

**CAPACITY DEVELOPMENT WORKSHOP 2**  
**English Language Enhancement Programme (2013-14)**  
**CONSOLIDATED REPORT**



## **CAPACITY DEVELOPMENT WORKSHOP 2**

### **English Language Enhancement Programme (2013-14)**

#### **CONSOLIDATED REPORT**

A series of two 2-day workshops have been planned for std. IX English teachers during 2013-14 to equip them with skills and information for effective classroom teaching. The second workshop was organised during December 2-5, 2013 at Vadodara and December 6-7 at Ambaji.

#### **Objectives:**

1. Share the initiatives of the teachers post CDW 1 to try out what they had learnt
2. Demonstrate techniques of engaging students for improvement in examinations
3. Provide tips for use of communicative activities for improving teacher competence
4. Learn how to prepare simple teaching aids
5. Discuss and address the key concerns of std. IX English teachers in teaching English
6. Demonstrate ideas for the English Language Melas and share logistics

#### **Expected Outcome:**

1. Teachers share their initiatives of using communicative techniques in their classrooms post CDW 1
2. Teachers are provided exposure to tips they can provide their students for improvement in examinations
3. Teachers learn how they can use simple and cost effective materials to make teaching aids
4. Teachers discuss and share their concerns on teaching English to their students
5. Teachers are provided ideas for activities for the English Language Melas and practice and prepare sample activities

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## Day 1: December 2, 4 and 6, 2013 (Batches 1, 2 and 3)

### SESSION 1

#### WELCOME, INTRODUCTIONS AND OVERVIEW OF WORKSHOP OBJECTIVES AND PROCESS

**Methodology: Group exercise**

#### **Process:**

Participants were welcomed and the objectives of the workshop were shared. The tables below indicate the representation of participants in the three batches:

#### 1. District wise representation of schools:

**Batch 1:** Dahod (31) Vadodara (24) Bharuch (4) Ahmedabad (0)

**Batch 2:** Dang (2) Navsari (7) Valsad (7) Surat (12) Tapi (11) Narmada (11)

**Batch 3:** Panchmahal (9) Sabarkantha (18) Banaskantha (12) Gandhinagar (1) Junagadh(1)

#### 2. Types of schools represented: **(Annexure 1: Summary of schools that participated and did not participate)**

Batch	UBAS	ANS	EMRS	EGRS	MS	Total
1	25	11	2	15	6	59
2	27	12	7	4	0	50
3	18	7	4	8	4	41
				<b>Total</b>		<b>150</b>

#### 3. English teacher/Non English teacher

Batch	Eng. Teacher	Non- Eng. Teacher
1	49	1
2	46	3
3	37	2

It was shared that CDW 2 has been designed based on the training needs expressed by the teachers during the first CDW held in September, 2013. The needs, voiced by the teachers were as follows:

1. Exposure to different kinds of activities which are interesting, important, based on Std. IX textbook, examination focused, useful for a batch of 50-70 students and grammar based
2. How to teach weaker (non responsive) students, how to help them participate in activities, how to make them speak
3. How to develop listening skills
4. How to teach weak students without translation
5. How to teach students to speak English fluently
6. How to make students pronounce correctly
7. Use various competitive activities in training to keep us engaged
8. Explain (give in writing, video) how to make different teaching aids
9. Creating real atmosphere to learn English which is interesting
10. Demonstrate techniques by creating a mock class of students
11. Motivate teachers to improve their own English language
12. Input for English Language melas

The programme schedule (Annexure 2)<sup>1</sup> and the key sessions were shared with the participants. It was reiterated that the CDW will be experiential and participatory and based on use of all the experience that is present in the group. It was pointed out that the programme schedule is tentative and can be modified to incorporate the questions. An update on the teachers' contribution and response to the techsavvy community created during CDW 1 was shared.

During registration of participants, the following information was submitted by the teachers:

- a. WELCOME English viewership data (class 1-9)
- b. Results of std VIII and first term of Std IX exams
- c. Bills for technical fund utilized

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<sup>1</sup> The contents mentioned in the Programme Schedule were shared in all the 3 batches of CDW, though the sequencing may have varied based on the group's needs and pace. This is a consolidated report of the 3 batches of CDW- 2 and follows the sequence mentioned in the Programme Schedule.

## SESSION 2

### REFLECTIVE REPORTS: TEACHER REPORTS ON CHANGING CLASSROOMS

**Methodology:** Individual Exercise and Group Discussion

**Process:**

1. Facilitator asked the teachers to write down their points related to:
  - a. What they had learnt in CDW 1
  - b. What they were able to try out in their classrooms
  - c. Problems they faced or solutions they found
2. The facilitator asked the teachers to discuss in pairs and then in groups of 4, what they had noted.
3. One member from each group shared what was discussed in the group.

Some of the activities mentioned by teachers in what they learnt and tried out include:

Strip stories, guessing games, vocabulary games, finding rhyming words, grammar related activities, matching activities, quiz

The problems that were shared relate to time management while conducting the activity, limited vocabulary of students, inability to understand without Gujarati translation etc. Efforts made by teachers to overcome some of these problems include motivating students to learn new words everyday and discussing these with them; displaying visuals with captions and quotations.

#### **Demonstration with students**

In the third batch, students of Std. IX, GRS, Ambaji were invited to the workshop and with their help, the facilitator demonstrated how communicative activities can be done without translating into Gujarati. It was also demonstrated how it is important to gauge the level of students and review one's lesson plan and modify it if required. Teachers observed and shared the following factors that according to them helped the students to learn and respond:

- a. Teacher used different aids such as cards, gestures and authentic materials
- b. Repetition of words for clarity in pronunciation
- c. Aroused students' curiosity
- d. Involved all students
- e. Did not punish those who made mistakes
- f. Reduced the students' initial fear of responding
- g. Created a friendly environment
- h. Teacher accepted her mistakes
- i. Gave an opportunity to all children to speak
- j. Started from where the students were and gradually introduced new words

### SESSION 3

#### GETTING THE BEST RESULTS IN EXAMINATIONS: HOW AND WHY

**Methodology:** Group Work and Discussion

**Process:**

1. Different types of questions from the Std IX examination papers were culled out and shared through the Learning Resource materials given to the participants. They were divided in pairs and groups to discuss what tips they can give to their students while they practice for the exams so that they can improve their performance while responding to the question papers.
2. Teachers were asked to make presentations and they were supported by the facilitator through inputs. For example, it was pointed out that students need to be familiarized with sentence patterns, understand when which type of conjunctions should be used, figure out if it's a question or a sentence etc.
3. Examples were also shared of how students can be divided in groups and helped to learn how to rearrange them. The paragraphs can be cut into strips and both the groups can be asked to rearrange the strips. Through comparing, students can be taught the right answers and how to figure these out. Such exercises can help students to read, write and match and the content also gets reinforced.
4. Considering the limited time that teachers have to cover a lesson, it would help if they learnt how to manage their time so that they can help students to acquire skills both for using the language as well as from the perspective of examinations. A lesson can be taught through focusing on reading comprehension, vocabulary, grammar and writing. A paragraph can be written on the board and students can be asked to read it. One group answers questions related to and written on the board and the other group can be asked to decide if the answer is correct. This can motivate students to read properly and comprehend.
5. Several examples were used by the facilitators from the Learning resources to explain tips for preparing students for the examinations.
6. The facilitator divided the participants into groups and gave them an activity each from the Learning Resources. They had to decide what the particular question/activity is testing; which lesson from the textbook it relates to and what aids and techniques can be used to provide tips to students.

<b>SESSION 4</b> <b>AN OVERVIEW OF THE ENGLISH LANGUAGE MELAS</b>
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**Methodology:** Sharing by facilitators

**Process:**

1. An overview of the English Language Mela was given that focused on the locations, possible dates, arrival time, documents that have been sent to school principals, clusters of schools and the theme allotment to each school.
2. Four themes have been decided for the stall based activities viz. Story Corner, Poems, Rhymes and Songs Corner, Real Fun With Language and Creative Corner. Since there are 24 schools per mela, 12 schools would put up stalls and 12 would visit; then the roles of the schools would be reversed. Three clusters would be formed and each cluster would have 4 corners of the above themes.
3. The Programme schedule of the melas was explained. It was shared that each school will get max. 10 minutes to do an activity with 4 groups of students from 4 schools during the first half and visit 4 stalls pre-lunch for 10 minutes each. They can decide if they want to repeat the same activity or do different ones with all visiting schools. Each school can do a performance on stage for 5 minutes maximum in the post lunch phase.
4. Students would be judged and prizes will be awarded to the best performing schools.
5. Host schools would make all arrangements for which Unnati team would do a planning meeting with each school. Due to time limitations, teachers from other schools may not be included in this process, as per plan.
6. The schools will need to make arrangements for props, costumes and all other materials for the stall based activities for which they would be given Rs. 500/-
7. To the extent possible, each school will be provided a separate space for their stall which they can decorate as per their theme.
8. Volunteers will be provided by the host school to assist each stall.
9. Time management is extremely important as the schedule is already quite tight.
10. While preparing students, they should be asked to use simple instructions to explain the activity. These instructions can also be put up in big fonts on the board which they can refer to as and when required. This can also help the

visiting students to read and understand if they miss out oral instructions. It can also help the judges to know what activity was done. A sample of what is expected of the visiting students can help them to clearly understand what they have to do.

11. It was reinforced that in the choice of activities, it should be kept in mind that the activities engage children, help them produce language and most important that they should have fun doing them. They should not be like classroom activities.
12. Rewards can be prepared in the form of stars, cards etc and given to the winning teams or all students visiting a stall.
13. It is important for the teachers to provide all support to their students to practice the activity; in their own class, if they repeatedly do it with the other children, they can learn what to anticipate and be ready for situations.
14. It is important to have back up plans if one plan does not work.
15. A brochure on the mela and Suggested step by step instructions of different activities that the schools can do were shared as Learning Resource. The latter was made available both in English and Gujarati. The participants were given time to read these so that they could choose one for practicing and demonstrating as a part of the group assignments in the following session.
16. Queries of participants were answered.



<b>SESSION 5</b> <b>TIPS FOR PREPARING SMALL PORTABLE TEACHING AIDS/KITS</b>
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**Methodology:** Sharing by facilitator

**Process:**

1. The facilitator displayed several teaching aids that teachers can make using simple, low cost materials and use in their class for teaching communicative activities. The purpose of each aid and how it can be used were explained. Visuals of some of the aids taught are given in Annexure 3.

<b>SESSION 6</b> <b>PREPARING FOR THE ENGLISH LANGUAGE MELA</b>
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**Methodology:** Group Assignments

**Process:**

1. Based on the theme allotted to each school, groups were formed. Schools with the same theme were asked to sit together, read the activities given in the resource materials and decide which one they wanted to demonstrate.
2. Groups prepared relevant materials, assigned roles to each member, practiced their roles and prepared rewards.
3. Facilitators provided support through additional suggestions, hands on demonstration esp. for the creative corner and gave tips on how to make effective presentations.
4. They were informed of the criteria on which they would be judged and that awards would be given to the winners.
5. The groups made their presentations the following day.

## Day 2: December 3, 5 and 7, 2013 (Batches 1, 2 and 3)

### SESSION 1

#### PRESENT AND PRACTICE: GROUP PRESENTATIONS BY TEACHERS

**Methodology:** Group presentations

**Process:**

1. Groups were asked to make their presentations and 10 minutes were allotted to each group.
2. Each group set up a stall, put up its materials and conducted the activity with ten teachers who visited their stall. In the third batch, students of GRS, Ambaji were invited to visit and participate in the activities presented by all the groups.
3. The four criteria that the groups were judged on were:
  - a. Time Management
  - b. Resource Management (Decoration and Use of materials)
  - c. Communication
  - d. Uniqueness and Creativity
4. Groups were asked to note down their feedback on the strengths and scope for improvement in all the presentations.
5. A consolidation of learnings was done based on self-analysis, peer and experts' feedback. These referred to the four criteria mentioned above.
6. The winners from each group were given prizes and also each group was given a prize for their participation.

**Concluding Session:** Sharing of other programme related information

**Methodology:** Sharing by facilitators

**Process:**

1. A packet containing Special Worksheet 1 documents was shared with the participants. The instructions for the administration of Special Worksheet 1 were shared and all the documents in the package were described for clarity especially for the new schools.
2. A meeting was held with the teachers from host schools to share with them the expectations during the mela so that they can discuss the same with their Principals.

3. Feedback form was filled by participants. A summary of the feedback is presented as Annexure 4.

Annexure 5 contains visual glimpses of the sessions at the CDW 2 across the 3 batches.

Annexure 6 contains the reflections of Facilitators on the content and process followed during CDW 2.

## ANNEXURE 1: Summary of schools that participated and did not participate

### A. List of schools that participated

List of schools that participated in the Capacity Development Workshop 2 (Total participating schools-150)			
Sr. No.	Name of the school	Location	Taluka
<b>Dahod</b>			
1	UBAS	Devirampura	Devgadhbariya
2	UBAS	Chosala	Dahod
3	UBAS	Limbdabara	Dahod
4	UBAS	Nagrada	Dahod
5	UBAS	Fulpura	Zalod
6	UBAS	Devjini Sarasvani	Zalod
7	UBAS	Mirakhadi	Zalod
8	UBAS	Fagiya	Devgadhbariya
9	UBAS	Chandala	Garbada
10	UBAS	Garbada	Garbada
11	UBAS	Pipero	Limkheda
12	UBAS	Chundadi	Limkheda
13	UBAS	Dassa	Limkheda
14	UBAS	Nansalai	Zalod
15	UBAS	Balaiya	Fatepura
16	UBAS	Sarsavapur(Afwa)	Fatepura
17	UBAS	Vangad	Fatepura

18	ANS	Dahod	Dahod
19	ANS	Zalod	Zalod
20	ANS	Limkheda	Limkheda
21	ANS	Devgadhbariya	Devgadhbariya
22	EMRS	Kharedi	Dahod
23	GRS	Usarwan	Dahod
24	GRS	Ninamanivav (Dudhiya)	Limkheda
25	GRS	Mandor	Dhanpur
26	GRS	Nani Khajuri	Devgadhbariya
27	GRS	Fatehpura	Fatehpura
28	GRS	Neemach	Garbada
29	MS	Palli, Limkheda	Limkheda
30	MS	Usarwan	Dahod
31	MS	Vasti, Mirakhedi	Zalod
<b>Vadodara</b>			
32	UBAS	Ghelwat	Chota Udepur
33	UBAS	Rangpur-Sadali	Chota Udepur
34	UBAS	Chichod	Chota Udepur
35	UBAS	Golagamadi	Sankheda
36	UBAS	Pavi-jetpur	Pavi jetpur
37	UBAS	Kohivav (Tamboliya)	Pavi jetpur
38	ANS	Akota	Vadodara

39	ANS	Vasedi	Chota Udepur
40	ANS	Nani-Rashali	Pavi jetpur
41	ANS	Naswadi	Naswadi
42	ANS	Kadipani	Kawat
43	EMRS	Waghodiya by MSA	Waghodiya
44	GRS	Khadakwada	Chota Udepur
45	GRS	Kidighoghade	Chota Udepur
46	GRS	Maleja	Chota Udepur
47	GRS	Chhoodwani,	Kawat
48	GRS	Mogra	Kawat
49	GRS	Saidiwasan	Kawat
50	GRS	Bhikapur	Kawat
51	GRS	Muwada	Kawat
52	GRS	Saloz	Kawat
53	MS	Nani Rasli	Pavi jetpur
54	MS	Kadipani	Kawat
55	MS	Khutaliya	Chota Udepur
<b>Bharuch</b>			
56	UBAS	Kodavav	Valiya
57	UBAS	Ratanpur	Zaghadiya
58	ANS	Moze-Sultanpur	Zaghadiya
59	ANS	Netrang	Valiya

<b>Dang</b>			
60	EMRS	Ahwa	Ahwa
61	GRS	Saputara	Ahwa
<b>Navsari</b>			
62	UBAS	Raibore	Vasada
63	UBAS	Sarpore	Navsari
64	UBAS	Adada	Navsari
65	UBAS	Toranvera	Chikhali
66	ANS	Navsari	Navsari
67	ANS	Vansda	Vansda
68	EMRS	Khanpur (Bartad)	Vasada
<b>Valsad</b>			
69	UBAS	Sutharpada	Kaprada
70	ANS	Lal Dungri	Dharampur
71	ANS	Valsad	Valsad
72	EMRS	Atul	Pardi
73	GRS	Karchond	Pardi
74	GRS	Sutharpada	Dharampur
75	GRS	Dharampur	Dharampur
<b>Surat</b>			
76	UBAS	Navsari	Chauyashi
77	UBAS	Bhuvasan	Bardoli
78	UBAS	Amalsadi	Mandvi
79	UBAS	Makanjar	Mandvi
80	UBAS	Umarda	Umarpada
81	UBAS	Kudiyana	Olpad

82	UBAS	Sachin Pardikande	Chauyashi
83	UBAS	Samba	Mahuva
84	UBAS	Vaheval	Mahuva
85	ANS	Mahuva	Mahuva
86	ANS	Vareli	Chauyashi
87	EMRS	Motta	Bardoli
<b>Tapi</b>			
88	UBAS	Chindiya	Vyara
89	UBAS	Karanjvel	Vyara
90	UBAS	Fulwadi	Nizar
91	UBAS	Bahurupa	Nizar
92	UBAS	Chokhiamli	Nizar
93	UBAS	Kumkuva	Songadh
94	UBAS	Hindala	Songadh
95	ANS	Fort (Songadh)	Songadh
96	ANS	Ukai	Vyara
97	ANS	Tichakpura	Vyara
98	EMRS	Khodda	Nizar
<b>Narmada</b>			
99	UBAS	Godada	Sagbara
100	UBAS	Duttwada	Sagbara
101	UBAS	Ghatoli	Dediyapada
102	UBAS	Samarpada	Dediyapada
103	UBAS	Rajpara	Nadod
104	UBAS	Nava Waghpara	Nadod



105	ANS	Rajpipala	Nadod
106	ANS	Sagabara	Sagabara
107	ANS	Dediyapada	Dediyapada
108	EMRS	Tilakwada	Tilakwada
109	EMRS	Nandod	Nandod
<b>Panchmahal</b>			
110	UBAS	Moti-Sarsan	Santrampur
111	UBAS	Narukot	JambuGhoda
112	UBAS	Chatardi-Vav	Halol
113	UBAS	Bhuvar	Morvahadaf
114	ANS	Narsingpur	Santrampur
115	GRS	Kherva	Santrampur
116	GRS	Narukot - Vejalpur	kalol
117	GRS	Saliya Muvadi	Kadana
118	MS	Santrampur	Santrampur
<b>Sabarkantha</b>			
119	UBAS	Valran	Khedbrahma
120	UBAS	Vandiyol	Bhiloda
121	UBAS	Khiloda	Bhiloda
122	UBAS	Bhutavad	Bhiloda
123	UBAS	Waghpur	Bhiloda
124	UBAS	Dholwani	Vijaynagar
125	UBAS	Krisnapur	Meghraj
126	UBAS	Pruthvipura-Kalvan	Vijaynagar
127	UBAS	Antoli	Meghraj
128	UBAS	Valuna	Meghraj
129	UBAS	Kheroj	Khedbrahma

130	ANS	Bhiloda	Bhiloda
131	ANS	Khedbrahma	Khedbrahma
132	EMRS	Shamlaji (Samalpur)	Bhiloda
133	EMRS	Kherancha	Bhiloda
134	EMRS	Shamlaji - II	Himmatnagar
135	GRS	Khedbrahma	Khedbrahma
136	MS	Khedbrahma	Khedbrahma
<b>Banaskantha</b>			
137	UBAS	Kuvarshi	Danta
138	UBAS	Gorad	Danta
139	UBAS	Amirgadh	Amirgadh
140	ANS	Ambaji	Danta
141	ANS	Danta	Danta
142	ANS	Jorapura	Amirgadh
143	EMRS	Ambaji	Danta
144	GRS	Mahudi	Danta
145	GRS	Ranpur	Danta
146	GRS	Virampur	Danta
147	MS	Danta	Danta
148	MS	Amirgadh	Amirgadh
<b>Gandhinagar</b>			
149	ANS	Sector - 7, (Boys)	Gandhinagar
<b>Junagadh</b>			
150	GRS	Junagadh	Junagadh

**B. List of schools that did not participate**

List of Schools that did not participate in the Capacity Development Workshop 2 (Total schools-58)			
Dahod			
Sr. No.	Name of the school	Location	Taluka
1	UBAS	Pipodara	Devgadh-bariya
2	UBAS	Zalod	Zalod
3	UBAS	Ranujadham, Sanjeli	Zalod
4	UBAS	Bhatiwada	Dahod
5	GRS	Garadiya	Zalod
Vadodara			
6	UBAS	Puniyavat	Chota Udepur
7	UBAS	Chichba	Chota Udepur
8	UBAS	Ratanpur-Kaprali	Naswadi
9	UBAS	Raipur	Naswadi
10	ANS	Rani Bunglow	Chota Udepur
11	<b>EMRS</b>	<b>Kawant by SPF</b>	<b>Kawant</b>
12	GRS	Dharsimel	Naswadi
13	GRS	Ghutiyaamba	Naswadi
14	GRS	Pisayta	Naswadi
15	MS	Linda Tekara	Naswadi

Bharuch			
16	ANS	Ankleshwar	Bharuch
Ahmedabad			
17	ANS	Akhbarnagar	Ahmedabad
Dang			
18	ANS	Waghai	Ahwa
19	ANS	Saputara	Ahwa
20	ANS	Bardipada	Ahwa
21	ANS	Ahwa	Ahwa
Navsari			
22	UBAS	Bartad	Vasada
23	UBAS	Albeta	Gandevi
24	ANS	Chikhali	Chikhali
Valsad			
25	UBAS	Kangavi	Dharampur
26	UBAS	Barumad	Dharampur
27	UBAS	Hanmatmaal	Dharampur
28	ANS	Motiwada (Khadki)	Udvada Pardi
29	ANS	Pardi	Pardi
30	EMRS	Kaprada	Dharampur
Surat			
31	<b>UBAS</b>	<b>Godawadi</b>	<b>Mandvi</b>
32	UBAS	Kevadi	Umarpada
33	UBAS	Haldharu	Kamrej

34	UBAS	Kareli	Palsana
<b>35</b>	<b>UBAS</b>	<b>Khutaliya</b>	<b>Vyara</b>
36	ANS	Tarsadi	Mangrol
37	ANS	Umarpada	Tarsadi
<b>Tapi</b>			
38	UBAS	Besaniya	Vyara
39	UBAS	Vadibheshrot	Songadh
40	UBAS	Gopalpura	Songadh
41	UBAS	Vedchi	Valod
<b>42</b>	<b>EMRS</b>	<b>Indu</b>	<b>Songadh</b>
43	GRS	Babarghat	Ucchal
<b>Narmada</b>			
44	GRS	Rajpipala	Dediyapada
45	MS	Dediyapada	Dediyapada
<b>Panchmahal</b>			
46	EMRS	Vejalpur	Kalol
<b>47</b>	<b>EMRS</b>	<b>Waghodiya-2</b>	<b>Kalol</b>
48	GRS	Ghogamba	Ghogamba
<b>Sabarkantha</b>			
49	UBAS	Khedbrahma	Khedbrahma
50	UBAS	Abhapur	Vijaynagar
51	GRS	Posina	Khedbrahma
52	GRS	Khedbrahma-2	Khedbrahma
<b>Banaskantha</b>			
<b>53</b>	<b>UBAS</b>	<b>Zanzarva</b>	<b>Amirgadh</b>

54	UBAS	Khemrajiya	Amirgadh
55	GRS	Jethy	Amirgadh
56	GRS	Sarotara	Danta
<b>Gandhinagar</b>			
57	ANS	Sector - 6, (Girls)	Gandhinagar
<b>Junagadh</b>			
58	ANS	Talala	Talala

Summary of Participants (Total-138)							
Sr.No	Districts	UBAS	ANS	EMRS	EGRS	MS	Total
1	<b>DAHOD</b>	17	3	1	6	2	<b>29</b>
2	<b>VADODARA</b>	6	4	1	3	3	<b>17</b>
3	<b>BHARUCH</b>	2	2	0	0	0	<b>4</b>
4	<b>AHMEDABAD</b>	0	0	0	0	0	<b>0</b>
5	<b>DANG</b>	0	0	1	1	0	<b>2</b>
6	<b>NAVSARI</b>	4	2	1	0	0	<b>7</b>
7	<b>VALSAD</b>	1	2	1	2	0	<b>6</b>
8	<b>SURAT</b>	9	2	1	0	0	<b>12</b>
9	<b>TAPI</b>	7	3	1	0	0	<b>11</b>
10	<b>NARMADA</b>	6	3	2	0	0	<b>11</b>
11	<b>PANCHMAHAL</b>	4	1	0	3	1	<b>9</b>
12	<b>SABARKANTHA</b>	10	2	3	1	1	<b>17</b>
13	<b>BANASKANTHA</b>	3	3	1	2	2	<b>11</b>
14	<b>GANDHINAGAR</b>	0	1	0	0	0	<b>1</b>
15	<b>JUNAGADH</b>	0	0	0	1	0	<b>1</b>
	<b>TOTAL</b>	<b>69</b>	<b>28</b>	<b>13</b>	<b>19</b>	<b>9</b>	<b>138</b>

\* The names of schools in italics and bold refer to 3 schools that don't have Std. IX and 3 schools that have closed down: Total 6 schools

## **Summary status of schools vis a vis English teaching in std. IX**

### **A. Schools where there is no Std. IX: 3**

1. EMRS, Kawant by SPF
2. EMRS, Indu-Songadh,Tapi
3. EMRS,Waghodiya-2,(Goraj),Vadodara

### **B. List of schools that have closed down: 3**

1. UBAS,Zanzarva,Amirgadh,Banaskantha
2. UBAS,Godawadi,Mandvi,Surat
3. UBAS,Khutaliya,Vyara,Tapi

### **C. Schools where there is no English teacher (as on December 21, 2013): 15 (This data was collected from MFs Report and interaction with principals)**

#### **Dahod**

1. UBAS, Pipodara, Dahod
2. EGRS,Neemach, Garbada,Dahod

#### **Vadodara**

1. ANS, Ranibunglow,Chhota udepur

#### **Banaskantha**

1. EGRS, Sarotara,Danta, Banaskantha

#### **Panchmahal**

1. EGRS, Ghogamba, Panchmahal

#### **Dang**

1. ANS, Waghai, Ahwa, Dang
2. ANS, Saputara, Ahwa, Dang
3. ANS, Bardipada, Ahwa, Dang
4. ANS, Ahwa, Dang

#### **Navsari**

1. ANS, Albeta, Gandevi, Navsari

#### **Valsad**

1. UBAS, Kangvi,Valsad

**Surat**

1. UBAS,Haldharu,Kamrej, Surat
2. ANS,Tarsadi,Mangrol, Surat
3. ANS,Umarpada, Surat

**Tapi**

1. UBAS,Vedchi,Valod,Tapi

**D. Schools where there is no English teacher but some other teacher teaches English: 5 schools**

1. UBAS, Zalod, Dahod
2. EGRS, Garadiya, Zalod, Dahod
3. UBAS, Khedbrahma, Sabarkantha
4. UBAS, Abhapur, Sabarkantha
5. UBAS, Hanmatmaal, Dharampur, Valsad



## ANNEXURE 2: Programme Schedule



**Capacity Development Workshop-2 for English Teachers of Std. IX**  
**English Language Enhancement Programme**  
**December 2-3, 4-5, 6-7, 2013**  
**Venues: Vadodara and Sabarkantha**

### Programme Schedule

Time	Session	Resource Person/s
<b>Day 1</b>		
08.00 - 09.00 am	Breakfast	
09.00 - 09.30 am	Welcome & Overview of the Programme	Geeta Sharma R. Srinivas
09.30 - 10.15 am	Reflective Reports - Teacher Reports on Changing classrooms	R. Srinivas, Anna Patel
10.15 - 11.00 am	Getting the Best Results in Class IX Examinations - How & Why	R. Srinivas
11.00 - 11.15 am	Tea Break	
11.15 - 12.30 pm	Getting the Best Results in Class IX Examinations - How & Why (continued)	R. Srinivas
12.30 - 01.15 pm	Lunch Break	
01.15 - 02.30 pm	Communicative Tasks To Improve Teacher Teaching Competence	Anna Patel
02.30 - 04.00 pm	Tasks Using Small Teaching Aids - Experiential Learning	R. Srinivas
04.00 - 04.15 pm	Tea Break	
04.15 - 05.45 pm	Tips for Preparing Small Portable Teaching Aid Kits/Demo Class With School Children	Anna Patel
05.45 - 06.30 pm	Group Assignments - Prepare Aids for classroom teaching and English Language Mela	R. Srinivas, Anna Patel
07.00 - 07.45 pm	Planning for mela with host school representatives	Geeta Sharma Vivek Singh
<b>Day 2</b>		
08.00 - 09.00 am	Breakfast	
09.00 - 09.30 am	Teacher Presentations On Teaching Aids	R. Srinivas, Anna Patel

09.30 - 11.00 am	Communicative Tasks To Improve Learner Language Competence	Anna Patel
11.00 - 11.30 am	Tea Break	
11.30 - 01.00 pm	Planning for English Language Melas; Finalizing Mela Activities & Sharing Aids On Community Page	Geeta Sharma R. Srinivas, Anna Patel Vivek Singh
01.00 –02.30 pm	Answering Teachers' Questions  Conclusion & Way Forward	R. Srinivas  Geeta Sharma Vivek Singh
02.30 pm	Lunch and Departure	

### ANNEXURE 3: Teaching Aids for use in classroom



## ANNEXURE 4: Feedback Summary

**Please note:** Total 112 forms have been analysed from 3 batches (50 forms from batch 1, 41 forms from batch 2 and 21 forms from batch 3) held at 2 locations (batch wise analysis is also done).

1	Session/Theme	Level of satisfaction			How it could have been improved?
		Good	Fair	Poor	
a	Reflective Reports - Teacher Reports on Changing classrooms	99	12	0	
b	Getting the Best Results in Class IX Examinations - How & Why	95	16	1	
c	Communicative Tasks To Improve Teacher Teaching Competence	89	20	1	
d	Tips for Preparing Small Portable Teaching Aid Kits	99	12	0	
e	Planning for English Language Melas	91	9	0	
<b>2</b>	<b>What are the new things you learnt in this training?</b>				
	.TLM Making .Classroom teaching techniques .English Mela preparation				
<b>3</b>	<b>How would you use this learning in your practice/teaching?</b>				
	.In conducting class effectively .Using activity period for teaching English through games .In making TLMs .We can organise mela at our SVS/School level .We can use Wh - question format, conversation, comprehension, preposition				
<b>4</b>	<b>Please rate the following arrangements*:</b>				
		Good	Fair	Poor	Comments
a	Training facilities	104	7	0	
b	Accommodation	106	5	0	
c	Food	63	23	25	
<b>5</b>	<b>Any other suggestions</b> (The suggestions are in priority; most quoted to least):				

- |  |
|--|
| <ul style="list-style-type: none"><li>• Training to be non-residential</li><li>• Improve food and keep venue at nearest place</li><li>• Night session is difficult for ladies</li><li>• Permit teachers to bring 1-2 students for real classroom situation</li><li>• Change the venue next time</li><li>• Organise training in vacation</li><li>• More such workshops should be organized</li><li>• Speed of WE class should be slow</li><li>• Students of tribal schools should be involved in WE classes</li><li>• Workshop should be once in a year</li></ul> |
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## ANNEXURE 5: Visual Glimpses of CDW 2



**Group discussing their reflections**



**Writing their individual observations**



**Sharing of reflections in groups**



**Consolidation of reflections**



**Making a presentation**



**Group work**



**Preparations for the English Language Mela**



**Making TLMs for the Mela Stall**

**Explaining the Mela Activity**



**Group photographs**

## ANNEXURE 6: Facilitators' Reflections on CDW 2

### What We Successfully Accomplished

1. Present an overview of the programme and make the teachers get involved to express their wants throughout the programme. Get the reflective report of the teachers on what they learnt in CDW 1, what they tried out, what problems they faced and what solutions they worked out. We could offer suggestions for some of the problems they had not found solutions for.
2. Present an overview of the exam paper and make the teachers think of what knowledge and skills their students need to do well in the examination. Show them by demo how to set time limits for activities, hold a timer in front of the students and improve time management.
3. Present demos of simplifying the grammar items, avoiding long winding explanations and practically getting students to apply the rules in context.
4. Make the teachers work in groups and think of the exam related questions from the point of view of simplification and practical application.
5. Present samples of small teaching aids and getting the teachers to try out some of them in group activities.
6. Discuss with the teachers the myths and realities related to preparation of teaching aids.
7. Make the teachers prepare effective aids keeping in mind the fun atmosphere of mela activities and the level of the students they are going to get as visitors.
8. Make the teachers try out the activities and reflect on the experience of their own group as well as offer suggestions for other groups.
9. Making the teachers aware of the opportunities to keep in touch through the Tech Savvy Teacher Google Plus Community specially created for them, through email, phone and local monitors.

### Some more Observations

The point that was reinforced was the *learning by doing* principle. Maximum teachers had tried out activities that they had actually participated in during the last workshop. Also, teachers seemed much more prepared for dialogue and discussion. They came back with the difficulties with they had faced and asked for solutions.

The preparation work on the Mela proved very useful as teachers got a clear idea of what it will be like. The inclusion of students in the last training was especially useful for stimulating teacher discussion. Having them observe, helped bring out their opinions very sharply. An otherwise silent group suddenly became very vocal and



opinionated. The demo class became very effective for us in terms of understanding the teacher's minds and how they perceive students and how they judge the success of a class.

Teachers are also becoming more aware of the use of technology and want to become more involved and participatory in the online dialogue. They made sure they transferred their class videos, etc to us so that we could upload them later. This is a key change in terms of the earlier apathy seen among teachers.

Overall, the important lessons to take back are involving students in the workshop, having more practical exercises in workshops and pacing the input. Of course, this is the product of the years of involvement that we have had with them in terms of building a relationship with the teacher. Without such relational involvement, it might become very difficult to manifest such transformation.

### **What We Could Have Done Better**

1. Keeping the level of the teachers in mind, we could have decided on a chosen handful of activities rather than be ambitious and expose them to many activities. In the latter case, sometimes we felt that the understanding of the teacher was not deep enough to enable them to try out in their own classrooms.

Usually whenever we plan we want to keep additional activities as backup, which we may tap on if the teachers are fast enough to finish our basic activities before time. But this sometimes makes us feel that we have not completed all that we have planned for thoroughly.

2. Talking about an activity, showing an example, etc. are not as effective as actually making the teachers get hands-on experience in groups. But the group work and the reporting time takes up so much time that not more than one activity can be done that way. In short training programmes such as this what we plan to do is to make the teachers do one activity and then talk about the others just by talking about the procedures and showing the examples. If video recording of some of the activities we want to show can be made, to some extent, teachers will get the benefit of actual try out rather than just listen to a talk about that activity.

3. Instead of taking feedback where the teachers do not write much or just say everything was great, we need an assessment plan. We need to give the teachers a small test-cum-reflective report wherein the answers they give to the questions reveal how much they have understood, how much they are likely to apply in their own situation and what more help they need to develop professionally.

Instead of the reflective report at the beginning of the second workshop we could have given a small test. This could have been compared with the final test, comparing both we can see the development. As the time duration is very short, we need to identify just one or two changes we want to bring about in the teachers and check whether we have managed to convey the ideas related to those changes to

the teachers. We should be able to check on a 5 point scale how far or near the teachers are to bringing about those changes in their own classrooms.

4. Teachers worked better when they were divided into smaller groups and a facilitator was discussing 'how to' related to their own presentations. If we have 50 teachers in a batch, it may be a better idea to divide them into two groups and have 2 facilitators address them, simultaneously, rather than keep them together as a class. Though we divide them into groups, the group presentations take more time and not many activities can be demonstrated.

If it is possible to divide them into two broad groups based on how active they are as revealed from their other participations or resources available to them at their respective schools, we can tailor the suggestions we give to suit their situation. This will also ensure each and everyone participates in all the activities and get more time to share their ideas with the class. These classes can be in rotation - one facilitator repeating the topic and interacting with both the groups.

But this will require two rooms for delivering training and that may be a limitation in some locations.

5. Having real students participate in the training programmes is very important. Both the teachers and the facilitators benefit from having students to participate in demos. Though managing this is not very easy always, the result is worth all the effort that goes into making this possible.