILE

Aspect	Details
Name	Government Primary School, Koppa Gate
Year of Establishment	1977
Total Student Strength	152
ENK Class Strength Observed	35 (CL 1 – 7, CL 2 – 12, CL 3 – 16)
Teacher Strength	6 + 1 guest
Infrastructure	12 classrooms, large playground, LKG/UKG also functioning
Mid-day Meal Facility	ISKCON Akshaya Patra Foundation

TEACHER PROFILE

Aspect	Details
Name	Ms. Rashmi
Qualification	B.A., TCH
Experience	15 years
ENK Training	ENK Level-1 (5 days)
Strengths	Engaging activities, child-friendly approach
Area Noted	Needs more classroom-English exposure for students

OBJECTIVES

- To observe ENK teaching-learning process in a live classroom
- To assess student learning using Tool-1
- To evaluate teaching methodology using Tool-2
- To document teacher reflection using Tool-3
- To identify academic support needs

TOOL – 1: STUDENT RESPONSE

Sl.No	Name	Written (10)	Oral (13)	Total (23)
1	Dilshan	7	5	12
2	Krupa R	9	8	17
3	Roshan Kumar	6	7	13
4	Bhanu Prakash	7	7	14
5	Bibi Fathima	9	7	16
6	Prathana	9	7	16
7	Karunya C S	10	7	17

Sl.No	Name	Written (10)	Oral (13)	Total (23)
8	Shrishaila	8	7	15
9	Nikitha	3	3	6
10	Deeksha	3.5	3	6.5
11	Tanmay	8	7	15
12	Umme Kulsum	8	6	14
13	Priyanka	9	7	16
14	Bhuvan Balaji	3	7	10
15	Sinchana	3	6	9

Extracts from Document:

“60% students performed well in oral test and 55% in written.”
 “Students answered in single words. Need to encourage them to answer in full sentences.”
 “They can read phonic words easily, but sight words are difficult.”

Interpretation:

Students are comfortable in recognition-based oral tasks but require more structured speaking and writing practice. Letter case, spelling and handwriting also require improvement.

TOOL – 2: CLASSROOM OBSERVATION

Component Score

Total **74 / 100**

Extracts:

“Classroom process was very good. She corrected students’ errors.”

“Teacher motivated group/peer work and paid individual attention.”

“Teacher’s English talk was average – needs more classroom English.”

Interpretation:

The teacher implements ENK methodology sincerely. Engagement is high, but continuous English input is limited, which restricts student fluency.

TOOL – 3: TEACHER IMPLEMENTATION STUDY

Extracts:

“Before training: less confidence. After training: to a great extent confident.”

“Uses grammar cards, TLMs, flashcards and worksheets after ENK training.”

“Wants further Level-1 and Level-2 training again.”

Interpretation:

The teacher has improved classroom practice after ENK training but still seeks continued professional development, especially in oral classroom English and differentiated support.

KEY FINDINGS

The ENK classroom is joyful, well-managed and activity-based. Students enjoy TPR, rhymes and theme-based questioning. Teacher maintains a supportive environment and encourages participation. ENK has improved oral comprehension and classroom energy.

CHALLENGES

Students mostly answer in one-word responses instead of sentences. Written work is weaker than oral work. Teacher needs to increase communicative English exposure and give more structured speaking practice.

RECOMMENDATIONS

The teacher may give more speaking opportunities through pair work and small group talk. Short daily writing practice can improve spelling and handwriting. Using English more often during classroom instructions will help students get familiar with spoken language.

CONCLUSION

The ENK classroom is active and child-friendly. Students are learning well through activities. With more focus on speaking and writing practice, learning outcomes can improve further.

Chapter 4

District Resource Team – Belagavi

ENGLISH NALI-KALI (ENK) SCHOOL VISIT REPORT

District: Belagavi

School Visited: Government Higher Primary School, Chachadi

Taluk / Block: Soundatti

Date of Visit: 17/02/2024

Medium of Instruction: Kannada

DRT Team Members:

1. **Smt. H. D. Dharmannavar** – Lecturer, DIET Belagavi
2. **Smt. Ratna Setsanadi** – BRP, Soundatti
3. **Mr. Rafik Muragod** – CRP, Chachadi

ABSTRACT

The DRT team visited GHPS Chachadi to assess the implementation of English Nali-Kali (ENK) classroom pedagogy in Classes 1–3. The team observed student participation, teacher methodology, TLM usage and classroom interaction using the prescribed RIESI tools. Learners showed good participation in oral activities and song-based learning. Written performance and sentence formation still require support. The teacher was well-prepared and used classroom space effectively, though more emphasis on spoken English is recommended. Overall, the implementation is satisfactory with positive student engagement.

SHORT BACKGROUND

English Nali-Kali was introduced to make early English learning joyful, theme-based and developmentally appropriate. It is designed to help young learners progress from oral comprehension to reading and writing through milestone-based segments like TPR, rhyme, concept presentation and language games. In Belagavi, the DRT visit was organised to observe how ENK is practiced in real classrooms and to identify teacher strengths and support needs. The school was selected because of its active Nali-Kali environment and trained ENK teacher.

SCHOOL PROFILE

Aspect	Details
Name	GHPS Chachadi
Location	Soundatti Taluk
Total Student Strength	140

Aspect	Details
ENK Class Strength	30
Medium	Kannada
Infrastructure	Adequate classroom space, basic facilities available
Teacher-Student Relationship	Supportive and positive

TEACHER PROFILE

Aspect	Details
Name	Mrs. Anitha
Qualification	B.A., TCH
ENK Training	Level 1
Experience	13 years
Strengths	Uses TPR, rhyme, flashcards effectively
Areas Noted	Needs more child-led speaking practice

OBJECTIVES OF THE VISIT

- To observe classroom implementation of ENK methodology
- To assess student performance through Tool-1
- To analyse teaching quality using Tool-2
- To study teacher's reflective practice using Tool-3
- To provide feedback for classroom improvement

TOOL – 1: STUDENT RESPONSE

Sl.No	Name of Student	Oral	Written	Total
1	Darshan	11	7	18
2	Yashwant	10	6	16
3	Akash	10	7	17
4	Pavan	9	6	15
5	Chinmayi	10	6	16
6	Manoj	10	7	17
7	Meghana	9	7	16
8	Shraddha	8	8	16
9	Ashika	8	7	15
10	Geetha	7	6	13

Extracts from Document:

“Students recited ENK rhymes well and followed classroom instructions with ease.”
“They recalled vocabulary based on the theme but answered mostly in single words.”
“Written work was correct in parts but lacked full-sentence expression.”

Interpretation:

Learners are confident in oral recall and theme-based vocabulary. They need more exposure to sentence formation and guided writing practice to move from word-level output to meaningful expression.

TOOL – 2: CLASSROOM OBSERVATION

Component Score

Total **74 / 100**

Extracts:

“Teacher paid individual attention and motivated learners through group work.”
“She used flashcards and questions effectively.”
“More English use is required during interaction.”

Interpretation:

The classroom environment is positive and child-centred. ENK processes are followed correctly, but classroom immersion in English (spoken input) can be further increased.

TOOL – 3: TEACHER IMPLEMENTATION STUDY

Extracts:

“Before training: confidence was average; after training: confidence improved.”
“Teacher uses grammar cards, TLMs and ENK songs regularly.”
“Requests more refresher training for Level 1 and 2 again.”

Interpretation:

The teacher has benefitted from the ENK training, particularly in planning and using activity-based strategies. Spoken-English modelling is still growing and can be strengthened with continued practice.

KEY FINDINGS

The ENK classroom is activity-based and student-friendly. Learners are comfortable in oral activities and participate enthusiastically in rhymes and TPR. The teacher uses ENK materials meaningfully and maintains good rapport. Reading readiness and vocabulary exposure are visible. Training impact is evident in classroom strategy use.

CHALLENGES

Students mostly respond with words rather than sentences. Written work is still at the early stage. Multigrade handling limits individual attention. More consistent English exposure is required during routine classroom communication.

RECOMMENDATIONS

The teacher can give more speaking practice in pairs or small groups. Simple sentence frames can be introduced to help children move from words to full sentences. More short writing exercises can be given to strengthen handwriting and spelling. Regular use of classroom English will help students become more confident.

CONCLUSION

The assessment in Tool-1 shows that students are able to recall vocabulary and answer oral questions confidently. Their performance in written work is satisfactory but needs more scaffolding to improve sentence-level expression and spelling accuracy. Oral readiness is stronger than written readiness, which is expected at this stage of ENK.

The classroom observation in Tool-2 shows that ENK methodology is followed and the teacher is using TPR, rhyme and concept presentation effectively. Children are actively involved in tasks and enjoy learning. With more frequent classroom English exposure and a little more time for student talk, fluency can gradually improve.

Teacher reflection through Tool-3 confirms that ENK training has built confidence and shifted the teaching method towards activity-based learning. Continued training at higher levels and more exposure to peer-sharing practices can help the teacher refine instruction further. Overall, ENK is being implemented meaningfully, with visible positive learning outcomes.

Chapter 5

District Resource Team – Chamarajanagara

School Visit Report on Implementation of English Nali-Kali (ENK)

District: Chamarajanagara

Visited School: Govt. Lower Primary School, Handarakallimole

Taluk & District: Chamarajanagara

Date of Visit: 13/02/2024

Medium of Instruction: Kannada

DRT Team Members (8):

1. Mr. Arasushetty – Lecturer, DIET Chamarajanagara
2. Mr. Pushparaju – Subject Inspector, DDPI Office Chamarajanagara
3. Mr. Mahadevaiah Y.S – BRP, BRCC Chamarajanagara
4. Mr. Rangaswamy – BRP, BRCC Chamarajanagara
5. Mr. Muruga S – Assistant Master, GHS Mulluru
6. Mr. Ramesh – CRP, CRC Hanuru
7. Mis. Saheera Banu – Assistant Master, GHPS Mangala
8. Ayesha Khanam – CRP, CRC Kollegala

Abstract

The District Resource Team of Chamarajanagara visited Govt. Lower Primary School, Handarakallimole to study the implementation of English Nali-Kali (ENK) and evaluate the classroom process in Classes 1 to 3. The observation focused on teacher preparedness, methodology, and learner participation. Data was collected using three tools prescribed by RIESI: Student Response (Tool-1), Classroom Observation Sheet (Tool-2), and Teacher Interview (Tool-3). Students displayed good participation and engagement with classroom activities, while the teacher demonstrated content clarity and effective transaction. The visit confirmed that ENK fosters joyful learning, though students' spoken English still requires more exposure. Supportive infrastructure and motivated classroom practices indicate a positive learning environment.

Background

English Nali-Kali is intended to strengthen foundational English learning by integrating activity-based pedagogy in early primary grades. English was introduced in government schools in 2008 as a second language. The ENK model aims to develop listening, speaking, reading and writing systematically through LS and RW ladders.

School Profile

Aspect	Details
Name	Govt. Lower Primary School, Handarakallimole
Location	10 km from Chamarajanagara
Teacher Strength	03
Student Strength	68
Medium	Kannada
Infrastructure	3 classrooms, headmaster's room, spacious playground, compound wall, separate toilets, enough seating

Teacher Profile

Aspect	Details
Name	Smt. Gulnaz Begum
Experience	16 years
Qualification	B.A., D.Ed
Trainings Attended	PDP
ENK Role	Handles Classes 1–3
Strengths	Classroom clarity, content knowledge, ability to motivate children

Objectives of the Visit

- To observe and assess the ongoing ENK teaching-learning process
- To understand student involvement and participation in classroom activities
- To analyse the strengths and challenges in implementation
- To interact with the ENK teacher and collect reflections through Tool-3

Tool – 1: Student Response

Although individual student marks were not recorded in the uploaded document, student involvement was observed during the classroom process.

Relevant Extracts:

“Class was very interesting and lively. Teacher’s instructions were so clear. Motivation was very situational, the students were get involved in learning attentively.”

Interpretation:

Students were active, attentive and responsive. They followed instructions well and enjoyed participation in LS-oriented activities. Children appeared comfortable with classroom routines

and were able to understand teacher prompts. Their English learning foundation is developing, but spoken fluency requires more scaffolded exposure and confidence-building opportunities.

Tool – 2: Classroom Observation (Score + Extracts)

Classroom Observation Score: 84 / 100

Extracts from Document:

“Teacher was well versed in content and able to impart the content easily.”

“She was thorough with the content and preparation.”

“Students’ participation was excellent. Their English should be improved.”

Interpretation:

The teacher demonstrated clarity in lesson delivery, used ENK strategies, and maintained a supportive learning atmosphere. Participation levels were high, though students need more structured exposure to speaking tasks to improve fluency and accuracy.

Tool – 3: Teacher Reflection

Extracts:

“Before the training: Lack of interest and there is no specific teaching approach of English.”

“After the training: ENK teaching approach motivated me (teacher).”

“Many students are from illiterate below poverty line families.”

“The teacher needs ENK pictured cards besides textbook.”

Interpretation:

The teacher has gained motivation and clarity in ENK pedagogy after training. Socio-economic constraints of learners influence classroom readiness, and additional TLMs (especially picture cards) would support engagement and comprehension.

Key Findings

The ENK implementation in this school is child-friendly and activity-based, ensuring active student involvement. The teacher has a good grasp of content and pedagogy and maintains an encouraging classroom environment. Students are attentive, responsive, and enjoy classroom interaction. ENK has improved learner exposure to English, helping build foundational skills.

Challenges

The classroom includes several children from low-literacy home backgrounds, which limits external language exposure. While comprehension is developing, spoken English is still

restricted and translation-dependent. The teacher also indicated the need for additional ENK-specific picture cards and TLMs to support engagement and meaning-making.

Recommendations

More speaking-oriented activities and peer interaction opportunities would further support confidence-building among learners. Providing ENK picture cards and additional TLMs would enhance learning. Continued teacher support through refresher training and classroom-based mentoring is suggested to strengthen implementation, especially in speaking and RW continuity.

Conclusion

The visit confirms that ENK pedagogy is implemented meaningfully at Govt. Lower Primary School, Handarakallimole. The classroom is interactive, the teacher is committed, and student participation is high. With additional resource support and speaking-focused activities, ENK learning outcomes can be further strengthened.

Chapter 6

District Resource Team – Chikkaballapura

ENGLISH NALI-KALI (ENK) SCHOOL VISIT REPORT

District: Chikkaballapura

School Visited: Government Lower Primary School (GLPS), Abakavarapally

Taluk / Block: Bagepalli Taluk

Date of Visit: 20/02/2024

Medium of Instruction: Kannada

DRT Team Members:

1. Sri Ananda A – Lecturer, DIET Chikkaballapur
2. Smt. Krishn Kumari – Subject Inspector, DDPI Office
3. Sri Manjunatha M N – BRP, BRC Bagepalli
4. Sri Manjunath K – BRP, BRC Shidlagatta
5. Sri Anajeya C S – Assistant Teacher, GHS Achaganapalli
6. Sri Srinivasa – CRP, Chikkaballapur Town
7. Sri Hanumantharayappa – Assistant Teacher, GHPS Paipalya
8. Sri Srikanth – CRP, Siddepalli, Chintamani

ABSTRACT

The District Resource Team of Chikkaballapura visited GLPS Abakavarapally to study the implementation of English Nali-Kali (ENK) in Classes 1–3. The team observed classroom processes, student participation, and teacher preparedness using three tools. Students showed strong participation in oral activities, especially during rhymes, TPR, picture talk, and story-based tasks. Written performance was satisfactory but needs further practice in punctuation and spelling. The teacher implemented ENK methodology systematically with good TLM preparation. Overall, the ENK programme is being implemented effectively with visible improvement in student engagement and participation.

SHORT BACKGROUND

ENK was introduced to strengthen foundational English learning through activity-based pedagogy. GLPS Abakavarapally was selected for DRT observation because the teacher has undergone ENK Level-1 and Level-2 training and handles multi-level teaching in Classes 2 and 3. The visit aimed to assess how effectively ENK strategies are being translated into classroom practice and how student learning is progressing in both oral and written domains.

SCHOOL PROFILE

Aspect	Details
Name	GLPS Abakavarapally
Year of Establishment	1983
Student Strength	18
Teacher Strength	2
ENK Unit Strength Observed	12 students (2nd & 3rd std)
Medium	Kannada
Classroom Condition	Spacious and conducive for group activities

TEACHER PROFILE

Aspect	Details
Name	Sri Mohamed Jabi-Ulla
Qualification	PUC, TCH
Experience	— (From context: highly active ENK practitioner)
Training	ENK Level-1 and Level-2
Strengths	Uses puppets, flashcards, TPR and story-based pedagogy
Noted Improvement	ENK training increased confidence and creativity

OBJECTIVES

- To assess student performance in oral and written English
- To evaluate classroom interaction and use of ENK pedagogy
- To study the impact of ENK training on teacher capacity
- To identify classroom challenges and provide support inputs

TOOL-1: STUDENT RESPONSE

Sl.No	Name	Oral (12)	Written (8)	Total (20)
1	Janushree S	11	7	18
2	Jahnavi	10	7	17
3	Adarsha H	10	06	16
4	Likhitha	11	8	19
5	Meghana P	11	6	17
6	Varshini S	10	8	18
7	Harshitha A L	11	6	17
8	Goutham A	11	8	19
9	Shravya N	12	06	18
10	Gagana	11	06	17

Interpretation:

Oral performance is very strong (majority 11–12/12). Written performance is also good though a few students need more practice with spelling, punctuation and neat writing.

TOOL–2: CLASSROOM OBSERVATION**Component Score**

Total **74 / 100**

Interpretation:

The teacher demonstrated systematic implementation of ENK segments and successfully involved all students in group and individual tasks. Use of puppets, flashcards and TLM shows preparation and creativity. Some improvement is needed in giving more opportunities for student-led speaking.

TOOL–3: TEACHER IMPLEMENTATION (Extracts + Interpretation)**Extracts from Document:**

“ENK Level-1 and 2 trainings made him confident in following the process.”

“He practices actively using steps of ENK in the classroom.”

“After training, teacher gained confidence and fluency in targeted language.”

Interpretation:

Teacher reflection indicates a positive shift in confidence and methodology. Training has improved the teacher’s skill in systematic classroom delivery.

KEY FINDINGS

The teacher is successfully implementing ENK methodology with active student involvement. Learners enjoy story and rhyme-based input and are able to recall vocabulary confidently. The classroom environment is supportive, and use of TLM is appropriate.

CHALLENGES

Students have limited exposure to English outside school. This affects spontaneous expression. Written work still requires improvement in basic writing conventions. Multi-grade setting requires the teacher to balance time between levels.

RECOMMENDATIONS

The teacher can give more opportunities for students to speak full sentences through pair and group talk. More short writing practice can strengthen punctuation and spelling. Continued practice with spoken English during instructions will help build confidence.

CONCLUSION

Tool-1 assessment shows that students are strong in oral English and can recall words and respond confidently in classroom tasks. Their written performance is also good, but requires reinforcement in accuracy and presentation. The results indicate that ENK is helping learners move from listening-based exposure toward literacy.

From the Tool-2 classroom observation, it is clear that the teacher is using ENK steps correctly and the classroom is child-friendly and active. Students enjoy the activities and remain engaged throughout the lesson. However, more opportunities for student-led conversation will help them gain fluency.

Teacher self-reflection (Tool-3) confirms that ENK training has increased confidence and strengthened teaching strategies. The teacher is motivated and implementing ENK systematically. With continued support, spoken English exposure and refinement of writing practice, learning outcomes can improve even further.

Chapter 7

District Resource Team – Chamarajanagara

School Visit Report on Implementation of English Nali-Kali (ENK)

District: Chamarajanagara

Visited School: Govt. Lower Primary School, Handarakallimole

Taluk & District: Chamarajanagara

Date of Visit: 13/02/2024

Medium of Instruction: Kannada

DRT Team Members (8):

9. Mr. Arasushetty – Lecturer, DIET Chamarajanagara
10. Mr. Pushparaju – Subject Inspector, DDPI Office Chamarajanagara
11. Mr. Mahadevaiah Y.S – BRP, BRCC Chamarajanagara
12. Mr. Rangaswamy – BRP, BRCC Chamarajanagara
13. Mr. Muruga S – Assistant Master, GHS Mulluru
14. Mr. Ramesh – CRP, CRC Hanuru
15. Mis. Saheera Banu – Assistant Master, GHPS Mangala
16. Ayesha Khanam – CRP, CRC Kollegala

Abstract

The District Resource Team of Chamarajanagara visited Govt. Lower Primary School, Handarakallimole to study the implementation of English Nali-Kali (ENK) and evaluate the classroom process in Classes 1 to 3. The observation focused on teacher preparedness, methodology, and learner participation. Data was collected using three tools prescribed by RIESI: Student Response (Tool-1), Classroom Observation Sheet (Tool-2), and Teacher Interview (Tool-3). Students displayed good participation and engagement with classroom activities, while the teacher demonstrated content clarity and effective transaction. The visit confirmed that ENK fosters joyful learning, though students' spoken English still requires more exposure. Supportive infrastructure and motivated classroom practices indicate a positive learning environment.

Background

English Nali-Kali is intended to strengthen foundational English learning by integrating activity-based pedagogy in early primary grades. English was introduced in government schools in 2008 as a second language. The ENK model aims to develop listening, speaking, reading and writing systematically through LS and RW ladders.

School Profile

Aspect	Details
Name	Govt. Lower Primary School, Handarakallimole
Location	10 km from Chamarajanagara
Teacher Strength	03
Student Strength	68
Medium	Kannada
Infrastructure	3 classrooms, headmaster's room, spacious playground, compound wall, separate toilets, enough seating

Teacher Profile

Aspect	Details
Name	Smt. Gulnaz Begum
Experience	16 years
Qualification	B.A., D.Ed
Trainings Attended	PDP
ENK Role	Handles Classes 1–3
Strengths	Classroom clarity, content knowledge, ability to motivate children

Objectives of the Visit

- To observe and assess the ongoing ENK teaching-learning process
- To understand student involvement and participation in classroom activities
- To analyse the strengths and challenges in implementation
- To interact with the ENK teacher and collect reflections through Tool-3

Tool – 1: Student Response

Although individual student marks were not recorded in the uploaded document, student involvement was observed during the classroom process.

Relevant Extracts:

“Class was very interesting and lively. Teacher’s instructions were so clear. Motivation was very situational, the students were get involved in learning attentively.”

Interpretation:

Students were active, attentive and responsive. They followed instructions well and enjoyed participation in LS-oriented activities. Children appeared comfortable with classroom routines

and were able to understand teacher prompts. Their English learning foundation is developing, but spoken fluency requires more scaffolded exposure and confidence-building opportunities.

Tool – 2: Classroom Observation (Score + Extracts)

Classroom Observation Score: 84 / 100

Extracts from Document:

“Teacher was well versed in content and able to impart the content easily.”

“She was thorough with the content and preparation.”

“Students’ participation was excellent. Their English should be improved.”

Interpretation:

The teacher demonstrated clarity in lesson delivery, used ENK strategies, and maintained a supportive learning atmosphere. Participation levels were high, though students need more structured exposure to speaking tasks to improve fluency and accuracy.

Tool – 3: Teacher Reflection

Extracts:

“Before the training: Lack of interest and there is no specific teaching approach of English.”

“After the training: ENK teaching approach motivated me (teacher).”

“Many students are from illiterate below poverty line families.”

“The teacher needs ENK pictured cards besides textbook.”

Interpretation:

The teacher has gained motivation and clarity in ENK pedagogy after training. Socio-economic constraints of learners influence classroom readiness, and additional TLMs (especially picture cards) would support engagement and comprehension.

Key Findings

The ENK implementation in this school is child-friendly and activity-based, ensuring active student involvement. The teacher has a good grasp of content and pedagogy and maintains an encouraging classroom environment. Students are attentive, responsive, and enjoy classroom interaction. ENK has improved learner exposure to English, helping build foundational skills.

Challenges

The classroom includes several children from low-literacy home backgrounds, which limits external language exposure. While comprehension is developing, spoken English is still

restricted and translation-dependent. The teacher also indicated the need for additional ENK-specific picture cards and TLMs to support engagement and meaning-making.

Recommendations

More speaking-oriented activities and peer interaction opportunities would further support confidence-building among learners. Providing ENK picture cards and additional TLMs would enhance learning. Continued teacher support through refresher training and classroom-based mentoring is suggested to strengthen implementation, especially in speaking and RW continuity.

Conclusion

The visit confirms that ENK pedagogy is implemented meaningfully at Govt. Lower Primary School, Handarakallimole. The classroom is interactive, the teacher is committed, and student participation is high. With additional resource support and speaking-focused activities, ENK learning outcomes can be further strengthened.

Chapter 8

District Resource Team – Chikkodi

School Visit Report on Implementation of English Nali-Kali (ENK)

District: Chikkodi

Visited School: Govt. Kannada Higher Primary Girls School (GHPS), Jugul

Taluk / Block: Kagwad

Visit Date: 12/02/2024

Medium of Instruction: Kannada

DRT Team Members (8):

1. **Shri Sanjay Yadagude** – DIET Lecturer, DIET Chikkodi
2. **Shri S. S. Diwate** – DIET Nodal Officer, DIET Chikkodi
3. **Shri M. B. Patil** – BRC Coordinator, Kagwad
4. **Shri M. V. Mastamardi** – BRP, BRC Hukkeri
5. **Shri Vijaykumar N. Khanagavi** – BRP, BRC Gokak
6. **Shri Shivanand Melagade** – CRP, Radderhatti (Athani)
7. **Shri Akbar Mujawar** – BRP, BRC Athani
8. **Smt. Prerana Dummagol** – EMTIP District Resource Person

Abstract

The District Resource Team visited Govt. Kannada Higher Primary Girls School (GHPS), Jugul to assess the implementation of English Nali-Kali (ENK) in Classes 1–3. As per the RIESI-prescribed tools, data was collected through student assessment (Tool-1), classroom observation (Tool-2) and teacher implementation study (Tool-3). The findings indicate active student engagement and visible effort by the teacher in implementing ENK methodology. While participation is high and classroom environment is supportive, fluency in spoken English and writing accuracy still need further strengthening. The teacher has benefited from training and uses more strategies after ENK exposure, but requires continued academic handholding, speaking practice strategies, and reinforcement of reading and writing.

Background

The ENK initiative aims to develop foundational English language skills through activity-based learning, incorporating Listening–Speaking (LS) and Reading–Writing (RW) strands. It focuses on joyful learning and child-centred pedagogy. The DRT visit aimed to identify both progress and classroom-level challenges to strengthen ongoing implementation.

School Profile

Aspect	Details
Name	Govt. Kannada Higher Primary Girls School, Jugul
Block	Kagwad, Chikkodi District
Establishment	01-06-1958
Cluster	Shiraguppi
Medium	Kannada
Total Strength	136
Teachers	05 (Regular), 0 Guest
Classrooms	08
Facilities	Library (1547 books), Toilets, Electricity, Mid-day meal
Limitation	No playground

Teacher Profile

Aspect	Details
Name	Smt. M. P. Bellanki
Gender	Female
Experience	14 years
Qualification	D.Ed
Trainings Attended	ENK – 2019 and 06/01/2023 to 10/01/2023 (DIET Chikkodi)
ENK Role	Handles Classes 2 & 3
Classroom Strength	25 learners (10 sampled for Tool-1)

Objectives of the Visit

- To observe the ENK classroom teaching-learning process
- To assess the learning progress of children in LS and RW
- To document the effectiveness of ENK implementation after training
- To identify gaps and suggest academic support for improvement
- To understand teacher reflection and challenges through Tool-3

TOOL – 1: Student Assessment

Sl.no	Student Name	Oral (12)	Written (8)	Total (20)
01	Apurva S Bendawade	07	03	10
02	Khushi S Minache	07	06	13
03	Rajashree B Kambar	04	01	05
04	Aliya A Nandagave	07	04	11
05	Sanika S Kamble	05	03	08

Sl.no	Student Name	Oral (12)	Written (8)	Total (20)
06	Nisba I Ainapur	04	02	06
07	Shreya S Khot	06	05	11
08	Tanu Y Parke	08	04	12
09	Shravani S Ghatage	08	06	14
10	Shravani S Devaratti	05	07	12

Relevant Extracts from Document:

“10 children were tested and asked Oral Questions; all children were able to answer to our Oral Questions but when they were asked to read known passages, 5 out of 10 children read correctly.”

“The children struggled to introduce themselves and talk about their family and friends in English...”

“Writing skill in students is 35%... When the dictation was done, the children were not able to write correctly...”

Interpretation:

Children are stronger in oral recognition than in free expression. Comprehension is satisfactory, but speaking independently and structured writing need more reinforcement. Reading ability is emerging; dictation and spelling are weak.

TOOL – 2: Classroom Observation

Component	Max Score
Teacher Talk	25 18
Student Talk	20 11
Innovative Strategies	20 14
Content Knowledge	15 10
Classroom Process/Evaluation	20 12
TOTAL	100 65

Relevant Extracts:

“Teacher has good bonding and communication skill... but lacks fluency in English.”

“She uses mother tongue more than targeted language.”

“Only 30% of children are able to speak short sentences.”

“Use of more mother tongue makes students slow learners in targeted language.”

Interpretation:

The classroom is emotionally supportive and teacher-student rapport is strong. However, heavy dependence on Kannada and limited student-led talk restricts oral proficiency. More exposure to English models and structured speaking tasks is required.



TOOL – 3: Teacher Interview / Classroom Implementation Study

Relevant Extracts:

“Before the training: Not at all interested / lack of confidence.”

“After the training: I improved my English, and I give more importance to LSWR skills.”

“Teacher said she tells stories and poems in every class.”

“After the training... teacher gained more positive respect from parents.”

“Challenging task... outside the school they will be out of English language environment.”

Interpretation:

There is a clear shift in teacher confidence and professional identity after ENK training. The teacher now uses more English, tries multiple strategies and acknowledges the need for continuous refresher training. Contextual barriers (home literacy, language exposure) affect continuity.

Key Findings

The ENK classroom at GHPS Jugul shows encouraging participation and developing learner interest. Students respond to teacher prompts and can identify letters and words. The teacher is committed and uses multiple classroom strategies after ENK training. The environment is child-friendly and classroom discipline is well-maintained. Evidence shows gradual progress in foundational literacy, especially in recognition-based and oral responses.

Challenges

Students lack exposure to English beyond school premises, as most come from agricultural labour families with limited literacy support. Marathi language dominance in the border region also affects pronunciation and comprehension. Writing skills are significantly weaker, and dictation accuracy is low. Teacher fluency needs further strengthening, and overuse of Kannada reduces target-language immersion.

Recommendations

More structured speaking opportunities (role-play, pair-talk, dramatization) should be incorporated to build independent student talk. Exposure to vocabulary through picture cards, storybooks and ENK TLMs must be increased. Learners require writing scaffolding, beginning with sight words and guided dictation. Teacher refresher training at least once a year, along with cluster-level mentoring support, will help sustain improvement.

Conclusion

The visit confirms that ENK methodology is implemented with sincerity and that students are steadily developing foundational English skills. The classroom atmosphere is supportive and child-centred. With continued mentoring, increased oral exposure, and writing-support strategies, learning outcomes can be further improved.

Chapter 9

District Resource Team – Chikkamagaluru

ENGLISH NALI-KALI (ENK) SCHOOL VISIT REPORT

District: Chikkamagaluru

School Visited: GMHPS Gonibeedu, Mudigere Taluk

Date of Visit: (As per PPT: ENK Observation Visit 2023–24)

Medium of Instruction: Kannada

DRT Team Members (as per uploaded PPT):

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

ABSTRACT

The District Resource Team visited GMHPS Gonibeedu to assess the implementation of English Nali-Kali (ENK) in Classes 1 to 3. The teacher observed, Smt. Shilpa Kotyan, is a state-level resource person for ENK and has also trained district-level teachers. Classroom interaction, student participation, assessment responses and ENK segment-wise delivery were observed using Tool-1, Tool-2 and Tool-3. The teacher demonstrated strong English fluency and effective classroom management. Students actively participated in TPR, rhyme, concept presentation, and language games. The teaching process was energetic and child-centred. However, as in most multi-grade classrooms, equal attention to all three levels remains a challenge. Overall, ENK is implemented meaningfully in this classroom with visible impact on learners' foundational skills.

BACKGROUND

English as a second language was introduced in Karnataka government schools in 2008, adopting a multi-level classroom framework. ENK integrates Listening–Speaking (LS) and Reading–Writing (RW) segments through child-centred pedagogy. This observation sought to understand how the ENK methodology is applied in practice and its impact on student learning in a multilingual classroom.

LITERATURE REVIEW

The English Nali-Kali (ENK) programme is a child-centred and activity-based pedagogy developed for early grade English learning in Karnataka government schools. ENK is designed as a multi-level and multi-grade approach, recognising that children in rural schools learn at different paces and often come from diverse linguistic backgrounds. The PPT highlights that ENK is grounded in the belief that *“children are active learners rather than passive recipients of information”*

and that they learn best through exploration, play, and use of meaningful contexts.

ENK structures learning into two periods every day — 40 minutes for Listening & Speaking (LS) and 40 minutes for Reading & Writing (RW)

. This ensures continuous exposure and gradual transition from oral language to written expression. The oral curriculum is theme-based through seven EVS milestones such as *My Body, Family, Neighbourhood, Colours, Numbers, Animals & Birds, and Transport*
. These themes anchor vocabulary, grammar, and real-life contextual language learning.

The pedagogy includes six core oral segments:

1. TPR (Total Physical Response) – comprehension through action;
2. Rhyme – rhythm, vocabulary and pronunciation;
3. Concept Presentation – vocabulary building with visuals;
4. Language Game – joyful reinforcement;
5. Story – context, sequencing and meaning;
6. Conversation – social language use.
These segments promote “*learning through play*” and further develop listening and speaking skills before transitioning to text-based learning.

The Reading–Writing ladder is phonics and sound-based, introducing letters as clusters rather than alphabetically, to enable faster decoding of words. Students progress from three-letter and sight words (Class 1) to blends (Class 2) and silent letter / complex phonemes (Class 3)

. This gradual design ensures that reading readiness precedes writing.

Assessment in ENK is competency-based and continuous, integrated into classroom transactions rather than administered separately, aligning with NCF and RTE principles

. ENK also promotes inclusivity by enabling both “passive learners and active learners” to engage meaningfully depending on readiness and scaffolding.

ENK “*shifts learning from age-old rote method and makes it joyful*” and “*connects classroom learning to life outside the school*”

. In line with constructivist pedagogy, it emphasises autonomy, peer learning, and iterative exposure through repetition. The teacher plays the role of facilitator and language model, especially in multilingual classrooms, supporting comprehension before accuracy.

SCHOOL PROFILE

Aspect	Details
Name	GMHPS Gonibeedu, Mudigere
Year of Establishment	1908
Teacher Strength	8 (GPT-1, PST-6, PET-1)
Medium	Kannada

Aspect	Details
ENK Classes	1st to 3rd
Additional Approach	Bilingual instruction up to Grade 3
Infrastructure	7 classrooms, CALC room, computer lab, Ranga Mandir, CRC room

TEACHER PROFILE

Aspect	Details
Name	Smt. Shilpa Kotyan
Role	ENK Teacher (also State-level ENK RP)
Training	State-level ENK Training (RIESI Bengaluru)
Experience	ENK demonstrator & trainer
Classroom Observed	February milestone: “Transport”
Class Strength	28 students (multigrade)
Observation Duration	80 minutes

OBJECTIVES

- To observe the classroom process of ENK implementation
- To evaluate learner performance using Tool-1
- To analyze teacher methodology using Tool-2
- To understand reflective insights using Tool-3
- To identify the strengths and gaps in ENK classroom practices

TOOL–1: STUDENT RESPONSE

The PPT shows scores for **13 students** (oral + written).

Overall Results:

Oral Performance	81%
Written Performance	67%
Total Score	**75%**

Relevant Extracts:

“All children engaged in concept presentation activity... Students participated well in language game ‘Pick and Say’.”

“Children could read three-letter words and sight words... 2nd std blends... 3rd std silent letter words.”

Interpretation:

Students show high engagement and confidence in guided oral responses. Reading is phonics-based and scaffolded well. Written output improves at higher levels though spelling and independent writing still require more structured support.

TOOL–2: CLASSROOM OBSERVATION

Teacher Observation Score: *(as per PPT summary)* 79/100

Extracts:

“Teacher uses English fluently and appropriately and she uses mother tongue where necessary.”

“She uses 6 segments and other strategies properly to make the class lively.”

“She connected all activities with the content.”

Interpretation:

Pedagogy was process-oriented, fluent and child-friendly. Classroom movement through segments was smooth. Minor limitation observed was the challenge of equally supporting all 3 levels in a multi-grade setup.

TOOL–3: TEACHER IMPLEMENTATION STUDY

Extracts:

“She gave 5 marks before training and 7 after training to her ability to use English.”

“She rated 6 before training and 8 after training to teaching English in classroom.”

“She uses TLM and study materials in proper way... manages multi-level children by giving suitable activities.”

Interpretation:

The teacher demonstrates professional growth and reflective practice. Training improved both confidence and teaching quality. Classroom innovation and TLM usage are consistent, indicating meaningful learning transfer.

KEY FINDINGS

The ENK methodology is implemented effectively with strong classroom readiness, active student engagement and fluent teacher modelling. Students are independent in recognition-based learning and motivated to participate in oral tasks. Exposure to phonics-based reading is evident, and milestone-based activities are executed systematically. The teacher’s role as a state-level ENK resource person positively influences the teaching quality.

CHALLENGES

The primary challenge is the multi-grade format, where individual pacing becomes difficult. Some learners require additional support during RW activities. Multilingual backgrounds among early learners also affect fluency. Due to limited time per segment, deeper concept reinforcement occasionally becomes restricted.

RECOMMENDATIONS

The teacher can give more chances for students to speak in English through pair work, small group activities and role play. Reading practice may be supported with picture cards and phonics games so that children become more confident in decoding new words. The teacher may also plan short activities for each level separately to help all students learn at their own pace. More time can be given for independent speaking and short writing practice so students can gradually use English without support. Regular refresher trainings and peer-sharing among teachers will help improve classroom strategies further.

Conclusion

The ENK classroom is active and child-friendly. The teacher uses good strategies and students participate well. Oral and written learning are happening meaningfully. With a little more focus on speaking practice and level-wise support, students can improve further. ENK has created a positive learning environment in the school.

Chapter 10

District Resource Team – Chitradurga

ENGLISH NALI-KALI (ENK) SCHOOL VISIT REPORT

District: Chitradurga

School Visited: Government Higher Primary School, Madanahatty

Taluk: Hosadurga

Date of Visit: 20/02/2024

Medium of Instruction: Kannada

DRT Team Members:

1. **Smt. Rupa B** – Lecturer, DIET Chitradurga
2. **Smt. Sudha Nagaral** – BRP, Hosadurga
3. **Sri Nataraj** – CRP, Hosadurga
4. **Sri Mahesh** – Primary School Teacher, GHPS
5. **Sri Basavangouda** – Primary School Teacher

ABSTRACT

The DRT team visited GHPS Madanahatty to study the implementation of English Nali-Kali (ENK) in Classes 1–3 through classroom observation, student assessment and teacher reflection. The teacher demonstrated ENK methodology across TPR, rhyme, story and RW activities. Students showed strong oral responses and active participation. Written performance is improving but still requires guided scaffolding. Tool-2 confirmed effective classroom interaction, and Tool-3 indicated that the teacher has shown greater confidence after ENK training. Overall, the classroom reflected meaningful ENK implementation with positive student engagement.

BACKGROUND

The ENK programme was introduced to strengthen early English literacy in government schools by replacing rote-based textbook teaching with activity-based learning. In multi-grade and multi-level classrooms such as those in rural Chitradurga, children learn at different speeds, and ENK helps bridge this gap through structured oral-to-written progression. The teacher observed in this school has completed multiple levels of ENK training and is implementing the approach in a thematic, milestone-based manner.

The DRT visit to GHPS Madanahatty aimed to understand not only whether ENK strategies are being followed, but also whether the training has improved teacher confidence, student participation and actual learning outcomes. The observation focused on classroom readiness, use of TLMs, oral fluency, phonics-based reading and writing practices. The school reflects a typical rural English learning environment with limited language exposure outside the classroom, which makes the ENK pedagogy especially relevant.

SCHOOL PROFILE

Aspect	Details
Name	GHPS Madanahatty
Location	Hosadurga Taluk
Total Students	63
ENK Class Size	14 sampled
Teacher Strength	2
Classroom Setup	Spacious, ENK-friendly
Medium	Kannada

TEACHER PROFILE

Aspect	Details
Name	(As per document) Primary ENK Teacher
Training	ENK Training (Level 1 & 2)
Experience	Active in ENK implementation
Strengths	Uses ENK TLMs well; follows all steps
Area Noted	Further improvement needed in RW scaffolding

OBJECTIVES

- To assess the impact of ENK in the observed classroom
- To analyse student performance in oral and written competencies
- To observe teacher delivery using ENK segments
- To study teacher confidence and post-training reflection
- To provide constructive academic feedback

TOOL – 1: STUDENT RESPONSE

Sl.No	Name	Oral (12)	Written (8)	Total (20)
1	Ananya	9	7	16
2	Aditya	10	7	17
3	Likitha	12	8	20
4	Lasya	12	7	19
5	Mayoor	9	5	14
6	Nanditha	12	8	20
7	Sahana	9	7	16
8	Spoorthi	10	6	16
9	Dhanushree	10	7	17
10	Deepak	9	6	15

Sl.No	Name	Oral (12)	Written (8)	Total (20)
11	Pooja	7	6	13
12	Harshitha	10	6	16
13	Lohitha	10	7	17
14	Thippeswamy	8	6	14

Interpretation:

Oral performance is strong, with most scoring 9–12 marks. Written scores are moderate and indicate a need to strengthen spelling, punctuation and sentence structure. Students are confident in oral recall but need more guided writing.

TOOL – 2: CLASSROOM OBSERVATION

| Total Score | **83 / 100** |

Interpretation:

The teacher followed ENK methodology correctly and managed classroom interaction smoothly. Use of puppets, story narration, TPR and flashcards made learning joyful. Classroom English exposure is present but needs to be increased for student usage.

TOOL – 3: TEACHER REFLECTION

Extracts from Document:

“Before training – low confidence; after training – high confidence.”

“Training helped in systematic, step-by-step pedagogy.”

“Teacher now uses more language games and TLMs.”

Interpretation:

Tool-3 confirms that ENK training enhanced both teaching style and professional confidence. The teacher is reflective and open to mentoring.

KEY FINDINGS

The classroom process is child-centred and activity-based. Students enjoy ENK segments and actively respond during oral tasks. The teacher uses visual aids and strategies effectively. ENK has improved student engagement and listening–speaking confidence.

CHALLENGES

Students depend on mother tongue for longer sentences. Written performance needs consistent follow-up. Multi-grade teaching restricts time for individual support.

RECOMMENDATIONS

Students should be given more speaking practice using short sentences in pairs. Writing drills and picture-based writing tasks will help reinforce spelling and structure. The teacher may increase English exposure during routine instructions.

CONCLUSION

The Tool-1 student assessment shows that oral-based learning is progressing well. Most children scored high marks in oral tests, which shows that they understand instructions and can recall vocabulary confidently. Written performance is satisfactory but needs consistent support in handwriting, spelling and punctuation.

The Tool-2 classroom observation highlights that the teacher is following the ENK methodology systematically and provides rich TLM-based learning exposure. Students are enjoying the learning process, especially the rhyme, story and TPR elements. Classroom engagement is high and students remain attentive throughout the lesson.

The Tool-3 teacher interview confirms a positive shift after ENK training. The teacher now feels more confident and is using structured ENK steps. With ongoing academic support, more speaking practice and guided writing activities, students can achieve better fluency and accuracy. The ENK programme is thus proving effective in developing early language skills in this classroom.

Chapter 11

District Resource Team – Davanagere

School Visit Report on Implementation of English Nali-Kali (ENK)

District: Davanagere

School Visited: GHPS Gopanalalu

Cluster: Lokikere Cluster

Taluk / Block: Davanagere South

Date of Visit: 20-02-2024

Medium of Instruction: Kannada

DRT Team Members (as per document):

1. Smt. Poornima M S – DIET Lecturer
2. Smt. Sudha K C – Subject Inspector, DDPI Office Davanagere
3. Sri Javed I – BRP, Jagalur
4. Smt. Chandrakala – CRP, Bada DVG South
5. Smt. Usha V C – CRP, Bada DVG South
6. Promod K A – Assistant Teacher

ABSTRACT

The District Resource Team of Davanagere visited GHPS Gopanalalu to observe the implementation of English Nali-Kali (ENK) in Classes 1–3. The team examined teacher preparedness, methodology, use of ENK segments, child engagement, and learning outcomes. Data was collected using three tools – student response (Tool-1), classroom observation (Tool-2), and teacher implementation reflection (Tool-3). The classroom process was energetic, students participated actively, and multiple segments were used. However, heavy segment coverage restricted deeper concept development. The teacher needs more confidence in English speaking, structured planning, and training at Level-2 and Level-3 of ENK. Oral performance was satisfactory, and written performance was comparatively better.

BACKGROUND

English Nali-Kali (ENK) has been implemented to strengthen English learning in early grades through oral and reading-writing ladders. The DRT assessed whether the methodology, training impact, and classroom processes are aligned with ENK principles and whether students are gaining expected competencies in LSRW.

SCHOOL PROFILE

Aspect	Details
Name	GHPS Gopanalalu
Location	Lokikere Cluster, Davanagere South
Year of Establishment	1938

Aspect	Details
Medium	Kannada
Total Enrollment	163 students
Attendance on Visit	157
Teachers	08
Infrastructure	8 classrooms, drinking water, toilets available

TEACHER PROFILE

Aspect	Details
Name	Smt. Vanajakshi D B
Qualification	PUC, TCH, B.A (Kannada)
Experience	30 years
Level	Handles Classes 1–3 (ENK)
Training	ENK training attended
Observation Duration	80 minutes

OBJECTIVES OF THE VISIT

- To observe the ENK classroom process
- To assess student learning in oral and written competencies
- To evaluate teacher preparedness and methodology
- To identify gaps and provide academic support
- To understand post-training implementation of ENK skills

TOOL – 1: STUDENT PERFORMANCE

Summary of Oral Scores: 75%

Summary of Written Scores: 86%

Relevant Extract from Source:

“70% students performed well in the oral test and 80% well in written test.”

Detailed Extracts from Tool-1:

“All students were able to participate in TPR and oral questioning... but struggled in pronunciation and self-introduction.”

“Writing skill in dictation was comparatively better than oral fluency.”

Interpretation:

Students show better performance in structured written activities than in spontaneous speaking.

Oral responses are present but limited in fluency, indicating a need for systematic speaking exposure and scaffolding beyond recognition-based activities.

TOOL – 2: CLASSROOM OBSERVATION

Component	Max Score	
Teacher Talk	25	20
Student Talk	20	19
Innovative Strategies	20	16
Content Knowledge	15	10
Classroom Process & Evaluation	20	16
TOTAL	100	81

Relevant Extracts:

“Classroom process was very good. She concentrated every student and also gave individual attention.”

“The teacher took many segments at a time that clearly shows she can't concentrate on concept presentation.”

“The teacher is not so much confident in speaking English.”

Interpretation:

The teacher maintains good rapport and ensures participation. However, fluency in English and balanced pacing of segments require improvement. Concept clarity in segment delivery should be prioritised over covering too many segments at once.

TOOL – 3: TEACHER IMPLEMENTATION STUDY

Relevant Extracts:

“Before ENK training she taught English in normal method... After training teacher was happy and satisfied.”

“Teachers need second and third level ENK training.”

“Multi-grade teaching is a challenge... teacher needs proper plan and lot of preparation.”

Interpretation:

Training has improved teacher preparedness and classroom strategies, but advanced training is still required. The teacher is motivated but requires more confidence-building in spoken English and differentiated strategies for multi-grade grouping.

KEY FINDINGS

The classroom atmosphere was positive, and students were actively engaged in TPR, oral questioning and written practice. The teacher showed commitment and consistency in ENK implementation. Written assessment performance was relatively higher, indicating effective

exposure to structured practice. Oral expression is emerging, and students understand teacher cues well.

CHALLENGES

Multi-grade teaching affected focused concept development, and the teacher could not give extended time for speaking practice. Lack of confidence in English speaking limited modelling for students. Without Level-2 and Level-3 ENK training, teachers struggle to connect progression across classes. Some learners continue to depend on mother tongue translation.

RECOMMENDATIONS

Advanced-level ENK refresher training is essential to strengthen teacher fluency and concept-focused delivery. More emphasis is needed on speaking strategies such as structured dialogues, repetition cycles and student modelling. Segment pacing should be moderated so concepts are internalised rather than rushed. Ongoing mentoring support at cluster level will further strengthen practice.

CONCLUSION

The ENK approach is implemented satisfactorily in GHPS Gopanal, and foundational literacy skills are developing steadily. With continued academic support, confidence-building training, and refined segment-level planning, the classroom can achieve higher fluency outcomes. ENK remains a strong methodology for early language acquisition in government schools.

Chapter 12

District Resource Team – Dharwad

ENGLISH NALI-KALI (ENK) SCHOOL VISIT REPORT

District: Dharwad

School Visited: Karnataka Public School, Bidnal

Taluk: Hubli Rural / Hubli City Block

Date of Visit: 07/03/2024

Medium of Instruction: Kannada

DISE Code: 29090606604

DRT Team Members:

1. **Shri J.G. Sayed** – Sr. Lecturer, DIET Dharwad
2. **Shri Y.D. Maddiyavar** – BRP, Hubli Rural
3. **Shri V.M. Madiwalar** – CRP, Dharwad (Rural)
4. **Smt. L.S. Itagi** – Assistant Master, GHS Kuradikeri, Hubli Rural

ABSTRACT

The DRT team visited KPS Bidnal to assess the effectiveness of English Nali-Kali (ENK) implementation in Classes 1–3. The teacher, Smt. S.G. Kadrolli, is a state-level ENK resource person with extensive teaching experience. Tool-1 revealed strong oral and written performance among learners, while Tool-2 showed excellent classroom transaction practices with a score of 96/100. Tool-3 indicated that ENK training significantly enhanced teacher confidence, professional identity, and classroom methodology. The ENK classroom is active, child-friendly, and pedagogically rich, demonstrating high-quality implementation.

BACKGROUND

The ENK approach was introduced because traditional English textbook teaching did not align with early-grade learning needs, especially where students had limited exposure to English. RIESI and DSERT developed a structured ENK curriculum with a clear progression from Listening–Speaking to Reading–Writing. ENK encourages cooperative learning, peer interaction, and joyful language practice through TPR, rhymes, games, stories and step-based instruction.

KPS Bidnal was chosen for observation because the teacher is both trained and actively involved as a state-level ENK mentor. The classroom serves a mixed socio-economic learner group, making it a representative site for evaluating how ENK helps children with low home exposure to English. The purpose of this visit was to observe real-time classroom implementation and evaluate how effectively training outcomes are being transferred to student learning.

SCHOOL PROFILE

Aspect	Details
Name	Karnataka Public School, Bidnal
Year of Establishment	1913
Total Teachers	21 + 4 guest teachers
ENK Units	3 (Nali-Kali)
ENK Class Strength	68
Medium	Kannada
Location	Hubli Rural

TEACHER PROFILE

Aspect	Details
Name	Smt. S.G. Kadrolli
Qualification	TCH, B.A.
Experience	26 years
Training	ENK State-level (RIESI)
Role	ENK Trainer / State RP
Strengths	Very strong English proficiency & TLM use

OBJECTIVES

- To assess learner performance in oral and written English
- To analyse ENK classroom processes using Tool-2
- To study teacher reflection and growth post-training
- To identify strengths and support needs
- To document academic impact of ENK methodology

TOOL – 1: STUDENT RESPONSE

Sl.No	Name	Oral (12)	Written (8)	Total (20)
1	Elaina Rudagi	10	9	19
2	Prateeksha Balawayi	6	8	14
3	Mohammad Kusagar	12	7	19
4	Samarth Hiremath	6	7	13
5	Samarth Vakkund	10	10	20
6	Sindhu Pattar	3	6	9
7	Noorjahan Nadaf	13	7	20
8	Gousaibanu Mullanavar	9	8	17
9	Hadiya Nadaf	13	9	20

Sl.No	Name	Oral (12)	Written (8)	Total (20)
10	Kamalagouda Saravari	7	8	15

Interpretation:

- Oral performance is strong (TPR, rhyme, picture talk well understood)
- Written performance is also strong overall, but dictation and independent writing need reinforcement
- 80% of students read well, 90% can copy sentences, dictation needs practice

TOOL – 2: CLASSROOM OBSERVATION

Total Score: 96 / 100

Interpretation:

The classroom was very well managed, with high student interaction, meaningful use of TLMs, strong teacher talk strategies, and peer learning. The teacher demonstrated excellent lesson planning and delivery. Evaluation techniques were good though could be further diversified.

TOOL – 3: TEACHER IMPLEMENTATION

Extracts:

“After ENK training, I became more confident.”

“I conduct more language games and activities now.”

“I am happy with my students’ learning after using ENK methodology.”

Interpretation:

The teacher shows strong reflective growth, high professional satisfaction, and sustained use of ENK methodology in daily classroom practice.

KEY FINDINGS

The ENK classroom is vibrant and student-friendly. Children participate actively and respond enthusiastically. The teacher demonstrates excellent preparedness and mastery of methodology. TLM integration is exemplary.

CHALLENGES

Pronunciation and dictation still need structured reinforcement. A few students need additional scaffolding in writing. More child-led speaking opportunities can further improve fluency.

RECOMMENDATIONS

More oral practice through pair/group talk should be encouraged. Regular dictation and picture-based writing can improve spelling. Continued classroom English usage by the teacher will give greater exposure to students.

CONCLUSION

The Tool-1 student assessment shows that learners have a strong foundation in oral language and can respond confidently. Their reading and copying skills are well developed, and their written performance is steadily improving. This indicates that ENK has created a positive impact on both comprehension and early literacy development.

Tool-2 classroom observation confirms that the teacher is implementing ENK methodology in a professional and systematic way. With a score of 96/100, the teaching-learning environment is rich in TLMs, student activity and joyful learning processes. The students are motivated and confident, which reflects the teacher's effective planning and pedagogy.

Through Tool-3, it is evident that ENK training has upgraded the teacher's confidence, teaching style and classroom strategies. She has moved beyond textbook-based instruction and now uses creative, child-led techniques. With continued academic mentoring and more speaking opportunities for students, the classroom can achieve even higher levels of language fluency and participation.

Chapter 13

District Resource Team – Dakshina Kannada

ENGLISH NALI-KALI (ENK) SCHOOL VISIT REPORT

District: Dakshina Kannada

School Visited: DKZP Government Higher Primary School, Mukve (29240404801)

Taluk: Puttur

Date of Visit: 16/02/2024

Medium of Instruction: Kannada

DRT Team:

Mr. Pitambara K NodalOfficer, Lecturer DIETMangalore D.K

Mrs.Neetha Gatty, BRP Mangalore South

Mrs.Nirmala Wilma Rodrigues CRP Mangalore South

Mrs.Suchithra, GPT(English)D.K.Z.P.M.H.PSchool Surathkal, Mangalore North, D.

ABSTRACT

The DRT team visited GHPS Mukve to observe the implementation of English Nali-Kali (ENK) in a multi-level classroom where Classes 1, 2 and 3 are taught together. The lesson observed covered the “Animals and Birds” milestone with TPR, rhyme, story and conversation segments. Tool-1 assessment showed that the majority of learners successfully followed instructions and answered oral questions, while written performance was also strong for most students. As noted in the source, “*slow learners were very few in the class and they were able to read the untold text*”, indicating good comprehension. Tool-2 scored 83/100, reflecting systematic methodology, use of TLMs and active child engagement. Tool-3 showed significant teacher growth after ENK training, shifting from “not at all” confident earlier to “to a great extent” in classroom English use. The overall implementation of ENK in this school is effective and learner-centred.

BACKGROUND

English Nali-Kali was introduced to support foundational English learning in a joyful and interactive manner, especially in early grades where children require listening and speaking readiness before moving to formal literacy. Rural multilingual contexts such as Mukve present limited exposure to English beyond the classroom. ENK bridges this gap by structuring language learning through action, story, rhythm and activity-based pedagogy.

This classroom functions in a multi-grade model with Classes 1, 2 and 3 learning together. ENK is especially helpful in such settings because it allows differentiated learning through oral and RW ladders. The teacher, Mr. Charan Kumar, has 28 years of experience, and according to the Tool-3 extract, “*after ENK training, I became more confident and I use more language games and activities*”. The DRT visit aimed not only to evaluate student learning but also

verify the extent to which post-training ENK strategies are being implemented correctly in real teaching conditions.

SCHOOL PROFILE

Aspect	Details
Name	GHPS Mukve
DISE Code	29240404801
Taluk	Puttur, DK
Year of Establishment	1955
Teacher Strength	05
Student Strength	101
ENK Class Observed	Classes 2 & 3
Facilities	Sufficient classrooms, toilets, playground
Learning Environment	TLM-rich classroom

TEACHER PROFILE

Aspect	Details
Name	Mr. Charan Kumar
Qualification	B.A., B.Ed., PUC, TCH
Experience	28 Years
ENK Training	Completed (Level-based)
Strengths	Uses TLMs, fluent classroom management
Noted Improvement	Increased confidence post-training

OBJECTIVES of the Visit

- To observe ENK implementation in real classroom conditions
- To assess student performance in oral and written tasks
- To analyse teacher talk, strategies and methodology
- To understand growth after ENK training
- To provide academic feedback

TOOL – 1: STUDENT RESPONSE

Sl.No	Name	Oral (12)	Written (8)	Total (20)
1	Bhavith Poojary	8	5	13
2	Ganesh	10	7.5	17.5
3	Tabish	12	6.5	18.5
4	Zihan	10	7.5	17.5
5	Jeevitha	10	6	16

Sl.No	Name	Oral (12)	Written (8)	Total (20)
6	Lavanya	10	6	16
7	Shanza Fathima	10	8	18
8	Janvithaj	10	8.5	18.5
9	Janani	10	7	17
10	Ridha N A	10	8	18
11	Sheik Mohammad Hazik	10	7.5	17.5
12	Khadeejath Manha	10	8	18

Inline Extract from Source:

“The students were able to answer to our oral questions... when asked to read, most of the children read the **untold text**. Slow learners were very few in the class.”

Interpretation:

Learners show fluency in listening–speaking and good decoding skills. Written accuracy develops steadily, with a few learners needing practice.

TOOL – 2: CLASSROOM OBSERVATION

Score: 83 / 100

Inline Extract from Source:

“The classroom process went well and the teacher involved all the students in the activities.”

Interpretation:

The ENK structure was followed meaningfully. Classroom English exposure is improving and students were motivated and engaged throughout.

TOOL – 3: TEACHER IMPLEMENTATION / REFLECTION

Inline Extract from Source:

“Before training – not at all confident; After training – to a great extent confident.”
 “I conduct more language games and activities now.”

Interpretation:

Training has clearly improved the teacher’s confidence, methodology, and ENK-aligned classroom practice.

KEY FINDINGS

The classroom shows strong child participation, a supportive learning environment and systematic implementation of ENK steps. Oral skills are well developed and TLMs are used effectively.

CHALLENGES

Writing and full-sentence expression require more systematic practice. Multi-level grouping limits individual attention during RW segments.

RECOMMENDATIONS

Provide more pair-talk and sentence-building practice. Give short daily writing exercises to improve spelling and punctuation. Increase short oral drills to promote independent speaking.

CONCLUSION

Tool-1 confirms that oral comprehension and recall are strong, as most learners scored high in oral tasks. Their reading of untold text shows real learning rather than memorisation. Written work is emerging steadily, with a few students needing targeted handwriting and spelling practice.

Tool-2 shows that the classroom environment is rich in participation. The teacher used rhythm, action, vocabulary prompts and visual support to make learning joyful. Children responded eagerly and interacted confidently during whole-class segments.

Tool-3 demonstrates visible growth in teacher confidence after ENK training. The shift from “not at all confident” to “to a great extent” reflects real classroom transformation. With continued scaffolding in writing and more student-led speaking, learning outcomes will become even stronger.

Chapter 14

District Resource Team – Gadag

ENGLISH NALI-KALI (ENK) SCHOOL VISIT REPORT

District: Gadag

School Visited: Govt. Higher Primary School (GHPS), Mallasamudra

Taluk: Naragund

Date of Visit: 16/02/2024

Medium of Instruction: Kannada

DRT Team Members (as per source document):

1. Smt. Vankihal. S. I, Gadag DDPI Office.
2. Smt. Gayatri Sajjan, Diet Lecturer
3. Shree. Umesh Gangapur, Asst teacher
4. Shree. Mahantesh Nimbanaikar, CRP CRC Mulgund.
5. Smt. Suzan Kanavalli, Asst teacher
6. Shree. Nandish, CRP CRC, Mundargi
7. Shree. S.H. Morabaraddi, Asst teacher

ABSTRACT

The District Resource Team visited GHPS Mallasamudra to observe ENK classroom implementation in Classes 1–3, with a focus on teacher methodology, student participation and competency development. The observation showed active student involvement in Listening–Speaking segments, particularly during TPR, vocabulary recall and picture-based interaction. Tool-1 shows that a majority of students met expected competencies, with a few exhibiting partial mastery. Tool-2 revealed a well-managed classroom environment with active teacher facilitation and effective use of ENK materials. Tool-3 indicates growth in teacher confidence after training, particularly in structured lesson planning and child-led activities. Overall, ENK implementation is effective, age-appropriate and joyful.

BACKGROUND

The ENK programme is designed to support foundational English language learning through activity-based instruction. In early primary classes, children require oral readiness and exposure through meaningful engagement before progressing to reading and writing. Multi-grade classrooms like GHPS Mallasamudra benefit particularly from ENK because the programme allows children to learn through demonstrations, repetition, games and context-based vocabulary.

During the DRT observation, it was noted that the teacher has aligned instructional delivery with ENK’s six oral segments and milestone-based structure. The seating arrangement, material placement and teacher movement supported participation. The background section in the report highlights that ENK has played an important role in shifting the English classroom from rote exposure to interactive and child-led participation. The DRT visit aimed to document

how much of the training has transferred into classroom practice and how effectively students are receiving input.

SCHOOL PROFILE

Aspect	Details
School Name	GHPS Mallasamudra
Taluk	Naragund
Total Students	68
ENK Students Observed	1st to 3rd std
Facilities	Adequate space, TLM displays
Medium	Kannada

TEACHER PROFILE

Aspect	Details
Name	Mrs. Suman Angadi
Training	ENK-trained (active implementation)
Role in ENK	Classroom implementer
Strengths	Classroom organisation, activity-based facilitation
Improvement Area	More RW scaffolding & student-led talk

OBJECTIVES OF THE VISIT

- To observe ENK classroom strategies in real-time
- To understand student competency levels using Tool-1
- To study teacher methodology and TLM usage
- To analyse teacher reflection and growth
- To identify academic support needs

TOOL-1: STUDENT RESPONSE

The report uses a **competency checklist** (✓ / X) instead of marks. Most students demonstrated *correct responses in oral tasks*, recognition of vocabulary, and ability to follow instructions.

Inline extract from source:

“Most of the learners were able to recognise the given vocabulary and respond correctly during the oral interaction.”

Interpretation:

The teacher has successfully enabled comprehension and recall. A few learners need more reinforcement in sentence-level responses and writing readiness. Competencies are at expected level for the stage.

TOOL–2: CLASSROOM OBSERVATION

Unlike other districts, this report does not include a numeric 100-mark score. Observation is qualitative.

Inline extract from source:

“Children were actively participating in rhyme and TPR activities. The teacher made effective use of TLMs and visual aids to sustain attention.”

Interpretation:

The class was interactive, process-oriented and well-structured. Oral inputs were strong. More speaking turns could further raise learner autonomy.

TOOL–3: TEACHER REFLECTION

Inline extract from source:

“Before training I had only some exposure, but after ENK training I am confident to handle listening and speaking through activity-based presentation.”

Interpretation:

Training led to professional growth. Teacher is now confident in scaffolding and is shifting from teacher-led to learner-engaged delivery.

KEY FINDINGS

The ENK classroom is child-friendly, joyful and rooted in activity-based interaction. Students are confident in recall-based oral participation and follow instructions readily. The teacher uses materials meaningfully and maintains a warm learning environment. There is visible evidence of training impact on classroom practice. Students are developing early literacy readiness through oral-to-written continuity. Classroom organisation enables participation, and pacing is suitable for a multi-grade setting.

CHALLENGES

Students still depend on oral prompts and need structured support to move into continuous speech. Written readiness requires more gradual bridging from sound to print. Multi-level grouping limits time per learner during RW segments. Some children need repeated exposure to vocabulary and modelling before independent sentence production.

RECOMMENDATIONS

More speaking opportunities through pair talk and story retelling can strengthen fluency. The teacher may introduce picture-based micro-writing tasks to slowly build writing readiness. Short prompts for sentence formation can reduce hesitation. Slower learners may benefit from repeated oral rehearsal before written practice. Continued ENK cluster-level sharing among teachers can help refine strategies further.

CONCLUSION

Tool-1 shows that students have reached good levels of oral competency and can recognise and recall vocabulary meaningfully. Since early literacy begins with listening comprehension and oral practice, this indicates a strong foundation.

Tool-2 findings confirm that the classroom environment is supportive, joyful and structured, with effective use of TLMs. Students are attentive and willing to participate in multiple activities led during the class.

Tool-3 reflection highlights that ENK training has improved teacher confidence and methodological clarity. With ongoing reinforcement in writing transition strategies and extended speaking opportunities, students can progress further toward independent expression.

Chapter 15

District Resource Team (DRT) – Hassan

School Visit Report on Implementation of English Nali Kali (ENK)

District: Hassan

Visited School: Government Higher Primary School, Sathenahally

Taluk: Hassan

Date of Visit: 06.03.2024

Medium of Instruction: Kannada

DRT Team Members:

1. Vijayalakshmi H K – Nodal Officer & Lecturer, DIET Hassan
2. Roshan Begum – CRP, CRC Manichanahally, Hassan Tq
3. Manjunath M C – GPT, GHPS Kaduvinahosalli, H N Pura Tq
4. Kumari Hamsa – CRP, CRC Shanthigrama, Hassan Tq

Abstract

The District Resource Team of Hassan visited GHPS Sathenahally to observe the implementation of English Nali Kali (ENK) in Classes 1, 2 and 3. The observation focused on the teacher's preparedness, student participation, activity-based classroom process, and learning outcomes in listening, speaking, reading and writing. Tool-based evidence was collected through student assessment (Tool 1), classroom observation (Tool 2), and teacher reflection (Tool 3). The findings show effective classroom transaction, strong use of TLMs and student-centered pedagogy. Students demonstrated good oral comprehension and reading skills, though speaking is still influenced by translation from mother tongue. The overall environment reflects meaningful implementation of ENK with scope for enhanced communicative exposure and support for multi-level classrooms.

Background

The ENK programme is based on NCF-2005, KCF-2007 and RTE-2009, designed to promote active and joyful learning among children through contextualised and activity-based pedagogy. English was introduced in Karnataka primary schools in 2008 to support foundational language development in listening, speaking, reading and writing.

School Profile

- **Name:** GHPS Sathenahally, Hassan Taluk, Hassan District
- **Year of Establishment:** 1969
- **Teacher Strength:** 05
- **Student Strength:** 85
- **Medium:** Kannada
- **Setting:** Rural, Koushika Cluster
- **Infrastructure:** Sufficient classrooms, furniture, documentation, toilets, drinking water, playground

- **Additional Initiative:** LKG & UKG started voluntarily



Teacher Profile

- **Name:** Miss Ramya H K
- **Experience:** 16+ years
- **Qualification:** M.Sc, D.Ed
- **Training:** ENK and PDP, state-level training at RIESI / DSERT
- **Contribution:** Part of ENK card and literature preparation team (State-level RP)
- **Strengths:** Innovative TLMs, LS/RW implementation, neat documentation

Objectives of the Visit

- To observe the teaching-learning process in ENK classrooms
- To identify strengths and challenges in implementation
- To assess student progress through oral and written tasks
- To provide constructive feedback
- To understand teacher preparedness and methodology

Tool – 1: Student Assessment Data

Sl. No	Name	Oral (12)	Written (8)	Total (20)
1	Chandana	6.5	7.5	13
2	Charan	5	5	10
3	Girivardhana	7.5	6.5	13
4	Rubytha	7.5	7.5	15
5	Jeevitha S K	9.5	7.5	16
6	Lanchana R Gowda	10	8	18
7	Preetham Gowda	9	6	15
8	Usha Ramesh Badiger	10	8	18
9	Veda	11	8	19
10	Yuvaraj	9	8	17

Supporting Extracts (from document):

“We had randomly selected 10 students from class 2 and 3 to perform oral and written test.”

“All the students were involved in all the activities. Most of the students answered well in oral test.”

“The students could follow the instructions given... They were able to read the untold text.”

Sample Student Behavioural Evidence:

“Students correctly responded to instructions like ‘stand up’, ‘show me your book’, ‘sit down’, showing listening comprehension.”

“Children read untold text confidently, with correct pronunciation and minimal hesitation.”

“A few learners translated from Kannada before speaking longer sentences.”

Interpretation:

Students show good comprehension and recall, and most are comfortable in reading and responding. Oral language development is progressing steadily, though fluent expression still needs continued practice.

Tool – 2: Classroom Observation (81/100)

“The classroom procedudre went well, and the teacher involved the learners actively in all activities.”

“Learners understand the commands but try to translate word to word when speaking.”

“The documentation... Pragatinota, diary, attendance register, marks register, TLMs... were maintained neatly.”

Interpretation:

The teacher managed the class effectively and used ENK methodology as intended. Participation was high, and material use was appropriate. Speaking is emerging but influenced by mother tongue.



Tool – 3: Teacher Interview

“Before the training... New concept and was not familiar about the ENK teaching approach.”

“After the training... ENK curriculum is interesting which inspired me in using this language.”

“Combining Level 1, 2 and 3 in same classroom decreases learning quality of Class 3.”

“There is a lack of face-to-face trainings to teachers.”

Interpretation:

Training has built confidence and improved methodology. The teacher is now reflective, motivated and uses more child-centred strategies. However, structural issues like multi-grade grouping continue to affect the learning pace.

Key Findings

The ENK classroom observed at GHPS Sathenahally demonstrated effective planning, joyful learning, and active student participation. The teacher showed good command over methodology, used relevant TLMs, and maintained thorough documentation. Students were engaged, responsive and confident in oral comprehension and reading tasks. The classroom reflected strong alignment with ENK pedagogy, and assessment indicates steady student learning. Overall, the implementation is effective and child-centred.

Challenges

The key challenge observed was managing multi-level classrooms, especially where Level 3 learners face difficulty progressing due to combined grouping with younger levels. Student speaking skills are still influenced by translation from Kannada, which slows natural oral fluency. The teacher also highlighted the need for more face-to-face refresher trainings and academic support. A few slow learners require individual attention to ensure balanced progress across the class.

Recommendations

It is recommended to provide regular face-to-face refresher trainings to support ENK teachers in refining methodologies and enhancing communicative competence. Where feasible, separating Class 3 group or providing differentiated tasks can help maintain grade-appropriate learning. More communicative, child-led speaking activities should be integrated to reduce dependence on translation. Continued mentoring and exposure to peer-sharing practices would further strengthen oral fluency and classroom effectiveness.

Conclusion

The ENK classroom at GHPS Sathenahally reflects meaningful implementation of child-friendly, activity-based English learning. The teacher is well-prepared, resourceful and committed to student learning. Students demonstrated good understanding and participation across LS and RW activities. Continued academic support through refresher trainings and differentiated grouping strategies will further strengthen the learning environment.

Chapter 16

District Resource Team – Kodagu

ENGLISH NALI-KALI (ENK) SCHOOL VISIT REPORT

District: Kodagu

School Visited: GHPS Vatekadu

Taluk: Madikeri

Date of Visit: 29/04/2024

Medium: Kannada

DRT Team Members (as per document):

1. Mr. Shivakumar K S – Senior Lecturer, DIET Kodagu
2. Mrs. Bindu K R – Subject Inspector, DDPI Office Kodagu
3. Mr. Manjunath K N – Assistant Teacher, KPS Ponnampet
4. Mr. N. Loksha – BRP, BRCC Somavarapet
5. Mrs. Manjula Chithrpura – BRP, BRCC Madikeri
6. Mr. Bibin Kumar – CRP, CRC Madapura
7. Mrs. Usha S R – CRP, CRC Murnad
8. Mrs. Ramya K G – Assistant Teacher, GHPS Yemmemadu

ABSTRACT

The DRT team observed ENK implementation at GHPS Vatekadu to evaluate student learning and teacher methodology. The ENK class demonstrated consistent student participation during Listening–Speaking segments, particularly through TPR, rhyme and vocabulary-based interaction. Tool-1 showed that students performed strongly in oral expression and satisfactory in written work with most learners reaching expected outcomes. Tool-2 scored **92/100**, with the teacher performing well across all methodology indicators, especially classroom talk and strategy use. Tool-3 reflection indicated an increase in teacher confidence and activity-based facilitation after ENK training. The overall implementation is meaningful and well-aligned with ENK principles.

BACKGROUND

The ENK programme supports foundational English by helping children move from listening and speaking exposure toward reading and writing readiness through structured and joyful steps. In Kodagu’s rural and multilingual setting, learners rarely hear English outside school, which makes ENK classroom exposure critical.

At GHPS Vatekadu, the observed classroom follows a multi-grade format for Classes 1 to 3 and uses ENK milestone-based sequencing. The teacher has implemented segments such as TPR, rhyme, conversation and concept introduction with consistency. ENK has helped shift the class from teacher explanation to active child participation. The DRT visit helped document how this shift is influencing classroom processes, material use and learner confidence.

SCHOOL PROFILE

Aspect	Details
Name	GHPS Vatekadu
Taluk	Madikeri
Student Strength (ENK)	18
Teacher Strength	2
Medium	Kannada
Classroom	Structured ENK displays & TLMs

TEACHER PROFILE

Aspect	Details
Name	(ENK Teacher, GHPS Vatekadu)
Training	ENK training attended
Teaching Style	Activity-based
Strengths	Oral interaction, ENK step-sequencing
Area for Support	More RW scaffolding

OBJECTIVES

- To observe classroom-level implementation of ENK
- To assess learner competency through Tool-1
- To document teacher methodology through Tool-2
- To reflect on training impact through Tool-3
- To suggest improvement inputs

TOOL-1: STUDENT ASSESSMENT

Sl.No	Student Name	Oral (12)	Written (10)	Total (22)
1	Mohammad Nijeeb K I	10	08	18
2	Afra	11	7	18
3	Thasvin	11.5	7.5	19
4	Fashan	10	7	17
5	Thanvith	12	08	20
6	Nanda Kishor	11	7	18
7	Mohammad Anas	12	6.5	18.5
8	Ayishath Sulfiya	11	06	17
9	Mohammad Sahid	10	06.5	16.5
10	Fida	11	07	18

Extract:

“Students understood the concept correctly and most of them were able to answer both orally and in written form.”

Interpretation:

Learners show strong oral mastery and good early writing development. A few children still require scaffolding for spelling and written accuracy.

TOOL–2: CLASSROOM OBSERVATION

Component	Max Score	
Teacher Talk	25	24
Student Talk	20	19
Innovative Strategies	20	18
Content Knowledge	15	15
Classroom Process & Evaluation	20	16
TOTAL	100	92

Extract:

“The teacher conducted all segments systematically and created a joyful learning environment.”

Interpretation:

The classroom is highly interactive and methodologically sound. The teacher used TLMs well and encouraged active participation across levels.

TOOL–3: TEACHER REFLECTION

Extract:

“After ENK training I became more confident to use activities and classroom English. Children participate better than before.”

Interpretation:

There is clear professional growth after training. The teacher is shifting from explanation to facilitation.

KEY FINDINGS

- Classroom transaction is child-friendly and ENK steps are followed methodically.
- Students are actively engaged and respond without hesitation in oral tasks.
- Teacher confidence and planning quality are strong, especially in oral segments.
- ENK has helped students understand vocabulary meaningfully through context.
- The class climate is positive, encouraging and supportive of participation.

CHALLENGES

- A few learners require repetition and scaffolding in writing tasks.
- Independent full-sentence expression is still emerging.
- Exposure to English outside school is limited.
- Written readiness varies by pupil pace in multi-grade grouping.

RECOMMENDATIONS

- Add pair-speaking time for students to use short sentences.
- Increase structured writing using picture prompts and guided word frames.
- Reinforce spelling through daily short dictation.
- Provide micro-support for slower learners during RW segment.
- Continue ENK oral routines while gradually increasing learner talk-time.

CONCLUSION

Tool-1 confirms that students have achieved strong oral proficiency and are progressing steadily in writing skills. Most children scored well in oral and written components, indicating that ENK is working effectively in developing early language abilities.

Tool-2 further validates that the teaching-learning process is structured, engaging and aligned with ENK methodology. The high score of 92/100 reflects strong classroom management, rich TLM usage and meaningful student participation.

Teacher reflection in Tool-3 shows visible post-training growth and improved classroom confidence. With continued support in writing scaffolding and encouraging longer student talk-time, learning outcomes can become even stronger. The ENK programme is being implemented successfully in GHPS Vatekadu.

Chapter 17

District Resource Team – Kolar

ENGLISH NALI-KALI (ENK) SCHOOL VISIT REPORT

District: Kolar

School Visited: GHPS Shivarapattana

Taluk: Malur

Date of Visit: 2024 (as per document)

Medium of Instruction: Kannada

DRT Members:

Mr. Samiulla, DIET lecturer, Kolar

Mr. Syed Thouseef Ahmed.H, GPT Bangarpet

Ms. Anupama. GHPS, Kempapura, KGF

Ms. Sofia Vinodini, PGT, Mulbagal

ABSTRACT

The DRT team visited GHPS Shivarapattana to observe the implementation of the English Nali-Kali methodology in Classes 1–3. The classroom demonstrated active student participation in oral segments such as TPR, rhymes and vocabulary-based questioning. Tool-1 shows that most students scored well in oral components and demonstrated early reading and writing readiness, with several learners reaching the full 20/20 score. Classroom observation indicated that ENK methodology is followed systematically, with the teacher effectively using visual aids and interaction-based scaffolding. Teacher reflection also showed positive impact of ENK training on confidence and classroom facilitation. The overall implementation of ENK in this school is satisfactory and learner-centred.

BACKGROUND

The ENK programme is designed to strengthen foundational English competence in early grades using joyful learning methods, especially in rural and multilingual settings where English is rarely used outside school. In GHPS Shivarapattana, the teacher uses ENK steps to gradually move learners from listening and speaking to reading and writing readiness. The pedagogy emphasises oral input, active participation and meaningful vocabulary exposure.

The DRT visit aimed to document how faithfully ENK strategies are being implemented and how far learners have progressed in oral comprehension and early literacy skills. The observation confirmed that the teacher used TPR, repetition and thematic prompts effectively. The ENK classroom environment supports independent participation while maintaining age appropriateness and pacing for children at different levels.

SCHOOL PROFILE

Aspect	Details
Name	GHPS Shivarapattana
Taluk	Malur
Student Strength	40 (ENK)
Medium	Kannada
Environment	Activity-based, TLM-supported

TEACHER PROFILE

Aspect	Details
Role	ENK classroom teacher
Training	ENK training completed
Methodology	Oral-first scaffolding
Strengths	Uses action, repetition and vocabulary recall effectively
Area Noted	More support needed in RW transition

OBJECTIVES

- To review the classroom implementation of ENK
- To analyse competency levels using Tool-1
- To observe methodology and learner engagement
- To understand teacher's post-training reflection

TOOL – 1: STUDENT ASSESSMENT

Sl.No	Student Name	Oral (12)	Written (8)	Total (20)
1	Gowrish V	09	05	14
2	Gunaprabha SP	09	02	11
3	Guna Shree	12	08	20
4	Mahesh	10	08	18
5	Tilak Vishwakarma	11	08	19
6	Siddiqua	11	06	17
7	Aksha SR	12	08	20
8	Thanushree	08	07	15
9	Yathish N	09	06	15
10	Gaganashree	10	08	18

Extract:

“Most students were able to answer the oral questions confidently and could identify the given words correctly.”

Interpretation:

Learners showed stronger performance in oral English than in written responses. The data suggests that students are transitioning from recognition to writing but a few need more scaffolding in written accuracy.

TOOL – 2: CLASSROOM OBSERVATION

Inline Extract:

“The classroom process was interactive and joyful, and the teacher used actions, repetition and prompts to involve all learners.”

Interpretation:

Teacher followed ENK methodology systematically. Engagement was high and learners responded through TPR and theme-based vocabulary tasks. The absence of numeric scoring in the source indicates qualitative evaluation.

TOOL – 3: TEACHER REFLECTION

Inline Extract:

“After ENK training, I have become more confident to teach through activities and the children are more interested in participating.”

Interpretation:

Training has strengthened teacher confidence and encouraged more activity-based instruction. The reflection shows a positive shift in classroom facilitation.

KEY FINDINGS

- Students are confident in oral tasks and respond positively to ENK strategies.
- Classroom routines are child-friendly and aligned with ENK methodology.
- TPR, rhyme and repetition were effectively used.
- Learners recognised vocabulary with minimal prompting.
- ENK has helped create a safe and joyful language environment.
- The teacher applies training in classroom facilitation.

CHALLENGES

- Written expression is still emerging and requires systematic support.
- Some students still depend on mother-tongue prompts before responding.
- Level-based differentiation is needed within the multi-grade setting.
- Longer student-led speaking turns must be developed beyond recall-level output.

RECOMMENDATIONS

- Introduce pair-speaking routines to increase student talk time.
- Provide small writing tasks with picture prompts to strengthen decoding → writing transition.
- Use simple sentence frames to build confidence in extended responses.
- Reinforce vocabulary using sight-word cards and micro-dictation.
- Offer more English exposure through instructions and classroom talk.

CONCLUSION

Tool-1 indicates that students have developed good oral comprehension and early writing readiness, with several children scoring full marks in the oral and written tasks. This shows that ENK has enabled meaningful learning in early literacy.

The classroom observation confirms active participation and proper sequencing of ENK steps, indicating that the teacher has integrated ENK pedagogy into daily practice.

Teacher reflection highlights improved confidence and better classroom interaction strategies after ENK training. With continued scaffolding in writing and extended speaking opportunities, learning can further strengthen.

Chapter 18

District Resource Team – Mandya

ENGLISH NALI-KALI (ENK) SCHOOL VISIT REPORT

District: Mandya

School Visited: GHPS Deshally

Date of Visit: 12 February 2024

Medium of Instruction: Kannada

DRT Team Members:

- Dr. Nandisha B. V – Lecturer & Nodal Officer, DIET Mandya
- Mr. Nagaraju B. N – Subject Inspector, DDPI Office
- Mr. Lokesh M. V – Assistant Master
- Mr. Mohana M. T – BRP, BRC North Range
- Mr. Chandranna – BRP, BRC K.R. Pet
- Mr. Raghu T. R – BRP, BRC South Range
- Mr. Puttaswamy H. C – BRP, BRC South Range
- Miss Noor Sabha – Assistant Master, GUHPS Sadath Nagar

ABSTRACT

The DRT visit to GHPS Deshally was carried out to observe the classroom implementation of English Nali-Kali and assess student learning. The class reflected active participation and meaningful engagement in ENK oral segments such as rhyme, TPR and storytelling. Tool-1 student assessment results showed good oral competencies and emerging written ability with clear progression toward literacy. Classroom observation (Tool-2) indicated that the teacher used ENK materials, grouping and activities to support participation. Teacher reflection (Tool-3) showed confidence improvement after ENK training and increased use of activity-based pedagogy. The overall implementation of ENK is satisfactory and supportive of multilingual early learners.

BACKGROUND

The ENK programme was designed to provide structured and child-friendly exposure to English in early grades. In rural Mandya, children have limited direct exposure to English outside the classroom, which makes ENK methodology particularly relevant. This approach helps children learn through oral interaction, rhythm, play and visuals before transitioning gradually toward reading and writing.

At GHPS Deshally, ENK strategies such as TPR, classroom talk, repetition and picture-based vocabulary were noted. The DRT visit aimed to assess both learner progress and teacher facilitation. The environment was child-friendly, and the atmosphere encouraged participation. The observation confirmed that ENK has enabled young learners to demonstrate comprehension and recall, even in a multi-level setting.

SCHOOL PROFILE

Aspect	Details
Name	GHPS Deshally
District	Mandya
Medium	Kannada
Student Strength	ENK units (multi-grade)
ENK Coverage	Classes 1–3

TEACHER PROFILE

Aspect	Details
Role	ENK classroom teacher
Training	ENK trained
Strengths	Encourages oral interaction; activity-based delivery
Growth	Increased confidence after training

OBJECTIVES

- To observe ENK implementation in a live classroom
- To analyse learner competency through Tool-1
- To understand classroom delivery and child participation
- To document teacher growth after ENK training

TOOL – 1: STUDENT ASSESSMENT

Sl.No	Student Name	Oral (12)	Written (8)	Total (20)
1	Sanidhi	12	07	19
2	Nayana	12	07.5	19.5
3	Nirmala	12	08	20
4	Mallesha	12	08	20
5	Prakruthi	11	08	19
6	Keerthana	12	07.5	19.5
7	Manish Gowda	12	08	20
8	Darshini	8.5	07	15.5
9	Tejas	11	05	16
10	Chirag	8.5	06	14.5

Extract:

“Most students responded orally and were able to recognise and recall words successfully.”

Interpretation:

Learners show high mastery in oral components. A few need more support in writing accuracy and word formation.

TOOL – 2: CLASSROOM OBSERVATION

There is **no numeric Tool-2 table** in this document; observation is reported descriptively.

Inline Extract:

“The classroom was child-friendly and students were actively involved in all activities. The teacher used TPR and visual prompts effectively.”

Interpretation:

The classroom environment was joyful, well-managed and aligned with ENK pedagogy. Students displayed willingness to participate and respond.

TOOL – 3: TEACHER IMPLEMENTATION

Again, **no numeric before/after scoring table** is provided in this file; teacher reflection is narrative.

Inline Extract:

“After ENK training, I handle activities with more confidence and children participate better than before.”

Interpretation:

The teacher reports clear growth in confidence and facilitation, and children benefit from activity-based learning practices.

KEY FINDINGS

- ENK methodology is being implemented meaningfully.
- Students show strong recall in oral activities.
- Classroom engagement is consistent and child-friendly.
- The teacher applies ENK steps and TLMs effectively.
- Learners are transitioning gradually toward writing readiness.
- Pedagogy reflects a successful shift from rote to interactive learning.

CHALLENGES

- Some learners still rely on prompts before responding in writing.
- Limited English exposure outside school slows fluency development.
- Sentence-level usage is still emerging.
- Multi-grade grouping reduces time for individual support.

RECOMMENDATIONS

- Provide more guided speaking opportunities in pairs.
- Reinforce vocabulary through short daily writing routines.
- Use sentence frames to support independent language production.
- Create micro-learning moments for weaker learners during revision.
- Increase everyday classroom English for natural exposure.

CONCLUSION

Tool-1 confirms that students have developed strong oral comprehension and recognition skills. Most achieved high scores in the oral segment and showed satisfactory progress in writing readiness.

Tool-2 observation shows that the ENK class is well-structured, joyful and activity-based. Students participate actively in TPR and rhymes, indicating that the methodology is effective in sustaining engagement.

Teacher reflection in Tool-3 demonstrates improved confidence and meaningful transfer of training to practice. With increased support for writing, the classroom can further strengthen literacy outcomes. ENK implementation at GHPS Deshally is therefore effective and progressing well.

Chapter 19

District Resource Team – Raichur

ENGLISH NALI-KALI (ENK) SCHOOL VISIT REPORT

School: GLPS Kunikera Doddi, Devadurga Taluk

District: Raichur

School Visited: GLPS Kunikera Doddi

Taluk: Devadurga

Medium: Kannada

Date of Visit: As per report (2024)

DRT Team (as per scanned document):

1. Smt Arifa Tabsum Lecturer DIET Raichur.
2. Smt laxamma AT GHS Tq: Manvi.
3. Sri Arun Kumar CRP,CRC Kyadigera,Devadurga.

ABSTRACT

The DRT team visited GLPS Kunikera Doddi to observe the implementation of English Nali-Kali across foundational grades. The classroom reflected a child-friendly learning environment where students actively participated in oral components through TPR, rhyme, and thematic vocabulary recall. Tool-1 signified that learners achieved 41% competency in oral English and 28% in written work, indicating stronger listening–speaking readiness and emerging writing skills. Tool-2 recorded a total of 68.5/100, showing fair to good implementation of ENK pedagogy, with teacher talk and student talk segments present but requiring further strengthening. Teacher reflection (Tool-3) revealed improved confidence after training and gradual shift toward learner-centred pedagogy. Overall, ENK has positively influenced learner engagement, but written reinforcement and sentence-level English exposure require further strengthening.

BACKGROUND

The ENK programme aims to introduce English organically through activity-based learning so that young learners acquire language through meaning-making rather than rote memorisation. In a context like Raichur, where children have limited home exposure to English, the classroom becomes the primary learning environment. ENK supports this transition through structured oral exposure, multimodal inputs and competency-based progression.

At GLPS Kunikera Doddi, the ENK class brings together multiple grades, requiring differentiated facilitation. The DRT observed that the teacher used ENK steps to sustain learner participation, and that students rely more on phonological recognition and imitation at this stage of acquisition. Oral competency has developed more quickly than literacy, which is typical in multilingual early learning environments. The classroom displays and material

organisation indicate ENK alignment, though learner talk-time still needs expansion to move from word-level recall to sentence-level production.

SCHOOL PROFILE

Aspect	Details
School Name	GLPS Kunikera Doddi
Taluk	Devadurga
District	Raichur
ENK Classes	1–3
Medium	Kannada
Learning Environment	Child-friendly, activity-based

TEACHER PROFILE

Aspect	Details
Role	ENK classroom teacher
Training	ENK methodology trained
Pedagogic Style	TPR-based, theme-linked
Strength	Oral scaffolding
Area for Growth	Written transition support

OBJECTIVES OF THE VISIT

- To observe the implementation quality of ENK methodology
- To analyse student competency using Tool-1
- To evaluate classroom practices using Tool-2
- To document teacher reflection through Tool-3
- To support academic improvement planning

TOOL – 1 : STUDENT PERFORMANCE

Competency Area Score

Oral Skills	41%
Written Skills	28%

Source Extract:

“The students performed at 41% in oral evaluation and 28% in written evaluation.”

Interpretation:

Learners show stronger listening–speaking readiness than writing. The early literacy phase requires more structured phonics-to-print bridging.

TOOL – 2 : CLASSROOM OBSERVATION

Component	Maximum Score	
Teacher Talk	25	19
Student Talk	20	8.5
Innovative Strategies	20	16
Content Knowledge	15	12
Class Process & Eval.	20	13
TOTAL	100	68.5

Inline Extract:

“Teacher used simple English and action-based vocabulary presentation. Students responded but with short or single-word answers.”

Interpretation:

The teacher demonstrates fair classroom facilitation with room for growth in expanding student talk-time and autonomy.

TOOL – 3 : TEACHER REFLECTION

Inline Extract:

“After training I feel more confident to handle children through ENK activities and the students show more interest in English class.”

Interpretation:

Training impact is visible, particularly in teacher mindset and activity use. Continued exposure is needed for deeper child output.

KEY FINDINGS

- ENK methodology is implemented consistently with use of TPR and thematic vocabulary.
- Students participate willingly and display comfort with guided oral tasks.
- The classroom environment supports activity and recall-based learning.
- Learning indicators show early phonological awareness and recognition skills.
- Teacher confidence post-training has improved classroom facilitation.
- Oral learning is ahead of written learning, as typical in ENK transitions.

CHALLENGES

- Children rely on one-word replies instead of extended sentences.
- Written work lags behind oral readiness due to limited scaffolding.
- Learners require repeated exposure before independent production.
- Home environment provides minimal English input.
- Multi-level grouping slows differentiated support for weaker learners.

RECOMMENDATIONS

- Increase pair-work and short speaking turns to build sentence formation.
- Introduce guided micro-writing linked to pictures and oral input.
- Provide short rhythm-to-print mapping exercises for recall→writing shift.
- Plan oral rehearsal before writing tasks for weaker learners.
- Expand classroom-English during transitions to build natural exposure.

CONCLUSION

The Tool-1 findings show that Raichur learners display stronger oral comprehension than written proficiency, which is developmentally appropriate at this stage of ENK. Oral participation levels (41%) reflect growing readiness and confidence.

Tool-2 confirms a total of 68.5/100, indicating a satisfactory level of ENK classroom implementation. The methodology is in place, though learner talk-time and literacy transition need structured strengthening.

Teacher reflection through Tool-3 demonstrates visible positive post-training change. With additional scaffolding in spoken output and writing routines, classroom outcomes are likely to improve further. ENK is being meaningfully implemented in GLPS Kunikera Doddi and shows promising learner engagement.

Chapter 20

District Resource Team – Shivamogga

School Visit Report on Implementation of English Nali-Kali (ENK)

District: Shivamogga

School Visited: Government Lower Primary School (GLPS), Garage Camp

Taluk / Location: Bhadravathi, Bhadra Reservoir Project

Date of Visit: 19 February 2024

Medium of Instruction: Kannada

DRT Team Members:

Sl.No	Name	Designation	Place of Work
1	Miss Vinod Kumari	Lecturer	DIET Shivamogga
2	Miss Shubha V T	BRP	BRC Shivamogga
3	Miss Priyanka S M	CRP	CRC BR Project
4	Miss Saffoora Unnisa	CRP	CRC Laskar Mohalla

Abstract

The District Resource Team (DRT) of Shivamogga visited GLPS Garage Camp to observe the classroom implementation of English Nali-Kali (ENK) in Classes 1–3. The study focused on classroom processes, teacher preparedness, student engagement, and language learning outcomes. Using Tool-1 (Student Response), Tool-2 (Classroom Observation), and Tool-3 (Teacher Implementation Study), evidence was collected through direct observation and teacher–learner interaction. The class atmosphere was participatory and supportive, with strong student involvement. The teacher demonstrated positive ENK practices and child-centred methods, though fluency in spoken English and concept presentation sequencing require further strengthening. Overall, ENK has contributed positively to foundational language learning.

Background

The purpose of this visit was to assess the effectiveness of ENK methodology in rural multilingual settings and understand how teacher training translates into classroom practice. ENK shifts classroom learning away from rote methods toward activity-based joyful learning, linking classroom knowledge with real-life contexts.



School Profile

Aspect	Details
Name	GLPS Garage Camp
Location	Bhadra Reservoir Project, Bhadravathi Taluk
Year of Establishment	1992
Student Strength	26
Teacher Strength	02
Medium	Kannada
Infrastructure	2 classrooms, termite-damaged structure, insufficient playground
Note	Despite limitations, school performs well in curricular/co-curricular areas

Teacher Profile

Aspect	Details
Name	Smt. Geeta B.V
Post	Assistant Teacher
Experience	Since 2013
ENK Training	Level 1 (2020–2021)
Classes Observed	1st, 2nd, 3rd
Duration of Observation	80 minutes

Objectives of the Study

- To understand the teacher's knowledge and application of ENK methodology
- To analyse ENK effectiveness in learners' classroom learning
- To observe LS and RW practices in multi-grade classrooms
- To identify strengths and areas for improvement in ENK implementation

TOOL – 1: Student Response

14 students (4 in Class 1, 4 in Class 2, 6 in Class 3) were assessed through Tool-1. Oral, reading and picture-description tasks were administered collectively.

Relevant Extracts:

“90% students performed well in the oral test and 78% well in written test.”
“Most of the students failed to answer orally... but followed simple structures.”
“Capital letters, numbers, punctuation and handwriting style were observed.”

Interpretation:

Students are showing confidence in recognition-based tasks and guided writing. However, speaking skills are limited to rehearsed or patterned sentences, suggesting a need for structured oral exposure and spontaneous use of English.

TOOL – 2: Classroom Observation

Relevant Extracts:

“Classroom process was very good, she concentrated every student and also gave individual attention.”
“Classrooms were infested with termites... yet equipped with TLMs that inspire children.”
“Even if she does not have command over fluent English, she persists with interest and motivation.”

Interpretation:

The learning environment is encouraging and child-centred. Teacher rapport is strong, and classroom management is effective. However, spoken English modelling and segment-level concept clarity need greater emphasis, especially in multi-level clusters.

TOOL – 3: Teacher Implementation Study

Relevant Extracts:

“Teacher rated herself 80% to a great extent after the training.”
“She is learning concept presentation and story segments which were neglected earlier.”
“The teacher has interest and persistence to teach children despite not being fluent.”

Interpretation:

ENK training has improved teacher confidence, strategy use, and willingness to experiment

with new methods. She is gradually moving from basic delivery to structured competency-based teaching.

Key Findings

The ENK approach has brought positive changes in classroom culture. Students are participating with enthusiasm and demonstrating early literacy development, especially in oral repetition and guided writing. The teacher is using TLMs effectively and delivering multi-level activities within ENK structure. Despite infrastructure constraints, the classroom atmosphere remains joyful.

Challenges

Limited infrastructure and termite damage reduce classroom readiness. Speaking skill development is hindered due to limited English exposure outside school. The teacher requires more confidence in spontaneous spoken English. Lack of Level 2 and 3 ENK training restricts progression in higher competency segments.

Recommendations

More structured speaking opportunities are required through storytelling, role play, and conversation circles. Additional training (Level-2 and Level-3) will strengthen concept presentation skills and classroom sequencing. Improving classroom environment and providing digital or physical English-language-rich displays will further enhance learning.

Conclusion

The study shows that ENK implementation in GLPS Garage Camp is effective and learner-centred. Students are gradually building foundational skills, and teacher interest and commitment are strong. Continued academic mentoring and higher-level ENK training will help sustain progress and address classroom-level challenges.

Chapter 21

District Resource Team – Shirsi

ENGLISH NALI-KALI (ENK) SCHOOL VISIT REPORT

School: GHPS Hutgar, Siddapur Taluk

District: Uttara Kannada (Sirsi Educational District)

School Visited: GHPS Hutgar

Taluk: Siddapur

Medium: Kannada

Date of Visit: 10 February 2024

DRT Members:

1. Mr. Joseph B. Gonsalves – HM, GHS Nandigadda
2. Mr. Prashant Patagar – BRP, Yellapur
3. Mr. Deepak Gokarna – BRP, Sirsi
4. Mr. Ganesh Hegde – BRP, Sirsi
5. Mr. Rudramuni B. A. – CRP, Mundagod
6. Mr. Shekhar Patgar – Assistant Master, GHS Hitlalli
7. Ms. Shilpa G. Mangeshkar – Assistant Master, GHPS No. 5, Sirsi

ABSTRACT

The DRT team visited GHPS Hutgar to assess the classroom-level implementation of English Nali-Kali in a multi-grade setting. The observation revealed high levels of student engagement in Listening–Speaking segments through rhyme, TPR, and oral interaction. Tool-1 results show that two learners achieved full competency across LS and RW components, while most others performed satisfactorily in LS but require further scaffolding in RW. Tool-2 recorded **84/100**, reflecting sound pedagogical implementation with scope for improvement in expanding student-led talk-time. Tool-3 indicates clear post-training growth: the teacher reports better confidence, smoother transitions between segments, and higher child participation. ENK is being implemented meaningfully and has positively influenced foundational English learning in this school.

BACKGROUND

The English Nali-Kali programme helps young children learn English in a natural way. It focuses on listening and speaking first and then slowly introduces reading and writing. In rural schools like GHPS Hutgar, children do not get much English exposure at home. ENK gives them a chance to hear, say and practise English inside the classroom.

The teacher uses activities such as TPR, rhymes and picture-based vocabulary. These methods allow children to understand and respond without fear. ENK also supports mixed-level classrooms because all children can participate at their own pace. The DRT visit showed that ENK is helping learners build confidence and interest in English.

SCHOOL PROFILE

Aspect	Details
School Name	GHPS Hutgar
Taluk	Siddapur
District	Uttara Kannada (Sirsi ED)
Classes Observed	Class 1–3 (ENK)
Medium	Kannada
Learning Setup	Multi-grade ENK cluster

TEACHER PROFILE

Aspect	Details
Role	ENK Classroom Teacher
Training	ENK trained
Strengths	Systematic ENK procedure, child participation
Area for Support	RW scaffolding, writing fluency

OBJECTIVES

- To study classroom implementation of ENK
- To assess student progress through Tool-1
- To analyse teacher facilitation through Tool-2
- To document post-training teacher reflection

TOOL – 1 : STUDENT PERFORMANCE

Sl.No	Student Name	LS (4 indicators)	RW (4 indicators)	TOTAL (/20)
1	Yajnika	3+2+3+2 = 10	3+2+2+3 = 10	20
2	Shravani	3+2+3+2 = 10	3+0+1+2 = 6	16
3	Lohith	3+1+2+1 = 7	1+2+2+3 = 8	15
4	Manoj	3+3+3+1 = 10	1+2+2+3 = 8	19
5	Ganapati	3+3+2+2 = 10	1+2+1+3 = 7	18
6	Siddarth	3+2+3+2 = 10	3+2+2+3 = 10	20
7	Veda	1+0+1+1 = 3	1+0+1+0 = 2	5
8	Rashmi	3+2+3+2 = 10	0+0+2+1 = 3	13

Interpretation:

Two students (Yajnika & Siddarth) achieved full competency (22), indicating strong oral–written integration. Middle performers show strength in LS but partial mastery in RW. One learner (Veda) requires targeted support.

TOOL – 2 : CLASSROOM OBSERVATION

Score: 84 / 100

Inline Extract:

“Teacher followed the ENK process in a systematic and child-friendly manner, using TPR and vocabulary prompts to engage learners.”

Interpretation:

Teaching practice is strong, but student talk-time and structured RW transition can still be strengthened to consolidate literacy gains.

TOOL – 3 : TEACHER REFLECTION

Extract:

“After ENK training I became more confident and children started taking more interest in English learning.”

Interpretation:

The teacher demonstrates clear professional growth after training, especially in learner engagement and activity design.

IMPACT SUMMARY

- ENK methodology is improving participation and comprehension.
- Oral competencies are strong; RW is gradually emerging.
- The classroom environment supports joyful learning.
- Teacher confidence and preparedness are visibly enhanced.

KEY FINDINGS

- Students actively respond to ENK oral components.
- Vocabulary retention is high among most learners.
- TPR and rhyme strategies are well integrated.
- Two students show mastery; most are in developing range.
- ENK has positively influenced early learning behaviour.

CHALLENGES

- RW transition needs continued support.
- Sentence formation is still limited.
- A low-performing learner needs individualised scaffolding.
- Exposure beyond classroom remains minimal.
- Multi-grade grouping slows differentiation.

RECOMMENDATIONS

- Increase pair-speaking and short dialogues.
- Use oral rehearsal before writing tasks.
- Provide picture-based short writing frames.
- Support weaker learners through guided repetition.
- Reinforce daily sight-word practice.

CONCLUSION

The assessment shows that most learners are doing well in listening and speaking. Some students have also started writing simple words. A few children need extra support to improve their reading and writing skills.

The classroom observation score of 84/100 shows that the teacher is following ENK correctly. The learning environment is positive and child-friendly. Children enjoy the activities and participate with interest.

The teacher reflection shows improvement after ENK training. The teacher is now more confident and uses more activities in the classroom. With continued support in reading and writing practice, students will make further progress.

Chapter 22

District Resource Team – Udupi

School Visit Report on Implementation of English Nali-Kali (ENK)

District: Udupi

School Visited: GMHP School, Hejamadi

Taluk / Location: Hejamadi

Date of Visit: 07.02.2024

Medium of Instruction: Kannada

DRT Team Members:

1. **Praveena Rai** – Lecturer, DIET Udupi
2. **Udaya B** – BRP, BRC Brahmavar
3. **Savitha** – CRP, CRC Karkada
4. **Prethesh Kumar** – CRP, Karkala
5. **Chaithra K P** – GPT Teacher, GHPS Nukkuru
6. **Ashwini Shetty** – CRP, Udupi

ABSTRACT

The District Resource Team (DRT) of Udupi District visited GMHP School, Hejamadi to assess the impact of English Nali-Kali (ENK) implementation in a multilingual classroom context. The classroom had 53 students, of which over 60% are from non-Kannada linguistic backgrounds, creating a complex multilingual setup. Using Tool-1 (Student Response sheet), Tool-2 (Classroom Observation Schedule) and Tool-3 (Teacher Self-Assessment), the DRT studied student performance, teacher methodology, and effectiveness of training. The teacher demonstrated strong spoken English and well-structured LS (Listening-Speaking) activities. Students showed enthusiasm but needed more opportunities to speak independently. The ENK methodology was implemented successfully, but multilingual classrooms require more scaffolding for oral interaction.

BACKGROUND

The ENK framework aims to ensure joyful, child-centred, activity-based language learning. In Udupi district, ENK is adopted to increase foundational literacy in early grades through daily exposure to LS-RW routines. This visit was undertaken to evaluate real classroom implementation, teacher preparedness, and student participation in a linguistically diverse context.



SCHOOL PROFILE

Aspect	Details
Name	GMHP School Hejamadi
Year of Establishment	1906
Total Student Strength	130
ENK Class Strength	53 (Classes 1–3)
Class-wise Distribution	1st:16 • 2nd:18 • 3rd:19
Medium	Kannada
Teachers	HM:1 • PST:4 • GPT:1 • PET:1 • Guest:1
Headmistress	Mrs. Latha

TEACHER PROFILE

Aspect	Details
Name	Mrs. Wilma Judith Alphonso
Role	ENK Teacher
Strengths	Fluent in English, confident in delivery, child-friendly
Classroom Observed	February milestone – “Transport”
Observation Duration	80 minutes
Pedagogy Observed	TPR, rhyme, concept presentation, language game, conversation

OBJECTIVES OF THE VISIT

- To evaluate ENK methodology implementation
- To assess student engagement and performance
- To study multilingual classroom challenges
- To observe the quality of LS and RW segments
- To provide constructive feedback for improvement

TOOL – 1: STUDENT RESPONSE

13 students were assessed (oral + written).

Assessment Scores (Overall):

Skill	Score
Oral	81.4%
Written	67.6%
Total	75.15%

Relevant Extracts from Document:

“89% answered for oral questions. Total result was 75%.”

“In written test... dictation words – 46% answered properly.”

“80% answered correctly for rearranging letters and making meaningful words.”

Interpretation:

Students are strong in recognition-based oral activities but still struggle with independent spelling and dictation. Vocabulary recall is emerging, but writing accuracy needs reinforcement.

TOOL – 2: CLASSROOM OBSERVATION

The teacher scored **79/100** in observation.

Relevant Extracts:

“Teacher’s speaking ability in English was really good.”

“She gave more focus on Kannada rather than English during instructions.”

“She couldn’t motivate her students more toward oral use of English.”

Interpretation:

The teacher models good English fluency but students received fewer opportunities to speak independently. Oral scaffolding must be increased to ensure student-led communication.



TOOL – 3: TEACHER IMPLEMENTATION STUDY

Relevant Extracts:

“Teacher shared her innovative practices and self-evaluated before and after training.”
“She is thorough in English knowledge... has also given English trainings to teachers.”
“Multilingual learners require more time and repetition.”

Interpretation:

The teacher is well-equipped, confident, and trained. However, multilingual diversity demands differentiated strategies and more structured oral output from children.

KEY FINDINGS

The classroom process was active and joyful with strong student participation. ENK methodology is being implemented effectively with a balance of oral and visual TLMs. The teacher demonstrated high proficiency in English and positive classroom management. The multilingual student background is influencing speech production, but listening comprehension is strong.

CHALLENGES

A large proportion of students come from non-Kannada and non-English home environments, limiting language exposure. This affects pronunciation and spontaneous speaking. The teacher frequently shifts to Kannada to maintain clarity. High enrolment in one classroom reduces opportunities for individual speaking tasks.

RECOMMENDATIONS

Structured speaking routines such as pair-talk, guided repetition cycles, and peer modelling should be incorporated more frequently. More micro-interactions should replace teacher-

dominant talk. Multilingual bridging cards or visual aids may help connect known language to target vocabulary. Differentiated oral practice groups will support fluency growth.

CONCLUSION

The ENK classroom at GMHP Hejamadi demonstrates strong implementation of methodology and teacher preparedness. Students show promising engagement and growing receptive skills. With additional attention to oral fluency and differentiated support for multilingual learners, outcomes will further improve. ENK continues to be a powerful tool for language learning in early grades.

Chapter 23

District Resource Team – Vijayapura

ENGLISH NALI-KALI (ENK) SCHOOL VISIT REPORT

School: GHPS Hosanagar, Devara Hipparagi

District: Vijayapura

Taluk: Devara Hipparagi

School: GHPS Hosanagar

Medium: Kannada

Date of Visit: As per source

Observed Class: ENK (Classes 1–3)

DRT Team:

1. Smt. Sujata Pujari, Lecturer DIET, Vijayapur
2. Smt. Bharati Patil, BRP , BEO Office Basavana Bagewadi
3. Mr. Anand Pandit Kuntoji, Asst. Teacher (GPT) GUBBPS Korawar TQ: D. Hipparagi
Dist: Vijayapur
4. Smt. Shivalila Hatti Asst. Teacher (GPT) GHPS, Atharga TQ: Indi Dist: Vijayapur

ABSTRACT

The DRT team visited GHPS Hosanagar to observe the implementation of the English Nali-Kali programme. Students actively participated in TPR, oral recall and rhyme-based interaction. Tool-1 shows that some learners demonstrated good mastery in oral and written skills, while others are still progressing. Tool-2 observation recorded 84/100, indicating structured ENK practice in the classroom. Teacher reflection shows improved confidence and greater use of child-centred pedagogy after ENK training. The classroom environment supports early English learning through simple exposure and joyful activities.

BACKGROUND

ENK helps children learn English through activities instead of memorisation. It uses listening and speaking first, and then moves to reading and writing. In rural schools like Hosanagar, children do not hear English at home, so the ENK classroom gives them a chance to practise the language.

The teacher uses actions, rhymes and simple conversations to help students understand and speak. The DRT visit showed that ENK is being used regularly, and children enjoy the activities and respond well to them.

SCHOOL PROFILE

Aspect	Details
School Name	GHPS Hosanagar

Aspect	Details
Location	Devara Hipparagi, Vijayapura
Medium	Kannada
ENK Levels Observed	Classes 1–3
Learning Setup	Multi-grade

TEACHER PROFILE

Aspect	Details
Role	ENK class teacher
Training	ENK trained
Strengths	Uses TPR, oral scaffolding
Support Needed	Writing practice strategies

OBJECTIVES

- To observe ENK classroom transaction
- To assess student progress using Tool-1
- To evaluate pedagogy through Tool-2
- To review teacher reflection through Tool-3

TOOL – 1 : STUDENT ASSESSMENT

Sl.No	Student Name	Oral (12)	Written (8)	Total (20)
1	Tubanaz	10	7	17
2	Shrusti	11	7	18
3	Suman	11	7	18
4	Samarth	8	6	14
5	Rehan	8	6	14
6	Arman	10	7	17
7	Junad	10	6	16
8	Usman	7	5	12
9	Shrsti	10	6	16

TOOL – 2 : CLASSROOM OBSERVATION

Total Score: 84 / 100

Extract:

“Teacher used ENK methodology and students responded to the activities with interest.”

Interpretation:

Pedagogical structure is consistent. More student-led speaking will further improve effectiveness.

TOOL – 3 : TEACHER REFLECTION

Extract:

“After the ENK training, I feel more confident to handle activities and children take more interest in English.”

Interpretation:

Training has helped the teacher shift from rote teaching to interactive strategies.

KEY FINDINGS

- Students show active participation in listening and speaking tasks.
- ENK has increased student confidence and willingness to attempt English.
- Teacher follows segment-wise ENK structure effectively.
- Classroom is child-friendly and resource-supported.
- Oral readiness is stronger than written performance.

CHALLENGES

- Not all students are at the same level of writing readiness.
- Sentence-level expression is still emerging.
- Lower exposure to English outside the school slows progress.
- Multi-grade setup limits individual attention.

RECOMMENDATIONS

- Give more pair-speaking opportunities.
- Use picture-based writing support.
- Provide short phonics-to-print reinforcement.
- Offer micro-practice to weaker learners.
- Continue daily oral warm-up activities.

CONCLUSION

The ENK class in GHPS Hosanagar shows steady progress in oral English learning. Students are able to respond to basic questions and enjoy activity-based learning. The classroom observation score of 84/100 shows that ENK is used properly.

The teacher has gained confidence after training and students benefit from this. If writing practice and sentence-building are gradually strengthened, the class will improve further.

Chapter 24

Summary of ENK School Visit Findings

The District Resource Teams (DRTs) visited English Nali-Kali (ENK) classrooms across different districts to understand how the approach is working in real classroom conditions. Using Tool-1 (student performance), Tool-2 (classroom observation) and Tool-3 (teacher self-reflection), they documented both strengths and areas needing additional support. The thematic findings below consolidate the observations from all reports.

1. Student Performance

Across schools, Listening–Speaking (LS) skills were consistently stronger than Reading–Writing (RW). Most learners were able to follow classroom instructions, recognise theme-based vocabulary, and participate confidently in TPR, rhymes and guided oral questioning. Students demonstrated recall-level fluency and comfort with familiar expressions.

Reading readiness is developing well where phonics-based instruction is consistent, but full sentence-level expression is still emerging. Written work shows gradual improvement through copying and guided writing, but independent spelling, punctuation and sentence formation require further scaffolding.

2. Classroom Process and Teaching

Classrooms were generally child-friendly, well-managed and rooted in activity-based participation. Teachers followed ENK methodology step-by-step and used TLMs such as picture cards, ladders and flashcards to support comprehension.

However, in some classrooms, concept presentation tended to be brief or rushed when too many segments were covered within the same period. Multi-grade grouping reduced opportunities for extended speaking practice, and in a few cases, the use of classroom English was limited to simple commands.

3. Teacher Self-Reflection

Teacher interviews showed a clear improvement in confidence after ENK training. Many teachers shared that they previously depended on textbook reading and translation, but now use more activities, visuals and interaction. ENK has helped them move from teacher-led delivery to learner participation.

Teachers also reported the need for refresher training, especially to strengthen spoken English modelling and provide better support for children during writing tasks.

When all three tools are viewed together, a clear pattern emerges: students benefit from structured oral exposure, classroom processes have shifted toward joyful learning, and teachers feel more confident in their practice. The transition from oral recall to independent expression is gradual and depends on regular reinforcement and sustained pedagogic support.

4. Common Findings

- Oral vocabulary recall and participation are strong in most classrooms.
- ENK has successfully shifted learning from rote memorisation to activity-based interaction.
- TLM use has improved after training, making lessons more engaging.
- Learners enjoy classroom routines and show high motivation.
- Sentence-level speaking is still emerging, especially without prompts.
- Writing lags behind oral comprehension and requires deliberate scaffolding.

5. Challenges Observed

- Limited English exposure outside school slows natural spoken fluency.
- Multi-grade teaching reduces time for individualised support.
- Teachers sometimes rely on the mother tongue to manage hesitant learners.
- Writing skills (spelling, structure, punctuation) need systematic reinforcement.
- Transition from guided recall to independent language use is slow.

6. Recommendations

For Teachers

- Create more opportunities for student talk through pair work, role play and picture-based speaking.
- Use short, daily sentence modelling so learners progress from one-word replies to structured speaking.
- Strengthen writing through guided micro-writing tasks, picture prompts and sound-to-print bridging.
- Focus on concept depth instead of covering too many segments quickly.

For Schools

- Provide peer-sharing or classroom observation opportunities among ENK teachers.
- Maintain print-rich classrooms with visible vocabulary, sight words and rhyme charts.
- Allocate supportive small-group time to address varied learner pace.
- Ensure access to ENK materials and rotate them regularly for better engagement.

For the System / Department

- Offer regular refresher training for higher-level ENK stages to support advanced scaffolding.
- Strengthen mentoring and follow-up visits to support teachers beyond initial training.
- Provide additional support strategies for multi-grade classrooms.
- Create opportunities for exposure-based learning (audio, stories, model reading, classroom English kits).

7. Conclusion

The DRT findings show that ENK is meaningfully implemented across classrooms and is helping children learn in a joyful and low-stress environment. Teachers have gained confidence and are using structured strategies after training. Student participation is consistently high. With continued oral immersion, systematic writing support and ongoing mentoring, children will continue to progress from recall-based responses to independent language use.

8. Limitations of the Study

This study was based on a single-day visit to one class per school. The sample size was small, and only one-time observation was conducted. The findings show classroom trends rather than long-term outcomes. Future studies may include follow-up observations, multiple classroom samples and longitudinal tracking for deeper insight into student progress.

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: ENK (Classes 2 and 3)

Tool 1: Student response sheet

Marks: 20

Section A (Oral – 12 marks)

1. The DRT observer gives instructions to check the student's physical response (TPR activity).
(3)
 - i. Put two steps forward and stop
 - ii. Turn to your left and put one step forward
 - iii. Close your book and keep it in the bag
2. Who are they? (3)
 - i. The one who stitches clothes _____
 - ii. The one who cuts hair _____
 - iii. The one who grows crops _____
3. Answer orally (4)
 - i. What is your father's /mother's name?
 - ii. What do you do with your eyes?
 - iii. How many sides does a square have?
 - iv. Where does a doctor work?
4. Recite a rhyme (any one)(3)
 - This is the way I nod my head
 - White clouds, white clouds, what do you see?
 - This is my father good and kind

Section B (Written: 8 marks)

1. Read the sentences. (3)
 - i. I write a letter with my hand
 - ii. There is water in the tank

- iii. Rani rings the bell.
- 2. Rearrange the letters and make meaningful words. (2)
 - i. anm
 - ii. uns
- 3. Copy the sentences. (2)
 - i. It is a green leaf.
 - ii. I want a cup of milk.
- 4. Dictation (dictate any 3 words) (3)
 - i. Rain
 - ii. Cake
 - iii. feet

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.	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	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	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	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	Developing Reading skills:		
i.	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	Teaching Writing:		
i.	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	Assessment:		
i.	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:



