

ORIENTATIONS FOR STD. IX ENGLISH TEACHERS
ENGLISH LANGUAGE ENHANCEMENT PROGRAMME(2013-14)
CONSOLIDATED REPORT

SESSION-1: WELCOME AND INTRODUCTIONS

Objective: Participants get to know each other

Methodology and Process: Address by Principals and ‘Buses’ technique

Welcome and Objectives of Orientation

EMRS, PARDI, VALSAD

The principal of the host school, Sh. Pravinbhai Rajput welcomed the teachers and the programme began with the lighting of the lamp. The Principal shared his views about the importance of English. He stressed upon the need for questioning in the class and encouraged teachers to promote a culture of questioning in the classroom. He shared that their school has been participating in the SATCOM programme since many years. He had been encouraging his teachers to play a proactive role in the classroom during the programme relay. He also shared that he proposes to use the DVDs given to the school during the free time of children at night as he feels that repeated viewing and exposure to children in use of English language will definitely consolidate their learning.

EMRS, MOTA, SURAT

The English Teacher of the School, Mahendrabhai welcomed Unnati team and the teachers and the day was started with a prayer sung by students of the school. The teacher then requested the Programme Coordinator, Unnati to share the objectives and schedule for the orientation (**Annexure 1: Programme Schedule**).

EMRS, TILAKWADA

The Principal was engaged in the Governing Body meeting and hence the Unnati team initiated the proceedings. The Programme Coordinator, Unnati shared the programme schedule and objectives of the Orientation.

EMRS, SAINIK SCHOOL KHERANCHHA

The principal of the host school Dr.Shailendra Agrawal welcomed the participants and the organisers. The programme began with the lighting of the lamp and prayer by the students. The Principal shared his views about the importance of English. He encouraged teachers to take initiatives to enhance English speaking in the class and also shared the measures which he has taken to enhance English speaking in school. He shared that he has included English speaking practice time after prayer in the time-table. He also informed that to avoid disappointment after not being able to connect during phone-in session, he makes telephone calls to students when he is not in school to talk in English and students enjoy this. He also

shared that he proposes to use the DVDs given to the schools during the free time (like at night as repeated viewing and exposure to children in use of English language will definitely consolidate their learning.)

EMRS, KHAREDI (DAHOD)

The Principal and girl students of the school welcomed Unnati team with flowers. Team members gave their self introduction. The principal told the teachers how this programme will help them in teaching English and then requested the Programme Coordinator, Unnati to share the objectives and schedule for the orientation.

EMRS, WAGHODIYA (VADODARA)

The programme began with the lighting of the lamp and singing of a prayer “*he saraswati vinavadini*” Dr. Vikram bhai Patel welcomed the teachers and all. He shared that there is very poor investment in the area of education, especially in human resource. It is important that teachers receive support and continuous training to update their skills.

Objectives of the Orientation:

- Share the objectives, key components and logistics of the ELE programme events for 2013-14 and their schedules
- Discuss and finalise the logistics of the ELE programme
- Discuss the role of the English teacher in enhancing English language in their schools, challenges and how these can be overcome
- Acquaint teachers with the monitoring and support in ELE programme
- Learn about experiences of teachers of the previous relay of Std IX programme (Feb-Apr 2013)

Expected Outcome of the Orientation:

- Teachers become aware of the ELE programme, its components and their role in the programme.
- Teachers provided inputs to the Unnati team on their learning needs and other support required for effective implementation of the programme.
- Teachers developed skills in administration of the special worksheet to test the effectiveness of programme.

Introduction of Participants:

At all location, an introduction of the group was done through ‘Buses’ – a participatory technique for understanding the group composition. (**Annexure 2: List of Schools that participated and did not participate**) The teachers were asked to raise their hands in response to criteria listed below and the data collated is presented below:

1. Teachers representing the five types of Schools

Venue	UBAS	ANS	EMRS	EGRS	MS	Total
Pardi,Valsad	8	8	4	4	0	24
Mota,Surat	18	4	3	0	0	25
Tilakwada,Narmada	12	7	1	5	2	27
Kherancha,Sabarkantha	15	4	4	8	3	34
Kharedi,Dahod	18	3	1	6	2	30
Waghodiya,Vadodara	8	7	2	3	4	24
Total	79	33	15	26	11	164

2. District wise representation

A. Pardi, Valsad

District	Participants
Dang	3
Navsari	9
Valsad	12
Total	24

B. Mota, Surat

District	Participants
Surat	13
Tapi	12
Total	25

C. Tilakwada, Narmada

District	Participants
Bharuch	5
Panchmahal	10
Narmada	12
Total	27

D . Kherancha, Sabarkantha

District	Participants
Sabarkantha	20
Banaskantha	14
Total	34

E. Kharedi, Dahod

District	Participants
Dahod	30
Total	30

F. Waghodiya, Vadodara

District	Participants
Vadodara	21
Ahmedabad	0
Gandhinagar	2
Junagadh	1
Total	24

3. New Teachers from newly added schools

Venue	New Teachers	New schools
Pardi,Valsad	1	Nil
Mota,Surat	6	Nil
Tilakwada,Narmada	2	2(MS)
Kherancha,Sabarkantha	15	2(MS)
Kharedi,Dahod	2	2(MS)
Waghodiya,Vadodara	8	4(MS)
Total	34	10(MS)

*(MS- Model Schools)

4. Schools that have watched Std. IX classes in the last year (2013)*

Venue	No.
Pardi,Valsad	11
Mota,Surat	6
Tilakwada,Narmada	9
Kherancha,Sabarkantha	12
Kharedi,Dahod	3
Waghodiya,Vadodara	10
Total	51

5. Teachers who had not heard about or did not know anything about the SATCOM Programme*

Venue	No.
Pardi,Valsad	Nil
Mota,Surat	Nil
Tilakwada, Narmada	Nil
Kherancha, Sabarkantha	Nil
Kharedi, Dahod	Nil
Waghodiya, Vadodara	Nil

6. Teachers who have not attended any training for SATCOM Programme*

Venue	No.
Pardi,Valsad	1
Mota,Surat	6
Tilakwada,Narmada	2
Kherancha,Sabarkantha	15
Kharedi,Dahod	2
Waghodiya,Vadodara	8
Total	34

* This information may not match the total number of participants as all participants may not have been present during this exercise.

7. English teachers/non-English teachers/principals

Venue	English Teachers	Non English Teachers	Principal cum English teacher
Pardi,Valsad	21	2	1
Mota,Surat	22	3	0
Tilakwada,Narmada	25	1	1
Kherancha,Sabarkantha	26	8	0
Kharedi,Dahod	29	1	0
Waghodiya,Vadodara	23	0	1
Total	146	15	3

SESSION 2: ENGLISH LANGUAGE ENHANCEMENT (ELE) PROGRAMME: OBJECTIVES, COMPONENTS AND LOGISTICS
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Objectives:

1, Teachers are familiarised with the key components and schedule of the ELE programme for Std. IX

1. Teachers are familiarised with key components of WE programme

Methodology and Process: Facilitator introduced the key components of the ELE programme – objectives, strategies, key components, schedule, key actors and supporters and other logistics

a. OBJECTIVES OF ELE:

- Overcome fear
- Gain Confidence
- Enjoy the Learning Experience
- Develop Love for the Language
- Get Motivated to continue learning

b. STRATEGIES:

- Provide exposure to students for listening, speaking, reading and writing English language
- Provide exposure to teachers to child-friendly teaching methodologies that can be used in classroom settings to enrich the learning environment
- Provide support for creating a conducive language learning environment

c. KEY COMPONENTS OF THE PROGRAMME

Component	Events	Schedule	Key Stakeholders
(A).Teacher Training and Support	1 Orientation at 6 locations 1 Review meeting at 6 locations 2 Capacity Building Workshops at 3 locations	July-Aug’ 13 March ‘ 14 Sept-Nov ‘ 13	GSTDREIS and CTD Host schools English teachers Resource team Programme team District officials
(B).SATCOM Programme for ELT	Dissemination of materials Programme relay of 30 classes with phone-in	Jul –Aug’ 13 Sept’13-Feb’14	Programme team English teachers, School Principals, BISAG, Programme team

(C).Programme Monitoring for Support	School visits Phone calls Test Administration	Sept'13-Feb'14	Programme team GSTDREIS and CTD District officials English Teachers
(D).English Language Melas	Meals at 10 locations to share TLMs for ELT and performances by students (to be judged by experts and awards distributed)	Dec'13 – Feb'14	Participating schools GSTDREIS and CTD Host schools Resource team Programme team District officials Invitee language experts/teachers

Each programme component was discussed in detail.

(A) Capacity Development Workshops:

Tentative dates for first and second workshops were discussed and suggested based on the academic calendar: September 15-17 and 19-21 – these dates do not clash with other school Programmes.

- It was shared that approximately 65 participants would be invited per workshop.

(B) WELCOME ENGLISH Programme:

- Std IX package contains 30 classes and 2 workbooks
- Workbook Dissemination has begun and 4 districts have been covered. The rest will be covered in August and DVD distribution will be done during the capacity development workshops.
- Transmission schedule: The academic calendar provided by EMRS, Pardi will be taken into account and the transmission schedule will be worked out and sent to all schools.
- All new schools will be provided infrastructure
- Technical maintenance – the ED's letter for fund utilization was read out.
 - Rs 800/- provided to UBAS schools for Hardware repairers and maintenance
 - ANS schools can spend maximum Rs 1000/-for hardware repairers and maintenance.
 - Other EGRS, EMRS, MS schools can spend this repairers and maintenance amount from their recurring grant.
- Schools were encouraged to locate and use local technical support to the extent possible and rely on centralized support only in dire need.

(C) Programme monitoring for Support:

Student Learning

- Special worksheets: A sample worksheet has been prepared and was administered to the participants to field test it.
- Two - Three tests: to be administered by teachers: The first test may be administered before the WE programme starts; the second test to be administered after the first

workbook and the third test will be administered after the second workbook. Dissemination of these tests will be done through events or district officials. Participants confirmed that they will be able to pick up the tests from the officials.

Support to schools:

- Monitoring for support will be done by Monitoring Fellows, Academic team and District Officials (PAs, Consultants, ASOs, VOs). A format will be provided to all so that data collected can be used meaningfully.
- Information and resources for improvement in language learning environment in school will be shared through capacity building events

School visits will be done to:

- Support the functioning of hardware
- Observe and assess learning levels of students
- Observe teaching practices of teachers
- Inputs and support for English teachers
- Elicit support from management
- Enhance contact with and support students

(D) English Language Melas:

- 10 locations and 20 schools per location
- Timing and schedule
- Exhibition of TLMs developed and used by school and student's performances
- Competitions among schools
- Travel cost to be borne by schools
- Preparatory work by schools throughout the year
- Ideas to be shared through capacity building workshops

WELCOME English programme

The key components of WE class were shared through showing the DVD of class. And the new methodology used in the std IX programme was shared like role plays and video, It was mentioned that there are 30 classes in all. One DVD in which English teachers from participating schools had been interviewed on adolescent issues was also shown and appreciated by the Participants of the host school. The facilitator highlighted that the programme is in tune with language functions of std IX and will assist in exam preparation and revision of textbook.

SESSION 3: TESTING FOR ASSESSING STUDENT LEARNING
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Objective: Teachers provided feedback on sample Special Worksheet by experiencing its administration on them

Methodology and Process: Methodology at all venues was as explained below except at Kherancha where we could not get time for this session and at Waghodia, facilitator played the role of teacher and English teachers played the role of student and she demonstrated how the worksheet can be implemented in schools.

1. Teachers were divided into groups of 5 -6 where one group member played the role of the teacher while others became students
2. One person used the Teachers Copy (of special worksheet) to explain while the others answered the Students copy
3. The teacher administered the worksheet to the group.

The group shared the problems they faced and suggestions as follow:

PARDI, VALSAD:

<p><u>Teachers' suggestions</u></p> <ul style="list-style-type: none"> - The listening passage needs to be read twice. - The listening passage can be enacted by another set of students/teachers to help children to grasp. - Distribution of points should be clearly mentioned. - Timing should be indicated. 	<p><u>Students' suggestions</u></p> <ul style="list-style-type: none"> - Instruction should be clearer, mention explicitly what the student has to do eg.tick, circle etc and use the symbol to explain. - The options should appear soon after the question (q-5).
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MOTA, SURAT

<p><u>Teachers' suggestions</u></p> <ul style="list-style-type: none"> - Students level of understanding is very low - Teachers need to read instructions in Gujarati. - Language of worksheet is quite hard for students. It should be easy. - Worksheet should be optional. 	<p><u>Students' suggestions</u></p> <ul style="list-style-type: none"> - Teachers are not giving proper time to write. - Listening passage is long for our students so it should be short.
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TILAKWADA, NARMADA

<p><u>Teachers' suggestions</u></p> <ul style="list-style-type: none"> - Students need basic knowledge of English. - Instructions should be clear. - Students are very poor in English so they can't understand instructions given in English. 	<p><u>Students' suggestions</u></p> <ul style="list-style-type: none"> - Teacher is reading instructions in Gujarati. - Some questions are not clear - Worksheet should be in easy language.
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KHAREDI, DAHOD:

<p><u>Teachers' suggestions</u></p> <ul style="list-style-type: none"> - Grammar section is a little bit hard; so that should be easy and optional. - The listening passage needs to be read twice. - Teacher needs to instruct in Gujarati 	<p><u>Students' suggestions</u></p> <ul style="list-style-type: none"> - Teacher was reading the passage very fast. - Teacher should observe the students while they are filling worksheet. - Some teachers were not giving proper instruction.
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<p>because students were asking again and again.</p> <ul style="list-style-type: none"> - Because of noise, students and teachers could not hear anything. 	<ul style="list-style-type: none"> - Teacher should give proper time to attempt the question.
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WAGHODIYA, VADODARA:

<u>Teachers' suggestions:</u>	<u>Students' suggestions</u>
<ul style="list-style-type: none"> - The listening passage needs to be read twice. - Teacher needs to explain instruction in Gujarati because students were asking again and again. - Some hard words used in the worksheets that teachers could not understand. - Level of students is very low so worksheet should be in easy form. 	<ul style="list-style-type: none"> - Teacher should explain every instruction in English. - Grammar section should be easy. - Listening passage needs to be read twice or more and it should be short.

SESSION 4: ROLE OF ENGLISH TEACHERS IN ELE

Timing: 3.45 pm - 4.30 pm

Objective: Teachers articulate their roles and are familiarised with it

Methodology and Process:

1. The Role of Principal was given to the participants and they were asked to read it.
2. They were asked to work individually and note down the role of the teacher on five elements for effectively implementing all the components – WE programme, SW administration, EL Melas, Creating conducive environment and monitoring.
3. They were asked to share their responses in small groups and write them on charts. Each group was asked to add new ideas to the ones already noted.

ROLE OF TEACHER

(Consolidated responses for key programme components generated through group discussions at all the six Teacher Orientations)

A. WELCOME ENGLISH PROGRAMME

- Explain to the students about the need and importance of the WE programme.
- Ensure that all students have their workbooks and fill it after the class.
- Teachers should give them guidance regarding the programmes that will solve their problems.
- Teacher should be present in class and watch the class with the students.
- Teacher should ensure that students take part in the programme successfully.
- Teacher should encourage students and give them needed advice.
- Inform every student about relay time and date.

- Help the students if they have any query during or after the programme.
- Teacher should also take part in rhymes singing and enjoy with students.
- Teacher should develop listening and speaking skill and try to interact in English with the students.
- Teacher should observe the programme and apply some activity in regular classes.
- Encourage the students to use the phone-in-time to ask questions.
- Ensure that the students are not doing any other work during the programme relay.

B. WELCOME ENGLISH MELA

BEFORE MELA:-

- First inform the management about the details of the students participating in mela.
- Inform the students well in advance so that they can do required preparation.
- Role of English teacher should be positive.
- Provide good materials.
- Motivate them for participation.
- Ask the students for the things which they want to carry for the mela.
- Obtain consent letter from parents.
- Give detailed schedule and information of mela to the students and prepare them for activities.
- Ask principal for other arrangement for mela.
- Seek support of the school to provide one or two more teachers to accompany to take care of the participating students.

DURING MELA:-

- Make arrangements for activities in the mela.
- Make group of students with 1 group leader who can take care of the group.
- Teacher should take care of all the students and observe their performance.
- Provide help to needy students who have problems.
- Co-operate with each other and all the colleagues at the mela.
- Try to interact in English language with all students and other school teachers.
- Help students to understand about the mela.
- Help the students in their activities.
- Teacher should also participate in some activity during the mela.
- Help the volunteers in maintaining arrangements.
- Ensure that every student is enjoying and learning something new from mela.
- Feedback of the students/teachers should be taken related to mela

IDEAS FOR MELA:-

- Stalls can be set up that have grammar games, model display, role play, drama, mime, charts display, Puzzles/quiz competition/story telling etc.
- Demonstration, exhibition of projects prepared by students or teachers (e.g. pictorial description of festivals, science based experiments etc),
- Reciting of poems, songs etc.
- Audio visual programmes based on English language.
- Book stalls of English books.

- Plays to share and highlight the importance of English language.
- Atmosphere of mela should be enjoyable, entertaining and suitable.
- Debate, riddles and elocution.
- Seek guidance from well-known personality and experts of English language.
- Methods of teaching English language can be demonstrated for teachers.
- Themes can be prepared related to textbook lessons.
- Stall for Mime (students have to find out who was the character), fish bowl, treasure Hunt, one-act role play, picture story, word game (antakshari), quiz competition, action songs, drawing pictures, puppet show, writing competition etc.

C. CREATION OF OPPORTUNITIES

- Teacher should provide good atmosphere for the students to learn and encourage them by undertaking interesting activities and by using TLMs etc.
- Teachers should undertake project work, quiz competition etc to increase students' confidence.
- Give project work, speech competition, quiz competition and organize debates.
- Teacher can arrange required materials and use different kinds of TLMs like flash cards and techniques like story-telling, drama, group discussion etc to help the children produce language
- Teacher can encourage students to think creatively and undertake activities beyond the textbook.
- Help them to select the topic of role play and drama.
- Share about student/people who speak fluently.
- Solve their difficulty.
- Show them films of Meena (Unicef productions given to all schools).
- Get students to recite rhymes.
- Use picture stories.
- Evaluate and share about students' improvement in English.

D. ADMINISTRATION OF TESTS

BEFORE TESTS

- Decide and announce the date & time for test.
- Allow sufficient time to students to read the test paper.
- If necessary give information in Gujarati.
- Specify the duration of test.
- Specify the distribution of marks.
- Help them to understand the instructions

DURING TESTS

- Observe the students' performance.
- Give suggestions, if necessary
- Make sure that no one is copying from each other.
- Ensure if every student is writing.
- Observe students that are not making noise and not disturbing other students.

AFTER TESTS

- Collect the test paper and discuss about the paper with the students.
- Check the test paper.
- Announce results quickly.

SESSION 5: MONITORING FOR SUPPORT AND FEEDBACK

The teachers were informed about the monitoring process for 2013-14. Monitoring Fellows (MFs) have been appointed to provide support for the effective running of the ELE programme. Each MF will be looking after 40 schools. Their phone numbers were shared. The role played by similar fellows appointed in the previous year was reiterated. Teachers also shared their expectations and the support that they had received in the past. District officials would also provide support and monitor the programme.

At the end, teachers were given a questionnaire to assess their needs for training so that these are duly incorporated in developing the curriculum for capacity development of teachers. **(Annexure 3: Summary of Training Needs Assessment)**

PARTICIPATION OF DISTRICT OFFICIALS

The ASO, Mr. V.S. Desai, Valsad addressed the participants and emphasised the importance of learning; appreciated that the teachers had made the effort to participate. He asked the teachers how many of them talk to their students in English. Only one teacher raised her hand. He requested teachers to take the maximum benefit of the programme. He shared, using an example, how continuous exposure and immersion in a language help people to learn a language.

The ASO, Mr. Gothi, Surat came to the Orientation at EMRS, Mota, Bardoli. He had to leave before the Orientation started. He interacted with the teachers who were present. He agreed to provide support for monitoring.

The ASO, Mr. Shailesh Kakkad, Sabarkantha participated with teachers of Ashram shala who were not invited but voluntarily participated. He addressed the participants and encouraged them to speak in English with their students and colleagues. He also explained how this programme is useful for students and teachers.

There was no participation of officials at Kharedi, Tilakwada, and Waghodia.

(Annexure 4: Facilitator Teams and District Officials at the 6 Orientations)

Participants also provided their feedback on the Orientation at all the locations in a pre-designed questionnaire. **(Annexure 5: Analysis of Participant Feedback)**

Visual glimpses of the orientation and the participation of the groups are provided in **Annexure 6.**

ANNEXURES

ANNEXURE 1: PROGRAMME SCHEDULE



DISTRICT LEVEL TEACHER ORIENTATIONS (2013-14)

ENGLISH LANGUAGE ENHANCEMENT PROGRAMME

Programme Schedule

JUL 24 AT EMRS, PARDI, VALSAD;

JUL 25 AT EMRS, MOTA, SURAT;

JUL 26 AT EMRS TILAKWADA, NARMADA

AUG 5 AT SAINIK SCHOOL KHERANCHA;

AUG 6 AT EMRS KHAREDI DAHOD;

AUG 7 AT EMRS-GORAJ, WAGHODIYA, VADODARA

9.00 - 10.30 am	:	Breakfast
10.00 -11.00 am	:	Registration
11.00 -11.30 am	:	Welcome and Introductions
11.30 - 1.00 pm	:	ELE programme – Objectives, Key Components and Logistics
1.00 - 2.00 pm	:	Lunch
2.00 - 3.00 pm	:	Testing for assessing student learning
3.00 - 3.45 pm	:	Role of English Teachers and Principals
3.45 - 4.45 pm	:	Monitoring for support and feedback

ANNEXURE 2: LIST OF SCHOOLS THAT PARTICIPATED AND DID NOT PARTICIPATE

LIST OF SCHOOLS THAT PARTICIPATED (TOTAL PARTICIPANTS: (164))			
Sr. no.	Name of the school	Location	TALUKA
DANG			
1	ANS	Waghai	Ahwa
2	ANS	Saputara	Ahwa
3	ANS	Bardipada	Ahwa
4	ANS	Ahwa	Ahwa
5	EMRS	Ahwa	Ahwa
6	EGRS	Saputara	Ahwa
NAVSARI			
1	UBAS	Bartad	Vasada
2	UBAS	Abheta	Gandevi
3	UBAS	Sarpore	Navsari
4	UBAS	Adada	Navsari
5	UBAS	Toranvera	Chikhali
6	ANS	Navsari	Navsari
7	ANS	Vansda	Vansda
8	ANS	Chikhali	Chikhali
9	EMRS	Khanpur (Bartad)	Vasada
VALSAD			
1	UBAS	Sutharpada	Kaprada
2	UBAS	Barumad	Dharampur
3	UBAS	Hanmatmaal	Dharampur
4	ANS	Motiwada (Khadki)	Udvada Pardi
5	ANS	Lal Dungri	Dharampur
6	ANS	pardi	Pardi
7	ANS	Valsad	Valsad
8	EMRS	Atul	Pardi
9	EMRS	Kaprada	Dharampur
10	EGRS	Karchond	Pardi
11	EGRS	Sutharpada	Dharampur
12	EGRS	Dharampur	Dharampur
SURAT			
1	UBAS	Variyav	Chauyashi

2	UBAS	Makanjar	Mandvi
3	UBAS	Umarda	Umarpada
4	UBAS	Kudiyana	Olpad
5	UBAS	Haldharu	Kamrej
6	UBAS	Sachin Pardikande	Chauyashi
7	UBAS	Samba	Mahuva
8	UBAS	Vaheval	Mahuva
9	UBAS	Kareli	Palsana
10	ANS	Mahuva	Mahuva
11	ANS	Vareli	Chauyashi
12	EMRS	Motta	Bardoli
TAPI			
1	UBAS	Besaniya	Vyara
2	UBAS	Chindiya	Vyara
3	UBAS	Karanjvel	Vyara
4	UBAS	Bahurupa	Nizar
5	UBAS	Chokhiamli	Nizar
6	UBAS	Vadibheshrot	Songadh
7	UBAS	Gopalpura	Songadh
8	UBAS	Kumkuva	Songadh
9	UBAS	Hindala	Songadh
10	ANS	Fort (Songadh)	Songadh
11	ANS	Tichakpura	Vyara
12	EMRS	Khodda	Nizar
BHARUCH			
1	UBAS	Kodavav	Valiya
2	UBAS	Ratanpur	Zaghadiya
3	ANS	Moze-Sultanpur	Zaghadiya
4	ANS	Ankleshwar	Bharuch
5	ANS	Netrang	Valiya
PANCHMAHAL			
1	UBAS	Moti-Sarsan	Santrampur
2	UBAS	Narukot	JambuGhoda
3	UBAS	Chatardi-Vav	Halol
4	UBAS	Bhuvar	Morvahadaf
5	ANS	Narsingpur	Santrampur
6	EGRS	Kherva	Santrampur
7	EGRS	Narukot - Vejalpur(jambughoda)	kalol

8	EGRS	Saliya Muvadi	Kadana
9	EGRS	Ghogamba	Ghogamba
10	MS	Santrampur	Santrampur
NARMADA			
1	UBAS	Godada	Sagbara
2	UBAS	Duttwada	Sagbara
3	UBAS	Ghatoli	Dediyapada
4	UBAS	Samarpada	Dediyapada
5	UBAS	Rajpara	Nadod
6	UBAS	Nava Waghpora	Nadod
7	ANS	Rajpipala	Nadod
8	ANS	Sagabara	Sagabara
9	ANS	Dediyapada	Dediyapada
10	EMRS	Tilakwada	Tilakwada
11	EGRS	Rajpipala (Dediyapada)	Dediyapada
12	MS	Dediyapada	Dediyapada
SABARKANTHA			
1	UBAS	Valran	Khedbrahma
2	UBAS	Khedbrahma	Khedbrahma
3	UBAS	Vandiyol	Bhiloda
4	UBAS	Khiloda	Bhiloda
5	UBAS	Bhutavad	Bhiloda
6	UBAS	Waghpur	Bhiloda
7	UBAS	Dholwani	Vijaynagar
8	UBAS	Krisnapur	Meghraj
9	UBAS	Pruthvipura-Kalvan	Vijaynagar
10	UBAS	Antoli	Meghraj
11	UBAS	Valuna	Meghraj
12	UBAS	Kheroj	Khedbrahma
13	ANS	Bhiloda	Bhiloda
14	ANS	Khedbrahma	Khedbrahma
15	EMRS	Shamlaji (Samdampur)	Bhiloda
16	EMRS	Kherancha	Bhiloda
17	EGRS	Shamlaji - II	Himmatnagar
18	EGRS	Khedbrahma	Khedbrahma
19	EGRS	Posina	Khedbrahma
20	EGRS	Khedbrahma-2	Khedbrahma

BANASKANTHA			
1	UBAS	Kuvarshi	Danta
2	UBAS	Gorad	Danta
3	UBAS	Amirgadh	Amirgadh
4	ANS	Ambaji	Danta
5	ANS	Danta	Danta
6	EMRS	Ambaji	Danta
7	EGRS	Jethy	Amirgadh
8	EGRS	Mahudi	Danta
9	EGRS	Ranpur	Danta
10	EGRS	Virampur	Danta
11	EGRS	Sarotara	Danta
12	MS	Danta	Danta
13	MS	Amirgadh	Amirgadh
DAHOD			
1	UBAS	Devirampura	Devgadh-bariya
2	UBAS	Chosala	Dahod
3	UBAS	Limbdabara	Dahod
4	UBAS	Nagrada	Dahod
5	UBAS	Fulpura	Zalod
6	UBAS	Ranujadham, Sanjeli	Zalod
7	UBAS	Devjini Sarasvani	Zalod
8	UBAS	Mirakhadi	Zalod
9	UBAS	Bhatiwada	Dahod
10	UBAS	Chandala	Garbada
11	UBAS	Garbada	Garbada
12	UBAS	Pipero	Limkheda
13	UBAS	Chundadi	Limkheda
14	UBAS	Dassa	Limkheda
15	UBAS	Nansalai	Zalod
16	UBAS	Balaiya	Fatepura
17	UBAS	sarsavapur (Afw)	Fatepura
18	UBAS	Vangad	Fatepura
19	ANS	Dahod	Dahod
20	ANS	Zalod	Zalod
21	ANS	Limkheda	Limkheda
22	EMRS	Kharedi	Dahod
23	EGRS	Usarwan	Dahod
24	EGRS	Ninamanivav	Limkheda

		(Dudhiya)	
25	EGRS	Mandor	Dhanpur
26	EGRS	Garadiya	Zalod
27	EGRS	Nani Khajuri	Devgadh-bariya
28	EGRS	Neemach	Garbada
29	MS	Palli, Limkheda	Limkheda
30	MS	Vasti, Mirakhedi	Zalod
VADODARA			
1	UBAS	Ghelwat	Chota Udepur
2	UBAS	Rangpur-Sadali	Chota Udepur
3	UBAS	Puniyavat	Chota Udepur
4	UBAS	Chichod	Chota Udepur
5	UBAS	Golagamadi	Sankheda
6	UBAS	Pavi-jetpur	Pavi jetpur
7	UBAS	Kohivav (Tamboliya)	Pavi jetpur
8	UBAS	Raipur	Naswadi
9	ANS	Akota	Vadodara
10	ANS	Vasedi	Chota Udepur
11	ANS	Nani-Rashali	Pavi jetpur
12	ANS	Naswadi	Naswadi
13	ANS	Rani Bunglow	Chota Udepur
14	ANS	Kadipani	Kawat
15	EMRS	Kawant by SPF	Kawat
16	EMRS	Waghodiya by MSA	Waghodiya
17	EGRS	Bhikapur	Kawat
18	EGRS	Dharsimel	Naswadi
19	EGRS	Ghutyaamba	Naswadi
20	EGRS	Pisayta	Naswadi
21	MS	Nani Rasli	Pavi jetpur
22	MS	Kadipani	Kawat
23	MS	Khutaliya	Chota Udepur
24	MS	Linda Tekara	Naswadi
GANDHINAGAR			
1	ANS	Sector - 6, (Girls)	Gandhinagar
2	ANS	Sector - 7, (Boys)	Gandhinagar
JUNAGADH			
1	EGRS	Talala	Junagadh

LIST OF SCHOOLS THOSE WERE NOT INVITED BUT PARTICIPATED: 6 SCHOOLS			
1	AS	bhiloda	bhiloda
2	AS	bhiloda	bhiloda
3	AS	Dholiya	Dholiya
4	AS	begod	begod
5	AS	kharibedi	kharibedi
6	AS	matoda	matoda

LIST OF SCHOOLS THAT DID NOT PARTICIPATE: (40)			
Sr. no	Name of the school	Location	Taluka
NAVSARI			
1	UBAS	Raibore	Vasada
VALSAD			
1	UBAS	Kangavi	Dharampur
SURAT			
1	UBAS	Bhuvasan	Bardoli
2	UBAS	Amalsadi	Mandvi
3	UBAS	Godawadi	Mandvi
4	UBAS	Kevadi	Umarpada
5	UBAS	Khutaliya	Vyara
6	ANS	Tarsadi	Mangrol
7	ANS	Umarpada	Tarsadi
TAPI			
1	UBAS	Fulwadi	Nizar
2	UBAS	Vedchi	Valod
3	ANS	Ukai	Vyara
4	EMRS	Indu	Songadh
5	EGRS	Babarghat	Ucchal
PANCHMAHAL			
1	EMRS	Vejalpur	Kalol
2	EMRS	Waghodiya-2	Kalol
NARMADA			
1	EMRS	Nandod	Nandod
SABARKANTHA			
1	UBAS	Abhapur	Vijaynagar

2	MS	Khedbrahma	Khedbrahma
BANASKANTHA			
1	UBAS	Zanzarva	Amirgadh
2	UBAS	Khemrajiya	Amirgadh
3	ANS	Jorapura	Amirgadh
DAHOD			
1	UBAS	Pipodara	Devgadh-bariya
2	UBAS	Zalod	Zalod
3	UBAS	Fagiya	Devgadh-bariya
4	ANS	Devgadh-bariya	Devgadh-bariya
5	EGRS	Fatehpura	Fatepura
6	MS	Usarwan	Dahod
VADODARA			
1	UBAS	Chichba	Chota Udepur
2	UBAS	Ratanpur- Kaprali	Naswadi
3	EGRS	Khadakwada	Chota Udepur
4	EGRS	Kidighoghade	Chota Udepur
5	EGRS	Maleja	Chota Udepur
6	EGRS	Chhoodwani,	Kawat
7	EGRS	Mogra	Kawat
8	EGRS	Saidiwasan	Kawat
9	EGRS	Muwada	Kawat
10	EGRS	Saloz	Kawat
AHMEDABAD			
1	ANS	Akhbarnagar	Ahmedabad
JUNAGADH			
1	ANS	Talala	Talala

**SUMMARY OF PARTICIPANTS WHO ATTENDED THE
TEACHER ORIENTATIONS**

Sr.No	Districts	UBAS	ANS	EMRS	EGRS	MS	Total
1	DANG	0	1	1	1	0	3
2	NAVSARI	5	3	1	0	0	9
3	VALSAD	3	4	2	3	0	12
4	SURAT	9	2	2*	0	0	13
5	TAPI	9	2	1	0	0	12
6	BHARUCH	2	3	0	0	0	5
7	PANCHMAHAL	4	1	0	4	1	10
8	NARMADA	6	3	1	1	1	12
9	SABARKANTHA	12	2	3	3*	0	20
10	BANASKANTHA	3	2	1	5	3*	14
11	DAHOD	18	3	1	6	2	30
12	VADODARA	8	5	2	2	4	21
13	GANDHINAGAR	0	2	0	0	0	2
14	JUNAGADH	0	0	0	1	0	1
15	AHMEDABAD	0	0	0	0	0	0
	TOTAL	76	33	15	25	10	164
Six teachers from Ashramshalas (Bhiloda(2)Dholiya(1),Begod(1),Kharibedi(1),Matoda(1) where Std. IX is there but who are not in the list of participating schools for this programme attended based on the invitation that they received from their ASO, Sh. Shailesh bhai Kakkad							6
TOTAL							170
<p>*2 teachers came from 1 school in EMRS Mota Bardoli * 2 teachers came from 1 EGRS school, Sabarkantha * 2 teachers came from 1 Model school, Danta</p>							

ANNEXURE 3: SUMMARY OF TRAINING NEEDS ASSESSMENT

Q-2	What are the things you use to teach English?	Responses	Total participants
	Text book	166	170
	Teachers book	55	170
	Audio-visual CDs	70	170
	Library books	144	170
	Teaching learning material from internet	15	170
	Computer	61	170
	Teaching aids	101	170
	Any other	2	170
Q-3	Resources available in your school for English language teaching	Responses	Total participants
	Library books	157	170
	Audio-visual aids	74	170
	Language lab	4	170
	Computers/LCD projectors in class room	130	170
	Any other	0	170

Q-4	Area of interest for training	Responses	Total participants
a.	Tips on how to teach the textbook exercises in class successful	89	170
B	Demonstration of how the listening/speaking/reading/writing activities can be conducted	77	170
c.	Discussion on how to help children produce language	80	170
d.	Suggestion for tackling problems	90	170
e.	Extra resources that would help me for example lists of similar activities that I can use/ideas of adapting the activities in my classroom	63	170
f.	How to use technology for teaching English	76	170
g.	Question/answer session with experts	52	170

Q-5	A-Do you have access to a computer with internet connection?	Responses	Total participants
	Yes	76	170
	No	86	170
	C- Do you have an email account and easy access to it?		
	Yes	53	170
	No	110	170

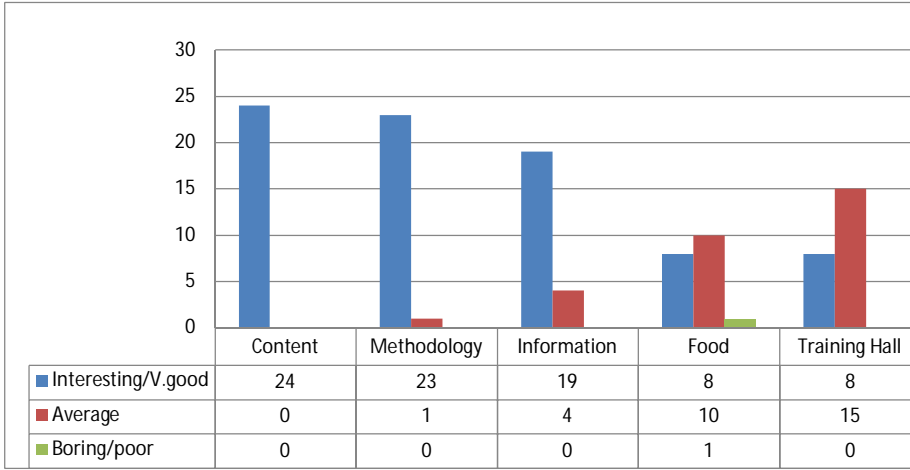
Q- 7	Classroom Difficulties
	<p>It appears that there was a variation in the way that this question was understood. Some related it to the WE class; others responded to difficulties faced by students at the primary level that affect their performance in secondary school. Many of the teachers also attributed the problems of language acquisition and development to the low socioeconomic and poor, isolated living conditions/background of students. However, many hold school environment also responsible and acknowledged the time constraint, inadequate teaching aids as barriers. Shyness, fear, self confidence, poor vocabulary were other recognisable barriers that were mentioned.</p>

ANNEXURE 4: FACILITATOR TEAMS AND DISTRICT OFFICIALS

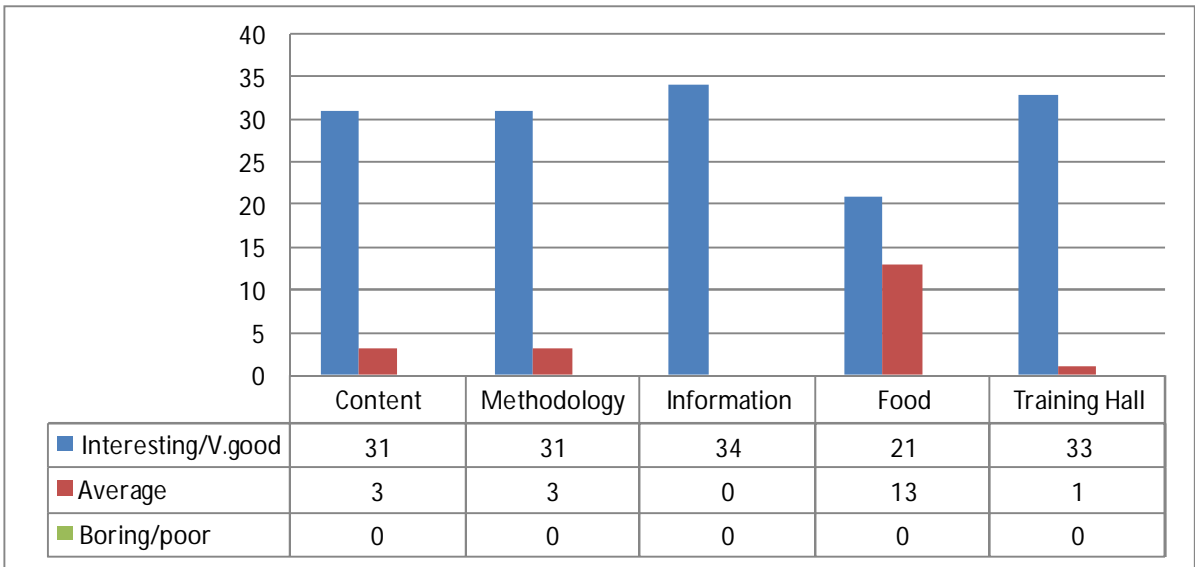
Venue of The Orientation	Facilitators	GSTDREIS Representatives	Admin and Accounts Team
EMRS , Pardi Valsad	Geeta Sharma Anna Sacha Sandipa Emanuel	Arvind Yadav Consultant V.S Desai Consultant	Krishna Parmar
EMRS, Mota Bardoli	Geeta Sharma Anna Sacha Sandipa Emanuel	D.J.Gothi Consultant (ASO)	Krishna Parmar
EMRS, Tilakwada, Narmada	Geeta Sharma Anna Sacha Sandipa Emanuel		Krishna Parmar
EMRS, Kherancha, Sabarkantha	Geeta Sharma Anna Sacha Sandipa Emanuel Vivek Singh Yogini Gohel Alpesh Rathawa Vikas Rajan Dhaklu Pandher	Mr.Sailesh Bhai Kakkad Consultant(ASO)	Dharmishta Halapati
EMRS, Kharedi,Dahod	Geeta Sharma Anna Sacha Sandipa Emanuel Vivek Singh Yogini Gohel Alpesh Rathawa Vikas Rajan Dhaklu Pandher		Dharmishta Halapati
EMRS,Waghodiy a,Vadodara	Geeta Sharma Anna Sacha Sandipa Emanuel Vivek Singh Yogini Gohel Alpesh Rathawa Vikas Rajan Dhaklu Pandher Nitin Baria		Dharmishta Halapati

ANNEXURE 5: ANALYSIS OF PARTICIPANT FEEDBACK

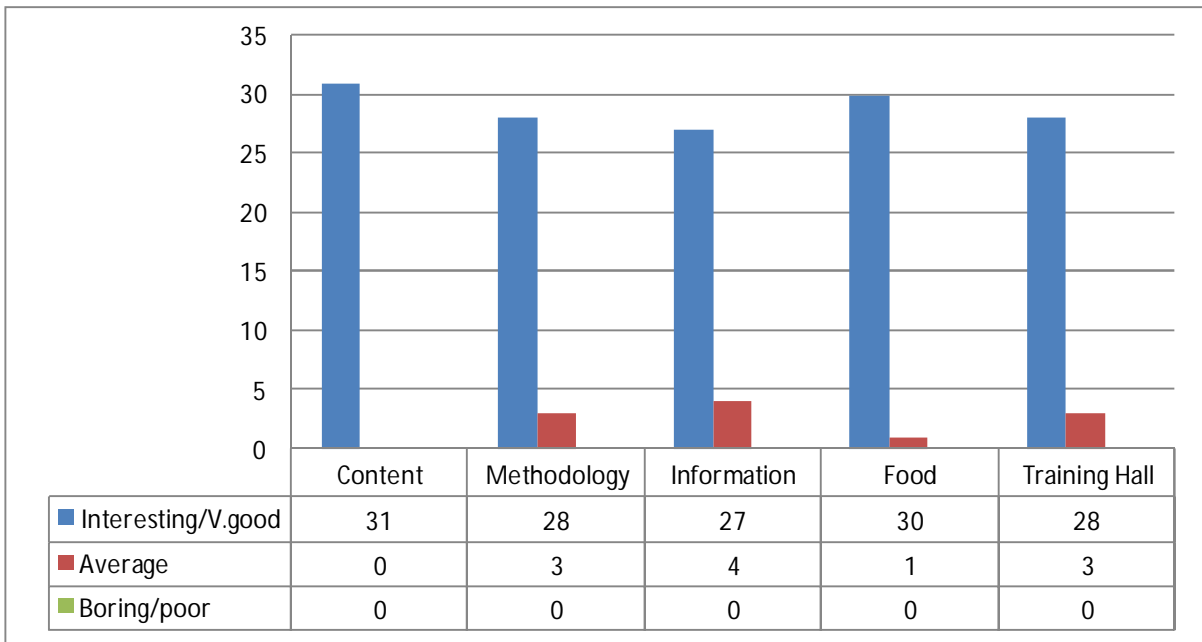
Tilakwada, Narmada



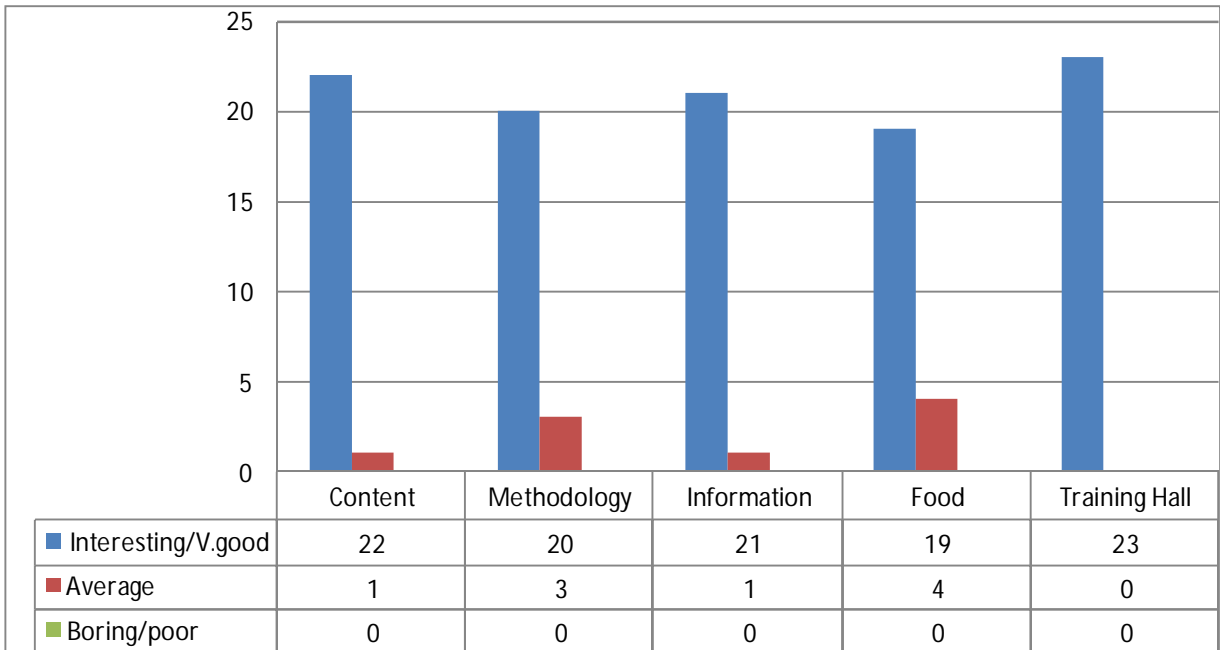
Kherancha, Sabarkantha



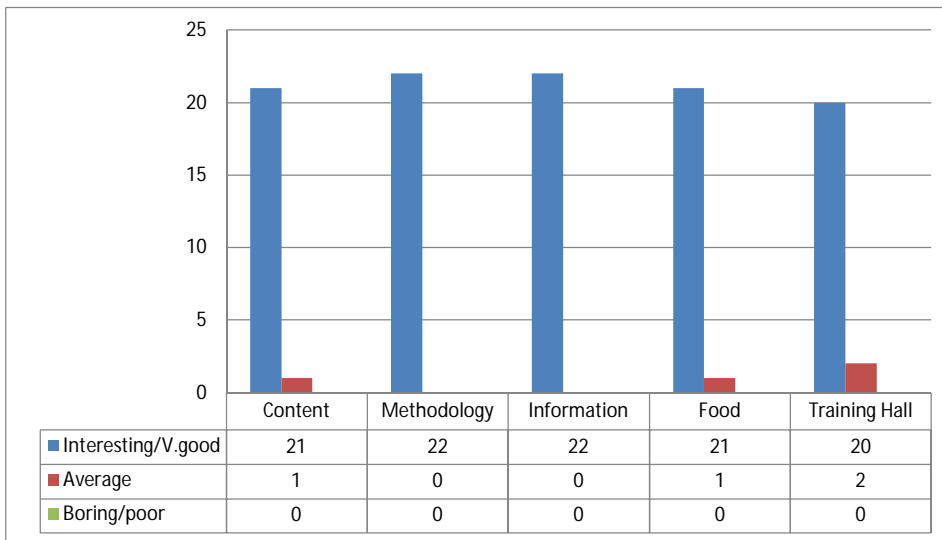
Kharedi, Dahod



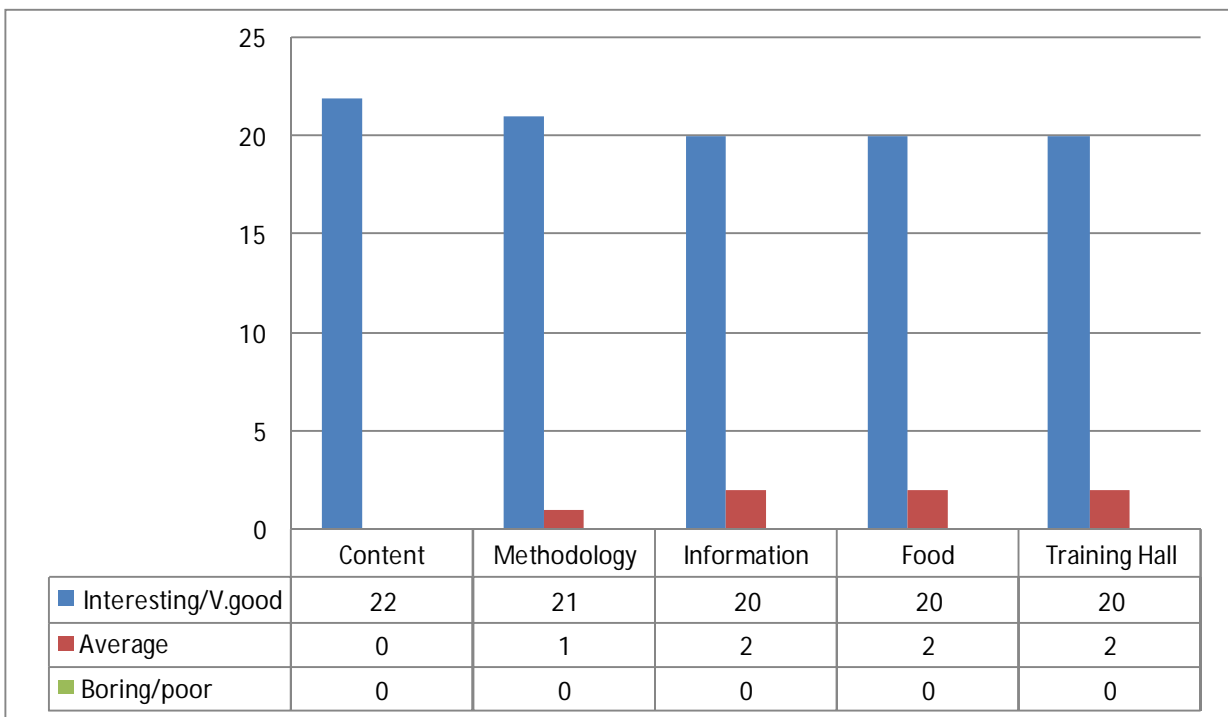
Waghodiya, Vadodara



Bardoli, Surat



Pardi, Valsad



ANNEXURE 6: VISUAL GLIMPSES OF THE ORIENTATIONS



Teachers are filling sample Special worksheets in the group at Kharedi, Dahod



One teacher is playing a role of teacher and others of students



Principal, EMRS, Pardi sharing his views at the inaugural function



Teachers keen to respond to the facilitator's questions at EMRS, Pardi



Teachers discussing their role at Tilakwada, Narmada



Teachers being explained a group activity at Tilakwada, Narmada



Principal, Sainik School, Kherancha addressing the teachers at the opening function



Teacher sharing his viewpoint in a discussion at Kherancha, Sabarkantha



Students singing a prayer at EMRS, Mota, Surat



Teachers filling in a Training Needs Assessment form at EMRS, Mota, Surat



Participants watching DVDs of WELCOME English programme at Waghodiya



The Chief Guest (L) and the Facilitator (R) addressing the teachers at Waghodiya