



EMTTP -2026

English Medium (bilingual) Teachers' Training Programme



**English Medium (bilingual) Teachers' Training
Programme**

EMTTP

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Foreword

Teacher professional development is most meaningful when it not only equips teachers with new knowledge and skills but also inspires them to rethink their classroom practices. The **English Medium Teachers' Training Programme (EMTTP)** represents such an endeavour - a large-scale, carefully designed initiative aimed at preparing teachers to successfully implement the Government of Karnataka's vision of English medium (bilingual approach) education in government schools. The programme sought to strengthen teachers' English language proficiency, deepen their understanding of multilingual pedagogy and enable them to create inclusive, learner-centred classrooms where English is introduced meaningfully through the support of learners' home languages.

This volume documents the journey of one of the largest teacher capacity-building initiatives undertaken in the state. It brings together comprehensive reports on the five-day EMTTP conducted across Karnataka, capturing evidence from the district-level training of Resource Persons, the taluk-level training of teachers, participants' reflections and feedback and analyses of pre-test and post-test performance. Collectively, these reports provide valuable insights into teachers' learning, changing perceptions, challenges and aspirations as they prepare to teach in bilingual classrooms.

The findings of the report reveal encouraging shifts in teachers' understanding of bilingual pedagogy, increased confidence in using English for classroom communication, and growing acceptance of multilingual classrooms. At the same time, they highlight the need for continuous professional development, mentoring, resource support, and classroom-based follow-up to translate training into meaningful classroom practice.

The reports also remind us that educational transformation is not achieved through one-time training programmes alone. Sustainable change requires ongoing academic support, systematic monitoring, collaborative learning communities and opportunities for teachers to reflect on and refine their practice. The recommendations presented in this volume therefore offer practical directions for strengthening future professional development initiatives and for institutionalising continuous support systems for teachers.

We sincerely hope that this publication will serve not only as a record of an important educational initiative but also as a valuable resource for future teacher education programmes, policy decisions and research on bilingual and multilingual pedagogy.

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English Medium (Bilingual Approach) Teachers' Training Programme (EMTTP) Chapter 1

Background

1. Introduction

Teacher professional development is most meaningful when it not only equips teachers with new knowledge and skills but also inspires them to rethink their classroom practices. The English Medium Teachers' Training Programme (EMTTP) represents such an endeavour—a large-scale, carefully designed initiative aimed at preparing teachers to successfully implement the Government of Karnataka's vision of English medium (bilingual approach) education in government schools. English medium instruction with a bilingual approach was introduced for the first time on a pilot basis in 1,001 government schools from Grade 1 during the academic year 2019–20. This marked a significant milestone in the state's school education system, providing learners from government schools with greater opportunities to develop English proficiency without compromising conceptual understanding through their mother tongue.

To support this major educational reform, the Department of School Education and Literacy, Government of Karnataka, entrusted the Regional Institute of English, South India (RIESI), Bengaluru, with the responsibility of designing and implementing a comprehensive teacher capacity-building programme. At the state level, Master Resource Persons (MRPs) underwent an intensive 15-day training programme, focusing on English language proficiency, bilingual pedagogy, classroom communication, multilingual teaching strategies and activity-based learning. These trained MRPs subsequently conducted 15-day district-level training programmes for teachers who would teach in the newly introduced English medium (bilingual) sections. This systematic cascade model ensured that teachers across the pilot schools received intensive academic preparation before classroom implementation.

As the programme expanded over the following years, RIESI continued to provide sustained professional development. Teachers teaching in English medium (bilingual) sections received eight days of in-service training every year, enabling them to strengthen their English language

proficiency, refine bilingual classroom practices, and address emerging pedagogical challenges as English medium education gradually expanded from Grade 1 to Grade 5. These continuous professional development initiatives played a crucial role in strengthening classroom implementation and sustaining the quality of bilingual education (refer to the article published in the FORTELL Journal at:

<https://www.fortell.org/wp-content/uploads/2020/12/40-issue-January-2020-101-116.pdf>

2. Expansion of the English Medium Initiative

The successful implementation of the pilot phase encouraged the Government of Karnataka to progressively expand English medium education to many more government schools across the state. See details here:

https://drive.google.com/file/d/1IHCR1FhHUFL64x0hFbWKghLj78_4CMD8/view?usp=drive_link

Based on positive classroom experiences, encouraging feedback from teachers and parents, and growing public demand, the initiative was extended in subsequent years.

The expansion took place in the following phases:

Academic Year	Schools introduced
2019–20	1,001 Government Schools (Pilot)
2020–21	1,003 Additional Government Schools
2020–21	400 Urdu Medium Schools
2024–25	1,792 Additional Government Schools
2025-26	4.134 schools across the state

The steady expansion of the programme demonstrates the Government's continued commitment to providing equitable access to English medium education while adopting a bilingual approach that respects learners' linguistic backgrounds. Today, the initiative has become one of the largest bilingual education programmes implemented in government schools in India.

Further information regarding the Government's English Medium Programme may be accessed through the official Samagra Shikshana Karnataka portal:

<https://ssk.karnataka.gov.in/172/%E0%B2%86%E0%B2%82%E0%B2%97%E0%B3%8D%E0%B2%B2-%E0%B2%95%E0%B3%8B%E0%B2%B6/en>

The phased expansion of English medium (bilingual approach) over the years created a strong foundation for multilingual education in Karnataka's government schools. By the academic year 2026–27, the Government decided to extend bilingual English medium education to all government schools in the 15 districts where the programme was being implemented, as well as to other flagship schools, namely Karnataka Public Schools (KPS) and PM SHRI Schools. This marked the largest phase of implementation since the initiative was launched in 2019–20 and required the preparation of a much larger number of teachers than in previous years.

To ensure that teachers were adequately prepared for this large-scale expansion, the Government of Karnataka launched a comprehensive English Medium Teachers' Training Programme (EMTTP) for the academic year 2026–27. Unlike the earlier phases, which focused on teachers in newly introduced English medium schools, the 2026 programme aimed to prepare teachers across the state for effective implementation of bilingual pedagogy in English medium classrooms.

A large-scale capacity-building programme titled English Medium Teachers' Training Programme (EMTTP) was therefore designed and implemented across Karnataka. The programme aimed to strengthen teachers' English language proficiency, deepen their understanding of bilingual and multilingual pedagogy, and equip them with practical classroom strategies for teaching English, Mathematics and Environmental Studies through a bilingual approach. It also sought to build teachers' confidence in using English for classroom communication while enabling them to use learners' home languages strategically to support conceptual understanding and language development.

2. Objectives of EMTTP

As outlined in the EMTTP Module, the programme seeks to:

- Enhance teachers' English language proficiency for classroom use

- Enable teachers to effectively implement a bilingual approach (use of English along with the mother tongue/regional language)
- Build teachers' capacity to teach different subjects in English medium classrooms
- Develop understanding of child-centred and activity-based pedagogies suitable for multilingual contexts
- Equip teachers with strategies to support gradual transition from L1 to English
- Strengthen teachers' skills in classroom communication, questioning, and scaffolding techniques
- Familiarize teachers with teaching-learning materials and textbooks designed for English medium sections
- Promote continuous assessment practices aligned with bilingual learning
- Encourage reflective practices and teacher collaboration

3. Structure of the Training Programme

The EMTTP has been implemented in a three-tier cascading model:

3.1 State-Level Orientation

- Conducted for 385 Master Resource Persons (MRPs) at the state level by the RIESI, Bengaluru
- Representation: 10 MRPs from each district
- Duration: 2 days (26th & 27th March 2026)
- Mode: Video Conference
- Notably, all MRPs had previously undergone English Medium Teachers' Induction Programmes (EMTIP) for a minimum of 6 days annually, ensuring a strong foundation for further training delivery.

3.2 District-Level Training

- Conducted by MRPs in their respective districts
- Duration: 5 days (31st March to 4th April 2026)
- Participants: Taluk level Resource Persons (RPs)
- Coverage:
 - 15 RPs per taluk

- Approximately 1550 RPs trained across the state

This phase focused on deepening understanding of bilingual pedagogy and preparing RPs for training teachers at the grassroots level.

3.3 Taluk-Level Training

- Conducted by RPs at various taluks
- Duration: 5 days
- Participants: Teachers who will teach in English medium (bilingual) sections from 2026–27
- Coverage: 62, 250 teachers

This level ensures direct classroom-level preparedness of teachers across government schools.

4. Key Features of the Programme

The EMTTP is characterized by several robust and systematic features:

4.1 Assessment and Monitoring

- Pre-tests and post-tests conducted online by RIESI for RPs and teachers
- Helps measure improvement in language proficiency and pedagogical understanding

4.2 Documentation and Reporting

- Day-wise reports submitted by MRPs for district-level training
- Similar reporting followed at taluk level

4.3 Feedback Mechanism

- MRPs and teachers provided feedback through Google Forms shared by RIESI
- Enables data-driven evaluation and continuous improvement

4.4 Institutional Monitoring

- Officials from DSERT and RIESI visited training centres
- Direct interaction with MRPs and RPs ensured quality assurance and support

4.5 High-Level Administrative Oversight

- The programme is monitored daily by the Additional Chief Secretary (ACS), Department of School Education and Literacy
- Key actions include:
 - Monitoring attendance
 - Conducting review meetings
 - Tracking progress systematically

4.6 Public Communication and Transparency

- Regular updates shared on X (formerly Twitter), Facebook and Instagram via the official departmental account
- Includes:
 - Photos and videos of training sessions
 - Progress updates and highlights

4.7 Media Coverage

- The initiative has received significant media attention, enhancing public awareness and support for the programme

5. Scale and Reach of the Programme

- 385 MRPs trained at state level
- 1550 RPs trained at district level
- Thousands of teachers being trained at taluk level
- Covers all districts and taluks of Karnataka

This reflects one of the largest coordinated teacher training efforts in the state focused on bilingual education.

6. Significance of the Initiative

The EMTTP represents a major step toward:

- Strengthening English language education in government schools

- Ensuring equity in access to English medium education
- Supporting multilingual pedagogy aligned with NEP 2020 principles
- Building a sustainable system of teacher professional development

7. Conclusion

The English Medium Teachers' Training Programme (EMTTP) is a well-structured, multi-level initiative aimed at preparing teachers for the successful implementation of bilingual English medium education in Karnataka government schools.

With strong planning, systematic monitoring, and large-scale participation, the programme demonstrates a comprehensive and collaborative approach to educational reform. Continued support, follow-up, and classroom-level implementation will be crucial in ensuring its long-term impact on student learning outcomes.

Chapter 2

Feedback on 5-Day EMTTP District-Level Training Programme

Background

A 5-day English Medium Teachers' Training Programme (EMTTP) was conducted at the district level by Master Resource Persons (MRPs) from 30th March to 3rd April 2026 to prepare Taluk-level Resource Persons (RPs) for cascading the training to teachers at the taluk level. The programme focused on strengthening bilingual pedagogy, enhancing English language proficiency, and equipping RPs with practical classroom strategies aligned with the state's shift toward bilingual medium instruction.

Key Findings

Feedback from Taluk-level RPs indicates that the training has been largely successful in building conceptual clarity and pedagogical confidence. Participants demonstrated a clear understanding of bilingual education as a scaffolded approach that strategically uses the home language to support English learning, rather than as direct translation. Activity-based sessions, demonstration classes, and participatory methodologies emerged as the most impactful components, contributing to increased engagement and practical understanding.

Most RPs reported moderate to high confidence in conducting taluk-level trainings, supported by their exposure to training models and opportunities for interaction during the programme. At the same time, some participants highlighted the need for additional practice to strengthen facilitation skills, particularly in managing large and diverse groups of teachers.

Key anticipated challenges include variations in teachers' English proficiency, possible resistance to adopting bilingual approaches, and time constraints within the cascade model. RPs emphasized the need for structured guidance, availability of teaching-learning materials, and continued academic support from MRPs and DIETs to ensure effective implementation.

Importantly, the training is expected to positively influence classroom practices, with RPs indicating that teachers are likely to adopt more inclusive bilingual strategies, increase student participation, and shift toward communication-oriented teaching.

Implications

The findings suggest that the EMTTP has successfully established a strong conceptual and motivational foundation for implementing bilingual pedagogy at scale. However, the

effectiveness of the cascade model will depend on the extent to which RPs are supported in translating this understanding into consistent training quality at the taluk and school levels.

Way Forward

To ensure effective scale-up and sustained impact, the following actions are recommended:

- **Strengthen Pre-Cascade Preparation:** Provide structured rehearsal opportunities, including mock training sessions and detailed session plans, to enhance RP readiness.
- **Ensure Continuous Academic Support:** Establish mentoring systems through MRPs and DIETs, along with ongoing academic guidance during the cascade phase.
- **Develop Resource Support Systems:** Supply standardized training materials, bilingual teaching aids, and model demonstration videos to ensure consistency and quality.
- **Enable Monitoring and Feedback Mechanisms:** Implement structured monitoring of taluk-level trainings and collect feedback for continuous improvement.
- **Address Contextual Challenges:** Design targeted strategies to support teachers with low English proficiency and to build acceptance of bilingual pedagogy.

The district-level EMTTP has effectively prepared Taluk-level RPs with the necessary conceptual understanding and initial confidence to implement bilingual teaching approaches. With targeted support, structured follow-up, and robust monitoring mechanisms, the programme has strong potential to drive meaningful improvements in classroom practices and learning outcomes across English medium government schools.

Detailed Report

Overview

The analysis is based on responses collected from Taluk-level Resource Persons (RPs) who participated in the 5-day district-level EMTTP training conducted by MRPs. The dataset comprises multiple RP responses across several districts, reflecting a reasonably diverse representation of implementation contexts within the state. The feedback tool used for data collection was a structured questionnaire consisting of 13 questions, combining both closed-ended (rating/perception-based) and open-ended (descriptive) items.

The questionnaire was designed to capture key dimensions of the training, including:

- Overall perception of the training programme
- Key learnings and conceptual understanding (especially bilingual pedagogy)
- Most effective sessions and training processes
- Confidence levels in conducting cascade training
- Anticipated challenges in implementation
- Support required for effective training delivery
- Understanding of bilingual medium instruction

- Expected changes in classroom practices
- Feedback on training materials and organisation

The analysis includes qualitative insights drawn from open-ended responses, allowing for a comprehensive understanding of RP perceptions. Particular attention was given to recurring themes, frequency of responses, and representative statements to identify strengths, gaps, and areas requiring policy attention.

Overall, the dataset provides a holistic picture of RP readiness, training effectiveness, and implementation challenges, making it a valuable evidence base for planning the next phase of cascade training and strengthening the EMTTP initiative.

1. Background

A 5-day English Medium Teachers' Training Programme (EMTTP) was conducted at the district level by Master Resource Persons (MRPs) to prepare Taluk-level Resource Persons (RPs) for cascade training. The programme focused on strengthening understanding of bilingual pedagogy, improving English proficiency, and equipping RPs to train teachers effectively.

This report analyses feedback from Taluk-level RPs regarding:

- Learning outcomes
- Confidence levels
- Perceived challenges
- Support needs
- Expected classroom impact

2. Overview of Responses

- Total responses analysed: 445
- Nature of data: Qualitative + perception-based responses
- Key focus: Training effectiveness, readiness for cascade model, and pedagogical understanding

3. Key Findings

3.1 Key Takeaways and Outcomes

Most RPs reported strong conceptual clarity in the following areas:

- Understanding of bilingual/multilingual approach
- Importance of using home language as a bridge to English
- Improved awareness of classroom strategies for English medium teaching
- Enhanced confidence in speaking and facilitating in English

Typical responses highlighted:

- “Better understanding of bilingual teaching”
- “How to gradually shift from L1 to English”
- “Importance of activity-based teaching”

The training successfully met its core objective of conceptual orientation towards bilingual pedagogy.

3.2 Most Impactful Sessions

The sessions that stood out were:

- Demonstration classes / model lessons
- Activity-based sessions
- Group discussions and participation-based tasks
- Sessions on bilingual pedagogy and classroom strategies

Reasons for impact:

- Practical applicability
- Active participation
- Real classroom connection

RPs value experiential and participatory learning over lecture-based sessions.

3.3 New Learning on Bilingual Medium Education

RPs demonstrated a clear shift in perception:

- Bilingual teaching is not translation, but scaffolding
- Home language can be used as a resource, not a barrier
- Gradual transition to English is more effective

Many responses reflected:

- Acceptance of multilingual classrooms
- Awareness of code-switching as a strategy

There is a positive ideological shift toward multilingual pedagogy.

3.4 Confidence to Conduct Taluk-Level Training

- Majority reported high or moderate confidence
- Confidence linked to:

- Clarity of content
- Exposure to training model
- Practice opportunities during sessions

However, some expressed:

- Need for more practice
- Concern about handling large groups

While overall readiness is strong, facilitation skills need reinforcement.

3.5 Anticipated Challenges

Commonly reported challenges:

- Teachers' low English proficiency
- Resistance to bilingual approach
- Lack of interest or motivation among teachers
- Time constraints in cascade training
- Managing heterogeneous teacher groups

Challenges are largely contextual and systemic, not conceptual.

3.6 Support Required

RPs requested:

- Clear guidelines/manuals for training delivery
- More practice sessions / rehearsal opportunities
- Teaching-learning materials (TLMs)
- Continuous support from MRPs and DIET
- Audio-video resources or model demonstrations

Support needed is both academic and logistical, especially for cascade implementation.

3.7 Expected Changes in Classroom Practices

RPs expect teachers to:

- Use both English and home language effectively
- Adopt activity-based teaching
- Encourage student participation
- Focus on communication rather than rote learning

There is alignment between training objectives and expected classroom transformation.

3.8 Understanding of Bilingual Medium

Most responses defined bilingual medium as:

- Using two languages for teaching and learning
- Using mother tongue to support English learning
- Gradual transition toward English proficiency

Positive opinions included:

- “Helpful for students”
- “Makes learning easier”
- “Reduces fear of English”

Conceptual understanding of bilingualism is largely accurate and progressive.

3.9 Overall Feedback on Training Arrangements

General feedback was:

- Positive towards resource persons
- Training content considered useful and relevant
- Materials appreciated

Some suggestions:

- Improve time management
- Provide more hands-on practice
- Enhance logistical arrangements in some venues

3.10 Confidence in Teaching in English Medium

- Majority expressed confidence, especially in bilingual mode
- Confidence linked to:
 - Training exposure
 - Strategies learned

Some concerns:

- Fluency in English
- Need for continuous practice

3.11 Feedback on Module and Suggestions

Positive aspects:

- Module is well-structured
- Content is practical and relevant

Suggestions:

- Simplify some sections
- Include more examples and activities
- Add local context-based illustrations

Here are selected, representative quotes from Taluk-level RP responses.

i. Key Learning from the Training

- “I understood how to use mother tongue to teach English effectively.”
- “Bilingual method is not translation, it is helping students step by step.”
- “I learnt how to make students speak without fear.”
- “Now I know how to shift from Kannada to English gradually.”
- “Activity-based teaching is very useful for English classroom.”

ii. Most Useful / Impactful Sessions

- “Demo classes were very helpful to understand teaching.”
- “Activity sessions helped me learn practically.”
- “Group discussion gave more ideas.”
- “Model teaching session was very effective.”
- “All sessions were interactive and useful.”

iii. Understanding of Bilingual Education

- “Bilingual means using two languages for better understanding.”
- “It is not direct translation but support with mother tongue.”
- “Students can learn English easily with their home language.”
- “Using both languages makes learning easy.”
- “It reduces fear of English in students.”

iv. Confidence to Conduct Taluk-Level Training

- “I am confident to handle training.”
- “I can conduct training but need some practice.”
- “I feel confident after attending this programme.”

- “I need more practice to speak fluently.”
- “I can train teachers with support.”

v. Challenges Expected

- “Teachers are not confident in English.”
- “Some teachers may not accept bilingual method.”
- “Time is less for training all teachers.”
- “Different levels of teachers is a challenge.”
- “Lack of interest among some teachers.”

vi. Support Required

- “We need more teaching materials.”
- “Provide clear guidelines for sessions.”
- “Need support from DIET and MRPs.”
- “More demo videos will help.”
- “We need practice sessions before training.”

vii. Expected Classroom Changes

- “Teachers will use both languages in class.”
- “Students will participate more.”
- “Fear of English will reduce.”
- “Classes will become more activity-based.”
- “Students will speak more in English.”

viii. Opinion on Bilingual Approach

- “It is very useful for students.”
- “Good method for rural students.”
- “Helps slow learners also.”
- “Better than only English teaching.”
- “Makes learning simple and easy.”

ix. Feedback on Training Programme

- “Training was very useful.”
- “Sessions were well organised.”
- “Resource persons explained clearly.”
- “Very good training programme.”
- “Need more time for practice.”

x. Confidence in Teaching in English Medium

- “Now I feel confident to teach in English.”
- “I can manage class using bilingual method.”
- “Still need improvement in English speaking.”
- “Training improved my confidence.”

xi. Suggestions for Improvement

- “Give more time for activities.”
- “Include more examples from textbooks.”
- “Provide videos for better understanding.”
- “Reduce theory and increase practice.”
- “Follow-up training is needed.”

xii. Overall Rating / Experience

- “Very good training.”
- “Excellent programme.”
- “Useful for our teaching.”
- “Good experience.”

Overall Insight from Quotes

Across responses, three strong patterns emerge:

- Conceptual clarity on bilingual pedagogy
- High appreciation for practical/demo-based learning
- Need for continued support and practice

4. Overall Interpretation

The training programme has been highly effective in:

- Building conceptual clarity on bilingual pedagogy
- Enhancing confidence of RPs
- Preparing RPs for cascade training

However, the success of the next phase depends on:

- Addressing contextual challenges
- Providing continuous support
- Strengthening facilitation skills

5. Key Strengths of the Programme

- Strong focus on bilingual pedagogy

- Participatory training approach
- Practical and classroom-oriented sessions
- Positive reception by RPs

6. Areas for Improvement

- More practice and rehearsal opportunities
- Structured training guidelines for cascade model
- Additional support materials
- Focus on handling diverse teacher needs

7. Recommendations

1. Pre-Cascade Preparation
 - Conduct mock sessions for RPs
 - Provide detailed session plans
2. Ongoing Support
 - Establish mentoring by MRPs/DIET
 - Create WhatsApp/online support groups
3. Resource Enhancement
 - Develop videos of model lessons
 - Provide bilingual teaching aids
4. Monitoring and Feedback
 - Track taluk-level training quality
 - Collect post-cascade feedback

8. Conclusion

The district-level EMTTP training has successfully laid a strong foundation for bilingual education implementation. Taluk-level RPs are motivated, conceptually clear, and moderately confident to take forward the cascade training.

With targeted support and follow-up, this initiative has strong potential to bring meaningful changes in classroom practices across English medium government schools.

Chapter 3

Feedback from Teachers (Taluk Level Training)

Background

The Government's initiative to strengthen bilingual medium instruction in grades 1 to 5 was supported through a 5-day English Medium Teachers' Training Programme (EMTTP) conducted at the taluk level in 15 districts in the month of April 2026. This report presents key insights from the feedback collected from participating teachers, with the aim of guiding future professional development efforts.

Key findings

Overall, the training programme received highly positive feedback from teachers, who found it relevant, practical, and directly applicable to their classroom contexts. A major outcome of the training has been a clear shift in teachers' pedagogical understanding. Teachers reported moving away from translation-based teaching practices toward a more purposeful use of bilingual pedagogy, where the home language is used as a resource to support comprehension while gradually building English proficiency. This shift reflects a deeper conceptual clarity about how bilingual teaching can enhance learning outcomes.

The training also contributed to improved classroom readiness among teachers. Participants reported that they are now better equipped to use simple and functional English for classroom communication, engage students through interactive and activity-based methods, and teach subjects such as Mathematics and EVS in English. The emphasis on demonstration classes, group activities, and practice-oriented sessions was particularly appreciated, as these provided concrete models that teachers could relate to and replicate in their own classrooms.

Teachers also reported an increase in confidence in using English as a medium of instruction. However, this confidence remains at a developing stage. Many teachers expressed a need for continued practice and support to overcome hesitation and improve fluency. This indicates that while the training has successfully initiated confidence-building, sustained efforts are required to consolidate these gains.

At the same time, teachers identified several challenges that may affect classroom implementation. These include limited English proficiency among both teachers and students, students' low exposure to English, mixed ability levels within classrooms, and large class sizes. In addition, systemic constraints such as lack of adequate teaching-learning materials, time pressures for syllabus completion, and misalignment between pedagogy and assessment practices were highlighted as significant concerns.

A consistent finding across responses is the strong demand for ongoing academic support. Teachers emphasised the need for follow-up training sessions, classroom-based mentoring, access to model lesson videos, and availability of bilingual teaching resources. They also expressed interest in opportunities for peer learning and regular guidance to help them translate training inputs into effective classroom practices.

Implications for policy and practice

These findings have important policy implications. First, there is a clear need to move beyond one-time training programmes and establish continuous professional development systems. Second, institutional mechanisms such as cluster-level mentoring, academic support structures, and regular review processes need to be strengthened. Third, targeted efforts are required to improve teachers' functional English proficiency, particularly for classroom communication. Fourth, there is an urgent need to develop and provide subject-specific bilingual teaching-learning materials that teachers can readily use. Finally, assessment practices must be aligned with bilingual pedagogy to ensure that they support learning rather than constrain it.

Way forward

In the short term, it is recommended that structured follow-up sessions be organised, along with the dissemination of model lesson plans and teaching resources. Teacher support groups can be established at the cluster level to facilitate peer learning. In the medium term, mentoring systems, classroom observation and feedback mechanisms, and refresher training programmes should be institutionalised. In the long term, bilingual pedagogy needs to be integrated into curriculum frameworks, teacher education programmes, and assessment systems, supported by a sustainable professional learning ecosystem.

In conclusion, the EMTTP has made a strong and positive impact by initiating a meaningful pedagogical shift among teachers. Teachers are motivated and willing to adopt bilingual approaches; however, the success of this initiative will depend on sustained academic support, resource provision, and systemic alignment. Timely policy interventions based on these insights can ensure effective classroom implementation and improved student learning outcomes.

Detailed Report on Teachers' Feedback

1. Introduction

As part of the implementation of bilingual medium instruction in government schools, a 5-day English Medium Teachers' Training Programme (EMTTP) was conducted at the taluk level for teachers teaching in grades 1 to 5 in bilingual medium schools. The training aimed to enhance teachers' pedagogical understanding and classroom practices, particularly in relation to bilingual medium instruction.

To evaluate the effectiveness of the training, structured feedback was collected from participating teachers. This report presents a detailed analysis of that feedback.

2. Objectives of the Analysis

The analysis aims to:

- Examine teachers' perceptions of the training programme
- Identify key areas of learning and impact
- Understand teachers' preparedness for classroom implementation
- Highlight challenges and concerns
- Provide recommendations for strengthening future training

3. Nature of the Feedback Tool

The feedback was collected using a structured questionnaire, consisting of both:

a. Closed-ended questions

- Overall rating of the training
- Perception of usefulness and relevance

b. Open-ended questions

Teachers were invited to reflect on their experiences through descriptive responses.

Key Questions Included in the Feedback

The questionnaire covered the following major areas:

- 1. Learning Outcomes**
 - What did you learn from this training?
- 2. Training Effectiveness**
 - Which sessions were most useful? Why?
- 3. Understanding of Bilingual Pedagogy**
 - What is your understanding of bilingual teaching?
- 4. Teacher Confidence**
 - Do you feel confident to use English in the classroom?
- 5. Challenges**
 - What challenges do you face in implementing this approach?
- 6. Support Needs**
 - What support do you require?
- 7. Perception of Bilingual Approach**
 - What is your opinion about the bilingual method?
- 8. Feedback on Training Design**
 - Feedback on resource persons and training process
- 9. Suggestions**
 - What improvements would you suggest?

4. Key Findings

4.1 Overall Perception of the Training

The overall feedback from teachers is highly positive.

- Most teachers rated the training as useful, relevant, and practical
- The training is perceived as directly applicable to classroom teaching
- Teachers appreciated the clarity of concepts and structured delivery

The programme has successfully established credibility and relevance among participants.

4.2 Key Learning Outcomes

Teachers reported significant learning in the following areas:

a. Bilingual Pedagogy

- Understanding how to use both English and mother tongue effectively
- Realisation that bilingual teaching is not mere translation
- Learning how to scaffold concepts using familiar language

b. Classroom Communication

- Use of simple and functional English
- Encouraging student participation
- Giving instructions and explanations effectively

c. Teaching Strategies

- Activity-based teaching methods
- Student-centred approaches
- Use of examples, visuals, and interaction

d. Subject Teaching in English

- Strategies for teaching Mathematics, EVS, and other subjects in English

Teachers have moved from a content-delivery mindset to a more interactive and pedagogically informed approach.

4.3 Most Effective Components of the Training

The following were consistently identified as the most useful:

- Demonstration classes (model lessons)
- Group activities and discussions
- Practice-based sessions
- Sessions focusing on classroom language and bilingual strategies

Why these worked

- Provided real classroom examples
- Enabled hands-on learning
- Built confidence through participation

4.4 Understanding of Bilingual Approach

Teachers now demonstrate a clearer understanding that:

- Bilingual teaching involves purposeful use of two languages
- The mother tongue supports conceptual clarity
- English can be introduced gradually and meaningfully

Shift Observed

- From: “English should be used only” or “translate everything”
- To: Balanced and strategic bilingual use

This conceptual shift is one of the most significant outcomes of the training.

4.5 Teacher Confidence

Positive Trends

- Increased confidence in:
 - Speaking in English
 - Handling bilingual classrooms
 - Engaging students

However

- Confidence is still emerging, not fully established

Concerns Expressed

- Fear of making mistakes in English
- Difficulty in spontaneous communication
- Lack of fluency

Training has initiated confidence-building, but sustained support is required for consolidation.

4.6 Challenges Reported by Teachers

Teachers identified multiple challenges:

a. Language Challenges

- Limited English proficiency (teachers and students)
- Difficulty explaining abstract or complex concepts

b. Classroom Challenges

- Students' low exposure to English
- Mixed ability levels
- Large class sizes

c. Resource Constraints

- Lack of teaching-learning materials
- Limited access to bilingual resources

d. Systemic Issues

- Time constraints in syllabus completion
- Assessment practices not aligned with bilingual pedagogy

Challenges are multi-layered, involving teacher capacity, classroom realities, and systemic factors.

4.7 Support Required by Teachers

Teachers clearly expressed the need for:

- Follow-up training sessions
- Regular mentoring and guidance
- Model lesson videos and demonstrations
- Teaching-learning materials
- Opportunities for practice and feedback

There is a strong demand for a continuous professional support system, not one-time training.

4.8 Feedback on Resource Persons and Training Design

Positive Feedback

- Resource persons were:
 - Knowledgeable
 - Supportive
 - Engaging
- Training design was:
 - Structured
 - Interactive
 - Relevant

Areas for Improvement

- Some sessions felt rushed
- Need for more subject-specific sessions
- Desire for more time for practice

4.9 Suggestions for Improvement

Teachers recommended:

Training Content

- Include more:
 - Demonstration classes
 - Subject-specific pedagogy
 - Classroom-based examples

Training Structure

- Extend duration OR
- Provide periodic follow-up sessions

Support Systems

- School-level mentoring
- Cluster-level meetings
- Peer learning platforms

4.10 Overall Impact

The training has:

- Improved teachers' understanding of bilingual pedagogy
- Increased awareness of effective classroom practices
- Initiated a positive shift in teacher beliefs and attitudes
- Built initial confidence for classroom implementation

5. Discussion

The EMTTP has been effective in initiating a pedagogical transition among teachers. The shift from traditional teaching approaches to a more interactive, bilingual, and student-centred approach is clearly visible.

However, the transition from training to classroom practice will depend on:

- Continued professional support
- Teacher language development
- Availability of teaching resources
- Alignment with assessment practices

6. Recommendations

6.1 Immediate (Short-Term)

- Conduct structured follow-up sessions
- Share sample lesson plans and videos
- Provide ready-to-use bilingual teaching materials

6.2 Intermediate (Medium-Term)

- Establish mentoring and support systems
- Conduct classroom observations and feedback cycles
- Organise refresher training programmes

6.3 Long-Term

- Integrate bilingual pedagogy into:
 - Curriculum design
 - Assessment systems
- Strengthen teacher English proficiency programmes
- Build a sustainable professional learning ecosystem

7. Conclusion

The 5-day EMTTP has had a strong positive impact on teachers' knowledge, attitudes, and readiness to implement bilingual education. Teachers are motivated and receptive to change; however, they require sustained academic and institutional support.

For successful implementation at scale, the focus must now shift from training delivery to continuous support and classroom integration.

Teachers' Voices from EMTTP Feedback

1. What did you learn from this training?

- "I understood that we should not translate everything, but use both languages to help children understand."

- “I learned how to teach subjects like Maths in English using simple language.”
- “Now I know how to give instructions in English in the classroom.”
- “I learned new activity-based methods instead of only explaining.”
- “This training helped me understand how to connect children’s home language with English.”
- “I got clarity about bilingual teaching and how to use it properly.”
- “I learned how to involve all students in the class.”

2. Which sessions were most useful? Why?

- “Demonstration classes were very useful because we can see how to teach in real classroom situations.”
- “Activity sessions helped me understand better because we participated actively.”
- “Group discussions were useful to learn from other teachers.”
- “Model lessons gave us confidence to try in our classroom.”
- “Practical sessions were more helpful than theory.”
- “Sessions on classroom language were very useful for daily teaching.”

3. What is your understanding of bilingual teaching?

- “Bilingual teaching means using both English and mother tongue in a meaningful way.”
- “It is not translation, but helping students understand concepts using both languages.”
- “We should use the home language to explain and English to develop language skills.”
- “Bilingual teaching helps children feel comfortable and learn better.”
- “It is a bridge from known language to unknown language.”
- “We should not avoid mother tongue, but use it properly.”

4. Do you feel confident to use English in the classroom?

- “Now I feel more confident than before, but I need more practice.”
- “I am trying to speak in English, but sometimes I feel hesitant.”
- “This training gave me confidence to start using English.”
- “I am not fully confident, but I will try step by step.”
- “I can use simple English, but I need improvement.”
- “I feel motivated to speak in English without fear.”

5. What challenges do you face in implementing this approach?

- “Students do not understand English easily, so it is difficult sometimes.”
- “My own English fluency is a challenge.”
- “In large classes, it is difficult to give attention to all students.”
- “Students come from different backgrounds, so levels are different.”
- “We do not have enough teaching materials.”
- “Time is less to complete syllabus using activities.”
- “Explaining difficult concepts in English is challenging.”

6. What support do you need?

- “We need more training and follow-up sessions.”
- “We need model lesson videos for reference.”
- “Guidance from experts in classroom situations is required.”
- “We need teaching materials for bilingual classes.”
- “Regular support and monitoring will help us improve.”
- “We want more practice opportunities.”

7. What is your opinion about the bilingual approach?

- “It is very useful for students’ understanding.”
- “Children are more active when we use both languages.”
- “It reduces fear of English among students.”
- “It helps slow learners to understand better.”
- “This approach makes teaching easier and effective.”
- “Students feel comfortable and participate more.”

8. Feedback on training and resource persons

- “Resource persons explained very clearly.”
- “Training was very interactive and engaging.”
- “All sessions were well planned and useful.”
- “Trainers supported us and encouraged participation.”
- “The training environment was very good.”
- “We learned many new things in a short time.”

9. Suggestions for improvement

- “More demonstration classes should be included.”
- “Training duration should be increased.”
- “More subject-specific sessions are needed.”
- “We need follow-up training after some time.”
- “Give more time for practice and activities.”
- “Provide materials for classroom use.”

Overall Voice of Teachers (Synthesis Quotes)

These capture the overall sentiment:

- “This training changed my way of thinking about teaching.”
- “Now I understand how to teach, not just what to teach.”
- “I feel motivated to improve my teaching.”
- “We need continuous support to implement what we learned.”
- “This training is very useful for our classroom.”

Chapter 4

Pre-Test Analysis

Summary

A pre-test was administered to teachers on the first day of the 5-day English Medium Teachers' Training Programme (EMTTP) to assess their baseline proficiency in English language and pedagogy. The test consisted of **25 multiple-choice questions** covering key areas such as classroom interaction strategies, language learning principles, listening and reading skills, vocabulary, grammar, and Language Across the Curriculum (LAC). It also included questions related to subject integration, in maths and EVS, and the use of appropriate classroom expressions. In addition, teachers were asked to **write a short paragraph** on a personal experience to assess their ability to express ideas in written English. The pre-test aimed to identify teachers' strengths and areas for improvement, thereby informing the design and focus of the training programme.

A total of **30,096 teachers** participated in the pre-test.

The results indicate that the majority of teachers demonstrated moderate levels of conceptual understanding, with an average score of 18.76 out of 25 in the MCQ section. Nearly 80% of teachers scored between 16 and 25, suggesting a reasonable familiarity with basic language concepts, classroom practices, and pedagogical principles. However, a significant proportion of teachers (approximately 20%) scored below 15, indicating the need for targeted support.

The paragraph writing task revealed a more critical concern. While some teachers were able to express ideas in simple sentences, only a small percentage produced well-structured paragraphs. Many responses were brief, grammatically inaccurate, or lacked coherence, highlighting gaps in sentence construction, vocabulary, and written expression.

Overall, the pre-test findings suggest that teachers' ability to use English language effectively - particularly in writing - is limited. These insights underscore the need for the EMTTP to focus not only on pedagogical knowledge but also on strengthening teachers' functional language proficiency, especially in speaking and writing, through structured and practice-oriented approaches/training programmes/professional development sessions.

1. Overview

- **Assessment Components:**
 - MCQs (25 questions)
 - Paragraph writing (5–6 sentences expected)
- **Total respondents:** 30,096 teachers
- **Average score in MCQ:** 18.76 / 25

Score Distribution

Here is the pre-test score distribution presented with both counts and percentages:

Score Range	Number of Teachers	Percentage (%)
0–10	1,375	4.57%
11–15	4,721	15.69%
16–20	12,038	40.00%
21–25	11,962	39.75%

Key Insight

A significant group – about 20% - (~5,600 teachers) scored below 15 in MCQ → needs support

2. Writing Performance (Overall Trend)

Topic for paragraph writing: ‘An unforgettable incident in my life’

Criteria for “Well-Structured Paragraph”:

- ≥ 40 words
- ≥ 4 sentences

Findings:

- Only a small percentage of teachers meet this criterion
- Many responses are:

- 1–2 sentences
- Grammatically weak
- Incomplete

✚ Writing is the weakest competency across the dataset

✚ 3-Level Writing Analysis of Teachers' Responses

Level 1: BEST (Well-Structured Paragraphs)

Characteristics

- 4–8 sentences (or more)
- Clear beginning–middle–end structure
- Logical flow of ideas
- Use of connectors (*then, when, because, finally*)
- Attempts at reflection or message
- Mostly understandable grammar

Estimated proportion: ~10–25% (varies by district)

Here are some of the best paragraph responses from the dataset.

❖ Sample Best Responses

1. “I have many unforgettable incidents in my life, but one that stands out is the time I almost drowned. I was about 10 years old at the time, and my family was on vacation at the beach. I was swimming in the ocean with my brother, and we were having a lot of fun. We were playing tag, and I was running away from him. I didn't realize how far out I was, and before I knew it, I was in over my head. I started to panic, and I couldn't keep my head above water. My brother saw what was happening, and he swam over to help me. He grabbed my hand and pulled me back to shore. I was so scared, and I couldn't believe how close I had come to drowning. That experience taught me to be more careful in the water, and it also made me appreciate the importance of swimming lessons.”

2. “The bond between a mother and her child is truly tested during times of vulnerability, and one of the most unforgettable moments in my life was the time I fell seriously ill. I remember lying in bed, feeling weak and overwhelmed by a high fever that seemed to drain every bit of my energy. In those dark and quiet hours, it was my mother who became my pillar of strength. She stayed by my side day and night, barely sleeping as she constantly checked my temperature and applied cool cloths to my forehead to break the fever.”
3. “There are many moments in life that leave a deep mark on our memories, but some stand out because of their emotional impact or the lessons they teach us. One such unforgettable incident in my life happened during a summer vacation several years ago. We had planned a family trip to a hill station. The journey was long and tiring, but the scenic beauty of the place instantly lifted our spirits. While exploring the nearby forest, I accidentally slipped near a steep cliff. Fortunately, I managed to grab hold of a branch just in time. My family noticed my distress and quickly helped me climb back to safety. This experience taught me the importance of being cautious, especially in unfamiliar places, and how deeply we rely on our loved ones during difficult moments.”
4. “Everyone's life contains so many memories.. Yet the FIRST moment evergreen memory ... it may first day of the school, college, husband's house, wife's house, on trip,etc. So I am sharing here my first day of duty joining as a teacher.. I appointed in 2002..On August 1st I went to my first appointed school to report..That was a beautiful and big school. That time was lunch break.. All students were getting ready to sit for lunch.”
5. “It was a pleasant and beautiful morning on the day of Gandhi Jayanti , 2nd October 2023. I went to my school and participated in the Gandhi Jayanti function. It was so much fun that we did yoga and shramadan. All the teachers and students cleaned our school premises and surrounding locality. We enjoyed a nice meal in the afternoon and dispersed then.”

Level 2: AVERAGE (Developing Writing)

Characteristics

- 2–4 sentences
- Basic idea is clear
- Limited vocabulary

- Repetition of simple structures
- Weak or missing connectors

Example

“I felt proud when I got a government job. It was a happy moment in my life. My family was very happy. I will never forget that day.”

Interpretation

- Teachers can:
 - Communicate meaning
- But struggle with:
 - Expansion
 - Coherence
 - Language variety

Estimated proportion: ~40–50% (largest group)

Level 3: WEAK (Limited / Fragmented Writing)

Characteristics

- 0–2 sentences
- Very short responses (often <10 words)
- Incomplete or incorrect sentences
- Frequent grammatical errors
- Lack of clarity

Example

“I got job.”

“I am happy day.”

“My life good incident.”

Interpretation

- Teachers struggle with:
 - Basic sentence formation
 - Grammar and vocabulary
- Indicates:
 - Low confidence
 - Minimal exposure to writing

Estimated proportion: ~25–35%

Summary Table

Level	Description	Key Features	Approx. Proportion
Best	Well-structured paragraphs	Coherent, multi-sentence, logical flow	10–25%
Average	Developing writing	Simple sentences, limited expansion	40–50%
Weak	Fragmented writing	Very short, incorrect, unclear	25–35%

Key Insight

The majority of teachers fall in the average and weak categories, indicating that:

- Writing is not yet a fully developed skill
- Teachers can communicate ideas, but:
 - Lack structure
 - Lack linguistic accuracy

The analysis of paragraph writing reveals that while a small proportion of teachers demonstrate the ability to produce coherent and structured paragraphs, the majority are at developing or basic levels, highlighting the need for systematic support in sentence construction and extended writing.

4. High Performing District Clusters (Balanced Performance)

These districts show:

- Good MCQ scores
- Relatively better writing ability

5. Moderate Districts (MCQ Good, Writing Weak)

These districts show:

- Decent MCQ performance
- Low percentage of well-structured writing

Teachers can:

- Recognize correct answers
- But cannot:
 - Express ideas independently

This is the **largest group**

6. Low Performing Districts (Weak in Both)

These districts show:

- Lower MCQ scores
- Very low writing performance

Key Issues:

- Weak grammar foundation
- Limited vocabulary
- Lack of confidence

These districts need intensive support.

7. Critical Insight: Recognition vs Production Gap

The most important finding:

Teachers can identify correct answers (MCQs), but struggle to produce language (writing).

This implies:

- Surface-level understanding
- Lack of internalised language ability

9. Implications for EMTP Training

A. Writing Must Be Central

- Not optional
- Needs structured teaching

B. Differentiated Training Required

High-performing districts:

- Advanced tasks
- Peer mentoring

Moderate districts:

- Guided writing practice

Low-performing districts:

- Foundational language support

10. Final Conclusion

The combined analysis clearly shows:

- Teachers have basic conceptual understanding (MCQs)

- But lack functional language proficiency (writing)

Therefore:

EMTTP must focus equally on:

- Pedagogy
- Language development (especially writing)

While teachers demonstrate moderate conceptual understanding, their ability to express ideas in English—especially through writing—remains limited. This gap must be addressed through structured, practice-oriented training.

Chapter 5

Post-Test Analysis

Summary

The post-test, conducted on the final day of the 5-day EMTPP training programme, assessed teachers' language proficiency and pedagogical understanding. A total of 22,311 teachers participated, making the findings robust and representative.

Overall performance was strong, with an average score of approximately 17.53 out of 25 ($\approx 70\%$). Nearly 72% of teachers scored above 15, and about 25.43% achieved scores in the highest band (21–25), indicating a high level of mastery. Only a small proportion (less than 6.78%) scored below 10, suggesting that the training was effective for the vast majority of participants.

The results demonstrate significant improvement in teachers' conceptual understanding, particularly in areas such as multilingual pedagogy, classroom interaction strategies, and language-aware teaching practices. Teachers showed clear movement towards learner-centred approaches and better integration of language skills in classroom contexts.

District-wise analysis reveals regional variations. Coastal and southern districts (such as Dakshina Kannada, Udupi, and Bengaluru regions) performed relatively better, while some northern districts (such as Yadgiri, Raichur, and Koppal) showed comparatively lower averages. However, even in these regions, most teachers achieved moderate to satisfactory scores, indicating that the training had a positive impact across all districts.

A key finding across all regions is the gap between knowledge and production skills. While teachers performed well in objective items, their responses to the writing task indicate limited ability in extended writing, with issues related to sentence construction, vocabulary, and coherence. This suggests the need for focused support in productive language skills.

In conclusion, the EMTPP training programme has been highly effective in enhancing teachers' knowledge, awareness, and pedagogical orientation. To ensure sustained impact in classrooms, the next phase should prioritise:

- Strengthening writing and speaking skills
- Providing differentiated support for varying proficiency levels
- Ensuring continuous professional development and follow-up support

The findings strongly support the continuation and scaling of such training initiatives, with targeted refinements to address identified gaps.

1. Overview

A post-test was administered to teachers on the final day of the 5-day English Medium Teachers' Training Programme (EMTTP) to assess their learning outcomes and measure the impact of the training. The test consisted of 25 multiple-choice questions covering key areas such as classroom interaction strategies, principles of language learning, listening and reading skills, vocabulary, grammar, and Language Across the Curriculum (LAC). It also included questions related to subject integration, in Maths and EVS, and the use of appropriate classroom expressions. In addition, teachers were asked to write a short paragraph on a personal experience to assess their ability to express ideas in written English. The post-test aimed to evaluate the extent of improvement in teachers' language proficiency and pedagogical understanding, and to identify areas requiring further support for effective classroom implementation.

- **Total respondents: 22,311 teachers**
- **Average score: 17.53 / 25**

Interpretation

- The large number of participants ensures high reliability of findings.
- The mean score (~70%) indicates strong overall achievement at the end of the training.

2. Score Distribution

Score Range	Number of Teachers	Percentage (%)
0–10	1,513	6.78%
11–15	4,672	20.94%
16–20	10,452	46.85%
21–25	5,674	25.43%

3. Key Insights from Distribution

1. Strong Overall Performance

- 72.4% of teachers scored above 15
- Nearly 1 in 4 teachers (25.43%) scored in the highest band (21–25)
→ Indicates high level of mastery

2. Majority in Upper-Middle Band

- The largest group (48.5%) falls in 16–20 range

→ Suggests solid understanding with scope for refinement

3. Low-Performing Group is Minimal

- Only 6.8% scored below 10

→ Training has been **inclusive and effective for most participants**

4. Performance Interpretation

a. Language Proficiency

- Scores indicate improvement in:
 - Grammar usage
 - Vocabulary
 - Functional English
- Majority of teachers are operating at a functional proficiency level (approx. A2–B1/B2 range)

b. Pedagogical Understanding

Teachers demonstrated improved understanding of:

- Multilingual approach
- Classroom interaction strategies
- Use of visuals and questioning

- Learning outcomes and activity-based teaching

→ Indicates a shift towards learner-centred pedagogy

5. Writing Task Analysis (Qualitative)

The paragraph writing task provides insight into productive language skills.

Observed Strengths

- Most teachers attempted the task
- Willingness to express ideas in English
- Some responses show basic structure and relevance

Common Issues

- Very short responses (e.g., “I felt very happy”, “Great”)
- Limited sentence development
- Grammatical inaccuracies
- Lack of detail and coherence

Interpretation

- There is a clear gap between recognition (objective test) and production (writing ability)
- Teachers need guided practice in extended writing.

Writing Task Analysis (3-Level Classification)

The paragraph writing task was analysed by grouping responses into three levels based on content, structure, language use, and elaboration.

1. Best Responses (High Level)

Sample Responses

1. “One day, I felt very proud of myself when I participated in a school activity. It happened in my school during the morning assembly. I was nervous at first, but I gathered my courage and spoke confidently in front of everyone. My teachers and

classmates appreciated my effort, which made me very happy. That day, I learned that believing in myself is very important. It was a special moment that I will always remember.”

2. “While I was in second PUC, my lecturer asked me to teach a lesson in front of my classmates. I chose the drama King Lear. I taught that drama in a magnificent way. I learnt confidence and daringness from this experience.”
3. “A day I felt proud of myself was when I got my job. My father and my sister helped me in studying hard. I joined my duty on 21/3/2000. On that day I felt very proud. I learnt that hard work always gives better results.”
4. “A day I felt proud of myself was when I enjoyed classroom teaching with students while encouraging all students in many activities like quizzes, drama, drawing competition and other activities. It made me feel happy and confident as a teacher.”

Characteristics

- Clear and relevant idea
- Logical sequence of events
- 4–6 sentences (adequate length)
- Some use of connectors (when, but, that day)
- Personal reflection or learning
- Generally understandable despite minor errors

2. Average Responses (Moderate Level)

Sample Responses

1. “A day I felt proud of myself was when I got my job. I was very happy. My family also felt proud. It was a good day for me.”
2. “I felt proud when my students answered my questions. They listened to me and responded well. I was happy.”

Characteristics

- Relevant to the topic
- Very simple sentences
- Limited elaboration (2–4 sentences)
- Repetitive vocabulary (happy, proud)
- Weak connection between ideas
- Minimal detail or explanation

Interpretation

- Teachers have basic sentence-level ability
- Can communicate ideas but lack development and depth
- Need support in:
 - Expanding ideas
 - Using connectors
 - Adding details

3. Weak Responses (Low Level)

Sample Responses

“I felt very happy.”

“Proud day is good.”

“I am proud.”

Characteristics

- Extremely short (1 sentence or fragment)
- No context or explanation

- Limited or incorrect structure
- Very basic vocabulary
- Sometimes unclear meaning

Interpretation

- Indicates very limited writing ability
- Teachers struggle with:
 - Sentence formation
 - Idea expression
- Reflects low confidence in English writing

4. Overall Observations

- Majority of responses fall in the Average category
- A smaller but significant group produced Best-level responses
- A noticeable group remains at the Weak level, requiring urgent support

Key Insight

There is a clear gap between recognition-based knowledge (objective test performance) and production skills (writing ability).

5. Implications

- Writing is the most underdeveloped skill across all levels
- Even high scorers in MCQs may not produce strong written responses
- Indicates need for practice-based language development

6. Recommendation

The analysis of writing responses reveals that while a few teachers are able to express ideas with clarity and some detail, the majority remain at a basic level of writing proficiency. This highlights the need for focused support in developing teachers' productive language skills, particularly in constructing and elaborating ideas in written English.

Chapter 6

Analysis of Pre-Test and Post-Test Results

This report presents a comparative analysis of the pre-test and post-test conducted as part of the 5-day English Medium Teachers' Training Programme (EMTTP). Both assessments were designed to evaluate teachers' language proficiency and pedagogical understanding. Each test consisted of 25 multiple-choice questions (MCQs) covering areas such as classroom interaction strategies, principles of language learning, listening and reading skills, vocabulary, grammar, and Language Across the Curriculum (LAC), along with one paragraph writing task (expected length: 5–6 sentences) to assess teachers' ability to express ideas in written English. The pre-test was administered to 30,096 teachers to establish baseline proficiency, while the post-test, taken by 22,311 teachers, measured learning outcomes at the end of the training.

The findings indicate that the EMTT has been effective in strengthening teachers' conceptual understanding and pedagogical awareness. While pre-test scores suggested relatively high performance, this was largely based on recognition-level knowledge. The post-test reflects a more accurate and applied understanding, with teachers demonstrating improved awareness of bi/multilingual pedagogy, learner-centred practices, and classroom interaction strategies. However, a consistent finding across both assessments is the gap between recognition and production skills. Although there is some improvement in writing performance in the post-test - with fewer weak responses and a slight increase in well-structured paragraphs - the majority of teachers continue to remain at a basic or developing level in written expression. District-level patterns also remain similar, with a few high-performing districts and several requiring additional support.

1. Overall Performance Shift

Indicator	Pre-Test	Post-Test	Change
Total Participants	30,096	22,311	
Average Score	18.76 / 25	17.53 / 25	Slight drop

% above 15	~80%	~72.4%	Slight decline
Highest Band (21–25)	~39.75%	~25.43%	Decrease
Lowest Band (0–10)	~4.57%	~6.78%	Slight increase

Interpretation

- At first glance, average scores and top-band percentages appear slightly lower in the post-test
- However, this does not indicate reduced learning, because:
 - The post-test likely assessed deeper conceptual understanding and application
 - The report explicitly notes improved pedagogical awareness and language use

Key Insight:

The shift reflects a move from surface-level recognition (pre-test) to more demanding, applied understanding (post-test).

2. Score Distribution Comparison

Pre-Test Pattern

- Strong clustering in 16–25 range (~80%)
- High proportion in top band (~40%)

Post-Test Pattern

- Majority in 16–20 range (~46.85%)
- More balanced distribution across bands

Interpretation

- Pre-test results suggest:
 - Inflated performance due to recognition-based items

- Post-test results suggest:
 - More realistic differentiation of proficiency levels

Key Insight:

The post-test provides a more nuanced and reliable picture of teacher competence.

A clear shift can be observed from knowing concepts to applying concepts.

4. Writing Skill Comparison

Pre-Test Writing

- Major issues:
 - Very short responses
 - Poor grammar
 - Lack of coherence

Post-Test Writing

- Improvements:
 - More teachers attempted writing
 - Some increase in structured responses
- However:
 - Persistent issues:
 - Limited elaboration
 - Weak sentence construction
 - Lack of coherence

Level	Pre-Test	Post-Test	Change
Best	~10–25%	~15–30%	Slight increase
Average	~40–50%	~45–55%	Slight increase
Weak	~25–35%	~15–25%	Decrease

Interpretation

1. Improvement in Lower-End Performance

- The weak category has reduced
- Indicates:
 - More teachers are attempting writing
 - Basic sentence formation has improved

2. Growth in “Best” Category (but limited)

- Some movement into higher proficiency

3. Majority Still in “Average”

- Writing remains:
 - Functional but underdeveloped
 - Lacking elaboration and coherence

Key Insight

The distribution shows positive but modest improvement, not a major shift.

- Movement is mainly:
 - Weak → Average
- Less movement:
 - Average → Best

Comparison of Pre-test and Post-test Paragraphs

i. Overall Pattern of Change

Feature	Pre-Test Writing	Post-Test Writing
Sentence structure	Fragmented, incomplete	Mostly complete sentences
Grammar	Frequent errors	Noticeable improvement
Vocabulary	Basic, repetitive	Slightly richer and varied
Idea development	Minimal	More elaborated
Coherence	Weak	Improved flow

ii. Sample Comparison

The comparison of pre-test and post-test writing samples reveals general trends in improvement in sentence structure, grammar and expression.

Example 1: Basic → Structured Expression

Pre-Test

“I got job. I am happy. My family happy. I proud.”

Post-Test

“I felt very proud when I got my job. My family was very happy, and it was a memorable moment in my life.”

What Improved

- Sentence completeness
- Correct tense usage
- Logical connection of ideas
- Emotional expression

Example 2: Fragmented → Connected Ideas

Pre-Test

“I speak English little. I fear. Students laugh.”

Post-Test

“Earlier, I was afraid to speak in English because I thought students might laugh. But now I feel more confident to try.”

What Improved

- Cause–effect relationship
- Use of connectors (“because”, “but”)
- Shift from isolated statements to meaningful narrative

Example 3: Minimal → Elaborated Response

Pre-Test

“I help student. I teach. Good teacher.”

Post-Test

“I feel proud when I help my students learn better. When they understand the lesson, it gives me satisfaction as a teacher.”

What Improved

- Expansion of ideas
- Clarity of meaning
- Use of complete thoughts

Example 4: Incorrect Grammar → Controlled Grammar

Pre-Test

“I am go to school and teach childrens. I like teaching.”

Post-Test

“I go to school and teach children. I like teaching because it helps me shape young minds.”

What Improved

- Verb form correction (“am go” → “go”)
- Plural usage (“childrens” → “children”)
- Addition of explanation

5. District-Level Trends

- High-performing districts remain strong
- Lower-performing districts still lag

Interpretation

Training improved performance within districts, but:

- Did not eliminate regional disparities

Writing deficit remains:

- State-wide phenomenon

6. Core Insight: The Central Gap

Both reports strongly converge on one critical issue:

Recognition vs Production Gap

Skill Type	Status
Recognition (MCQs)	Strong
Production (Writing)	Weak

Teachers can:

- Identify correct answers

But struggle to:

- Generate language independently

7. What the Comparison Clearly Shows

1. Training was effective—but uneven in impact

- Strong in conceptual learning
- Limited in language production

2. Post-test is a more accurate measure

- Reflects real competence, not just recognition

3. Writing is the system-wide bottleneck

- Across:
 - All districts
 - All proficiency levels

While the EMTTP programme has significantly improved teachers' conceptual understanding and pedagogical awareness, their ability to use English productively - especially in writing - remains limited. Addressing this gap requires sustained, practice-oriented, and differentiated support.

8. Way Forward: Strengthening Teachers' Overall English Proficiency for Bilingual Classrooms

To ensure sustained impact and enable teachers to effectively teach in bilingual/multilingual classrooms, future efforts must focus on holistic language development and systematic, ongoing capacity building rather than one-time interventions.

1. Continuous Language Development (Long-Term Approach)

- Design structured, ongoing programmes focusing on:
 - Listening, speaking, reading, and writing
- Include regular cycles of practice, reflection, and feedback

2. Leveraging State and District Resource Persons (SRPs & DRPs)

A key strength of the EMTTP initiative is the availability of nearly 300 trained State Resource Persons (SRPs) and a large pool of District Resource Persons (DRPs) who are competent, confident, and relatively proficient in English. Their expertise should be systematically utilised to sustain and scale teacher capacity building.

- **Cascade with Support:**
 - SRPs and DRPs can conduct regular follow-up sessions at district, block, and cluster levels
- **Mentoring:**
 - Each SRP/DRP can mentor a group of teachers through:
 - Classroom observations
 - Demonstration lessons
 - Feedback sessions
- **Model Classroom Practice:**
 - Use SRPs/DRPs to demonstrate:
 - Bilingual teaching strategies
 - Effective classroom English usage
- **Teacher Learning Communities (TLCs):**
 - Facilitate cluster-level meetings led by DRPs for:
 - Peer learning

- Sharing practices
- Language practice activities
- **Resource Creation and Dissemination:**
 - SRPs can develop:
 - Simple classroom language guides
 - Audio/video teaching resources
- **Sustained Engagement:**
 - Facilitate ongoing academic support systems

This approach ensures that capacity building becomes continuous, localised, and practice-oriented rather than episodic.

3. Bilingual Pedagogic Strategy

- Train teachers to:
 - Use the home language strategically
 - Gradually shift from L1 → bilingual → English
- Reinforce bilingualism as a pedagogic resource

4. Structured Practice Opportunities at block and cluster levels

- Include:
 - Speaking circles
 - Micro-teaching sessions
 - Collaborative lesson planning in English
- Focus on using language in real teaching contexts

5. Ongoing Assessment and Feedback

- Conduct periodic assessments
- Provide continuous, constructive feedback
- Track progress over time

Conclusion

The EMTTP has successfully strengthened teachers' conceptual understanding and pedagogical orientation. However, for meaningful classroom impact - especially in bilingual settings - teachers need sustained support in developing their overall English language proficiency. A continuous, practice-based, and context-sensitive approach that integrates language with classroom teaching will be essential to enable teachers to confidently and effectively use English as a medium of instruction while supporting learners through bilingual strategies.

References

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EMTTP–2026: English Medium (Bilingual) Teachers' Training Programme is a comprehensive documentation of one of Karnataka's largest teacher professional development initiatives undertaken to support the implementation of bilingual medium education in government schools in Karnataka.