

District Institute of Education and Training Tumakuru



Research Report

**A Study on aims and achievements
of English Section schools in
Tumakuru and Madhugiri District**

Preface

A quote says "nothing is useless but it is used less. The importance of learning English as a language has gained importance in recent days. Especially to the Government schools where English is being taught in class 1 in 1000 schools in the year 2019-20 has taken a brave step to train teachers and first and then transact same skill to their students at Schools

Keeping the above idea in mind and by the instruction of our department, we the people of DIET Tumkur have succeeded in training selected teachers of our district for a period of 15 day through orientation programme We also have given them an opportunity to learn and share their ideas through seminars, presentation, discussions and group tasks during the programme

I am thankful to all who have helped me in making this study a successful one ,especially our honourable Mnjnath.K principal DIET Tumkur who guided all through the training. I also render my sincere thanks to our colleagues, resource persons BEO's BRP's of all taluks who supported me to make this training a fruitful one. I eagerly await for further suggestions from your side and look forward to make this study helpful for all

Thanking you
Rupa GS
Lecturer diet Tumkur

FORWARD

Due to the effect of competitions and challenging world which strives for survival of the fittest, it implies to our department as well

The government expects a qualitative education for our children at schools, it has been a blessing in disguise for our teachers to attend this orientation programme and empower themselves so that they teach English easily, effectively and creatively the children.

I personally congratulate Rupa GS lecturer.DIET and his team for effectively implementing this training in our district I also feel happy about the way teachers are implementing at their schools after taking this training

I wish them all the best and may they succeed in bringing name and fame by continuing the same effort in their carrier

Manjunath k
Deputy Director Development
DIET, Tumkur

INDEX

Sl No	Content	Page No
1	Introduction	6
2	Description	7
3	Key benifits	8
4	Need of the Study	9
5	Objectives of the study	10-12
6	Hypothesis of the study	13
7	Procedures of the study	14
8	ANALYSIS OF HMS QUESTIONNAIRE	15
9	ANALYSIS OF HMS QUESTIONNAIRE	16
10	Findings	17
11	outcome	18-19
12	Additional Schools	20
13	Plan to introduce English medium schools	21-22
14	English training for teachers	23-24
15	English at the expense of Kannada	25-27
16	Suggestions	28
17	Limitations of the study	29
18	Overall view of EMTIP Study	30
19	Training Schedule	31-33
20	Limitations and Conclusion of the Study	34
21	Status of English medium sections in government schools – A critical study	35-81

INTRODUCTION

The purpose of our Department is to Educate the teachers, and to improve their fluency in learning English language.

Based on this idea DSERT, in collaboration with RIESI Bangalore implemented a 10 day orientation programme for teachers who are teaching English in Tumakuru District

Teachers were selected on the basis of an entrance test where questions were by RIESI related to the content.

Training was given to selected teachers which included overall compete points related to English language.

Grammar, Professional development, LSRW skills. portfolios collection documents related to an individual) etc.

After the training, a study was conducted to know the merits and results training and also to see the fruitfulness which our teachers have taken wit feedback form

In this regard, this study helps us to think and implement the findings directions.

We thank one and all who have rendered their honourable service and dedicated for this study

Hope this study will help for future

DESCRIPTION

The EMTIP, provides quality language training to enable speakers of other languages from various backgrounds, needs and purposes to communicate effectively and proficiently. Participants undergo an intensive English curriculum that helps them attain the required standard to pursue further academic and/or professional programmes.

we know how to help one learn successfully, and we understand the needs of the participants and the challenges they face. Most importantly, we believe in teaching English as a life skill, so that participants of the programme become independent learners and thinkers who will continue to develop their awareness and English language competency by building on their successes in the classroom, even after the course concludes.

All our teachers are professional English speakers with years of training and experience. Class sizes are small, offering an ideal environment for personalized learning and customized instruction.

Key benefits

This programme benefits participants in the following ways:

- Enhances their abilities to read, write, speak and comprehend the English language.
- Equips participants to exchange ideas and opinions, express emotions, and present information.
- Gain the relevant language skills for success in future courses
- The participants will work with highly qualified teaching staff who have broad teaching experience
- Enables them to develop a natural and accurate style of English pronunciation.

The need of the study includes:

- How effectively our teachers have adopted the training in their English language teaching at classroom?
- Was it useful for teachers to adopt new techniques and tools in teaching English.?
- Were the teachers able to use "Technology" means using Internet in their English teaching.?
- Were they able to create interest and curiosity in children regarding English language learning?
- Were the students able to acquire the language skills. LSRW casily and effectively.?
- To know the communicative ability acquired by the students
- To know their vocabulary enrichment.
- how effectively children are using English in their home
- To assess atmosphere too.
- Also to know the changes among teachers and students in the view of HM and CRP's.
- To also know whether the parents are aware enough about their children using English as a communicative language
- To analyses this study in all directions and assess for the benefit of other teachers.

OBJECTIVES OF THE EMTIP STUDY

- To check the implementation of EMTIP training in the classroom
 - To measure the changes that have taken place after the training
 - To evaluate the teachers English proficiency after the training.
 - To evaluate the children, parents, trained teachers, C.R.P's , HM's parents and collect their opinions after the training.
 - To observe the learners language skills and efficiency namely LSRW.
 - To study the extent of teachers professional development.
 - To check the teachers competence teaching English text from class 1
 - To encourage the teachers to participate in such kind of studies.
- Along with these...

- Enhancing the quality of education in primary and secondary schools in the state.

- Management of teacher education in the state (both pre service and in service education) both at the elementary education and secondary education levels
- Management of Government Colleges of teacher education, District Institutes of Education and Training and other Government teacher training institutions.
- Promoting English Education in the state.
- Designing and implementing in service teacher training courses in content, pedagogy, innovative methods like theatre in education, use of low cost and no cost teaching learning materials in schools, etc.
- Making Satellite based training programmes.
- Encouraging the talent of the students through scholarships
- Having found the teaching needs of High School teachers, enhancing the teaching skills of teachers
- Accelerating the learning abilities of the students studying in Govt. Schools.

- Bringing about a better change in educational quality of Teacher Training Institutes.
- Through Art Research Center of DSERT, organizing the exhibitions / seminars to student – teacher community of High Schools on Applications of Art, New Explorations of Art and Action Research.
- Usage of technology in education.

HYPOTHESIS OF THE STUDY:

Here are some hypothetical findings of our study

1. EMTIP training has been successfully implemented in the class 1
2. This study proves the effective implementation of EMTIP training in the schools
3. This study indicates the positive opinions of children, teachers, parents CRP's HM's etc about the training
4. This study ensure the changes that have taken place after the training in the classroom
- 5.This study helps trainees to know the problems that hinders their teaching and re correct their learning and teaching errors
6. This study evaluates the overall aspects, opinions, effectiveness of the training.
7. This study helps the impact us to know the impact on society

PROCEDURE OF THE STUDY

A committee was formed under the guidance of Principal, DIET, Tumkur.

The members of the committee were as follows

- ❖ Sri Manjunath.K, Principal, DIET, Tumkur.
- ❖ Srimathi Rupa G S cturer, DIET, Tumkur.
- ❖ Sri Raveesh, Subject Inspector for English,DDPI office,Tumkur
- ❖ BEO, BRC BRP, CRP,s of all Taluks of Tumkur Dist
- ❖

Resource Persons of EMPTIP Training

- Sri Vivek TK Assistant Master, GHIPS Kundur, Tumkur Taluk
- Srimathi Tunga A M GHPS Holalagunda Kunigal-Tq
- Kalajyothi A M GHPS Maskal, Tumkur-Tq ,Tumkur Dist

The committee decided to conduct a research to study the implementation of EMTIP training. According to this a meeting was held to conduct this study and the steps for conducting were planned and executed according to it...

EMTIP The steps are as follows:

According to this, the question paper was framed by the committee and it was on the basis of EMTIP training programme like

a) Vocabulary b) Listening & Speaking c) Language Used Reading

The Questionnaire based on the study conducted and answers given by the students, here is the analytical data of children

ANALYSIS OF HMS QUESTIONNAIRE

1. Classroom management done by the English Teacher was successful in their job.
2. JIM's are observing the learning process and its effects
3. HM's have done the comparative study of work books, oopy books books of areola before and after And satisfied with the progress of the students
4. HM's have observed and confirmed that the teachers and kept records
5. IM's have observed that both teachers and students are coming to English in the school atmosphere
6. HM's are discussing the progress of the students meetings Teachers are giving prominence for language completion of portions
7. HM's are interested to depute the teachers to pet future EMTIP so that the Teachers and u s e the knowledge.
8. As per IMs opinion, teachers are using TLM's & TM's many of technology, Internet etc to create interest and improved be children of the

ANALYSIS OF PARENTS QUESTIONNAIRE

The parents of the concerned schools were to put into us and questionnaire was given to see how they respond about their students progress and especially using English in formal and informal situations

Yes No types were given for them and asked to tick any one They also are happy and opine that their children are using English at home in addition to their mother Tongue They also for that teachers are assigning the children task of finding meanings using books and other authentic materials The parents say that they have seen a lot of change in their children's speaking skill and writing the letters and words. They also say that they are regularly in touch with teachers for the improvement of their children's progress So overall they are happy about their children using English language.

FINDINGS OF THE STUDY

After all the resources, checklists and questionnaire being used in the study we have some findings and they are listed below:

- ✓ There is a lot of improvement in teachers vocabulary, communication and their approach.
- ✓ The teachers have shown keen interest in learning and teaching English at their schools
- ✓ They have come out of hesitation to speak English
- ✓ The teachers trained in EMTIP have improved
- ✓ The teachers are now using ICT in their classrooms
- ✓ The methods like communicative approach inductive method Teaching skills are now far improved to a great extent
- ✓ The teachers have updated themselves communicating, expressing themselves using authentic and reference materials
- ✓ The training has improved students speaking skills their confidence in using new technology

Learning Outcomes

Focus: Integrated skill development in the four key areas of language learning – Listening, Speaking, Reading & Writing.

Level-1

Develop ability to converse in simple, short sentences. Enhance vocabulary, pronunciation and learn basic grammar.

Level-2

Develop ability to construct simple sentences with correct grammatical structure, deliver short presentations on varied topics, demonstrate reading techniques, establish basic writing skills, and participate in class discussions with confidence.

Level-3

Develop fairly good knowledge of spoken and written English, become familiar with topics such as travel, technology, shopping and entertainment, Gain a greater understanding of English grammar.

Level-4

Develop the ability to write fairly complex sentences, be able to understand the use of formal and informal English, and communicate confidently and effectively in everyday situations.

Level-5

Strong knowledge of English grammar, and fluency in written and spoken English.

Additional schools

Over the past year, the pilot project was received with enthusiasm by parents across the state. Almost 75% of the schools in which it was introduced had more than 20 students enrolled in the English-medium section, figures provided by the Department of Public Instruction revealed. The enrollment in the English-medium section outpaced the enrollment in the respective schools' Kannada medium section. The overwhelming response for the initiative has prompted education officials in the state to review the status of the pilot project and discuss introducing English-medium schooling in an additional 1000 schools in the state in the 2020-21 academic year.

However, the initiative isn't without challenges. Training teachers for English-medium instruction has proven to be an uphill task, as the need grows. Additionally, pro-Kannada activists have also expressed opposition, fearing that with dwindling enrollment in Kannada medium sections in schools, children's knowledge of the language will fade.

Plan to introduce English medium schools

The idea of English medium schooling in government schools is not new in Karnataka. In 2012, the then Primary and Secondary Education Minister allowed government and aided schools in the state to [change](#) the medium of instruction to English from class 6.

The Karnataka government's decision followed similar actions taken by the Delhi, Kerala, Andhra Pradesh and Tamil Nadu governments. The Department of Primary and Secondary Education in Karnataka studied the way English-medium schooling was introduced in Kerala before training teachers in the state. Among the 1000 schools in which English was introduced as a medium of instruction, a majority (624) had a student strength of between 21 and 30 students in class 1. One hundred and seventeen schools enrolled more than the stipulated 30 students including a school in Bengaluru which had more than 120 students in the English-medium section.

Schools like the one in Udupi's Brahmavar pooled in resources to add an additional classroom to accommodate 60 students in the English-medium section, which is more than the stipulated 30 students laid down by the state government. "We managed to collect books and other material from nearby schools where they were not able to fill up the stipulated 30 students," says Mallikarjuna explaining how his school managed to get around logistical issues. The stipulated number of 30 students was decided to ensure that the student-teacher ratio remained at 30:1 as per the Right to Education Act (RTE). In case, additional students were enrolled, schools were asked to add guest teachers who would teach the students.

English training for teachers

No teacher was recruited specifically for English-medium classes. Instead, 1600 teachers were trained in English in April and May 2019 and over 95% of them were deployed in the same school they were teaching in.

However, education officials in the state admit that they are facing an uphill task training teachers in English. "It (English) remains a foreign language for many teachers and parents. The students don't have a supportive environment to learn in English in their homes," He goes on to add that the department is planning to introduce additional learning material to help students grasp concepts in English. "They (students) need to be supported with learning material, especially since some students are from a first generation learner's family and from backward socio-economic standard. We are trying to introduce reading cards, activity books with pictures and create a playful experience of learning in English," However, child rights experts say that

despite the initiative taken by the government, most teachers are unfamiliar with English and are unable to teach in the language. "The same teachers who were teaching earlier in Kannada were trained to teach in English but the training was too short. Either new teachers should be recruited or existing teachers should be trained for 6-8 months before they are asked to teach in a new language. A single teacher is unable to teach all subjects for students in class 1. More teachers need to be trained in teaching in English," says Niranjan Aradhya, a professor at the National Law School of India University and the Programme Head for the Universalisation of Equitable Quality Education Programme at the institute.

The Commissioner of the Department of Public Instruction admitted that teachers in some schools did not meet the expectations of officials and will need to be retrained before the upcoming academic year.

Another major criticism of the project is the view that it is adversely affecting enrolment in Kannada-medium schools in the

state. Pro-Kannada activists have stood opposed to the move of introducing English as a medium of education for this reason.

‘English at the expense of Kannada’

“Students who study in English-medium schools in rural areas do not have an environment at home in which they can develop their language skills. They will be speaking in a regional language at home and speaking in English in school which does not complement their learning in any way,” adds Arun Javagal,

However, many pro-Kannada activists have allegedly refrained from criticising the decision to introduce English-medium education in government schools. “Some popular pro-Kannada activists have enrolled their children in English medium schools so they don’t have the moral right to question this,” alleges a pro-Kannada activist who did not wish to be named.

Parents of students, however, view English-medium education as an advantage. “This way, our child will be able to develop both her English and Kannada skills by studying in English and conversing in Kannada at home,” says Prabhakar, a parent.

This is in spite the fact that research in India, and across the world including by UNESCO, has shown that children who are educated in their mother tongue learn better than the children who start schooling in a new language. “With the approach adopted in Karnataka, the students will neither learn in Kannada nor in English. Research from around the world shows that teaching in the mother tongue improves student learning. This is seen in countries like Germany, Finland and China but it is only in previously colonised countries where English continues to be a medium of learning,” Niranjan Aradhya adds.

But despite the reservations, the state government, is currently discussing the introduction of English-medium education in an additional 1000 schools starting from the 2020-21 academic year. It is also looking to incorporate English curriculum in Kannada-medium schools in the state through the ‘Nali Kali’ system. “The idea is to ensure that in two to three years English education is imparted to all students in government schools irrespective of whether they are in Kannada or English-medium so that students from both sections are able to follow the same set of textbooks.

It will be introduced as part of the 'Nali Kali' curriculum for students of classes 1,2 and 3," "Nali Kali' (joyful learning) is a teaching strategy adopting creative learning practices. He goes on to add that it is too early to arrive at conclusions over English-medium education in schools in the state.

SUGGESTIONS OF THE STUDY

It is suggested that we need to give English training to all the teachers irrespective of the subject they take

It is also suggested to appoint subject teachers in touch English at government schools.

We could also have a regular supervision out teachers performance and he continuous feedback about their teaching and learning Strategies.

LIMITATIONS OF THE STUDY

In spite of all these positive feedbacks there are some limitations that we thought would hinder the progress. They are

1. There might be prejudice among teachers about the threat of exam and they might have given answers positively in questionnaires,
2. May not give accurate picture of the progress that has taken place after the training
3. A small study may not prove judge the teachers proficiency and efficiency.
4. All those who had received the EMTIP training were not classroom English teachers. Most of them were not handling English at their schools. So this might have affected the accurate study

OVERALL VIEWS OF EMTIP STUDY

The study helps to evaluate the effective implementation of the EMTIP Training in the classrooms. EMTIP

This also helped to view the opinions of children, teachers, TIM's, CRP's about the effects of the EMTIP training.

EMT The study have a clear picture of how English teaching methodology and communication practices have been improved after the implement of the training.

Training Schedule

After the ice breaking context and vision of English Medium Sections in Government Schools was discussed the participants came up with different ideas. Post discussion the participants had better idea of their role and they seemed to sense the challenge that lay ahead of them. Potentials and capabilities of children need to be understood the needs of the different types of learners need to be understood. Marginalized children and different types of learners, their necessity

English Medium Teachers' Induction Programmewas discussed and understood. Creating a language rich environment is the prime necessity. LSRW skills were also discussed and a lot of group and individual activities were conducted. Participants prepare for the demo

classes. The class was divided into four teams and MRP accordingly observed their classes and suggested for improvement of communicative language, choosing activities adequate to the learning outcome and take special care to see that it is relevant to the level of standard 1 learners. A mid way feedback work sheet provided and was completed by the trainees. At the end of the induction program another feedback was taken from the trainees. The feedback forms reflected that they needed training for communicative and spoken English.

Trainees gave suggestions for improvement and intFacilitation was done by the MRPs through different methods. Group discussions, group tasks, individual tasks were given. Story telling by different methods and techniques was done. Narration, role play, conversation, hand puppets, stick puppets, props and many more

techniques used while story telling. Story narration by using various voice modulations was done. Gestures and body language were well understood by the trainees

CONCLUSION

We sincerely thank each and everyone who have guided us throughout the study

We also await for your guidance and support in future to conduct such studies.

Rupa GS
Lecturer
DIET Tumkur

The Status of English Medium Sections in Government Schools: A critical Study

The purpose of this study is to critically analyze the status of the English Medium sections in government schools. The study aims to examine the teacher's abilities to use English, adopt appropriate methodology for teaching in these English medium sections and assess student learning. The study will also collect data from other teachers, parents and higher officials to find out their attitudes towards English medium students.

Part-A

1. Are textbooks of all the subjects supplied to the schools?
2. Are textbooks of all the subjects supplied to all children?

Part-B

1. Teachers attitude towards English medium section
2. Is the teacher confident about the teaching in the English medium section in standard 1?
3. is the teacher confident about the teaching in the English medium section in standard 1?
4. is the teacher able to speak in English fluently?
5. is the teacher able to teach English as a subject?

6. is the teacher able to teach other subjects EVS and maths through English?
7. duration of classroom observation during the visit
8. what language/ languages was /were used in classroom (circle the most appropriate option)
9. describe the purpose of purpose for which the language languages are used
10. Does the teacher think that only English should be used in the classroom in the English medium sections?
11. Describe in a short paragraph what was happening during your classroom observations
12. teachers competency in spoken learn language English
13. what strategies are adopted to teach children of different levels in the same class?
14. Are there special abled children in the classroom? If yes, how are their needs/ requirements addressed.
15. lessons cover so far.
16. (a) did The teacher do all the activities tasks /exercises given in the text books?

(b) if given tasks if given tasks activities exercises are not done what are the reasons
- 17.

Learning materials used

18. opinion about the bilingual obvious and maths textbooks
19. is kannada being taught properly or is it being neglected?
20. Students learning conduct a small test based around the textbook content what has been taught for students and describe what students can do.
21. Help children understand the theme of the lesson Concepts taught to them?
22. How are the students assessed in different subjects (has the teacher mentioned some records worksheets etc)
23. ?What in your opinion are some of the challenges involved in teaching learning in English medium sections?
24. Walk for the support do teachers children required for Effective teaching learning English medium sections?

Part-c

data from other stakeholders (students, other Teachers, head teacher, supervisory staff and parents)

1.(a) attitude of students towards English medium sections(talk to students and find out whether they are happy enthusiastic about studying in the English medium section or whether they are stressed worried)

(b) ask students way they joined English medium sections?

2. (a) attitude of the teachers in the school (talk to other other subject teachers in the school and find out whether they are

happy about the introduction of the English medium section in the school or whether they are worried about the new initiative)

(b) what do you think are the advantages disadvantages of introducing English medium sections in government schools?

(c) to what extent the opening of English medium in 1st standard is successful.

3. (a) attitude of the headteacher (talk to other headmaster/headmistress in the school and find out whether he/she is happy about the introduction of English medium section in his/her school or whether she is worried about the new initiative)

(b) what do you think are the advantages or disadvantages of introducing English medium sections in Government schools?

(c) to what extent the opening of English medium in 1st standard is successful

4. (a) attitude of the monitoring supervisory staff (talk to other supervisory staff such as CRPs, BRPs, BRCs in the school and find out whether they are happy about the introduction of English medium section in the schools are whether they are worried about the new initiative)

(b) what do you think are the advantages or disadvantages of introducing English medium sections in Government schools?

(c) to what extent the opening of English medium in 1st standard is successful

5. (a) attitude of the higher officers (talk to BEOs, subject inspectors, DIET nodal officers and DDPIs and find out whether they are happy about the introduction of English medium sections in his her school are whether they are worried about the new initiative)

(b) what do you think are the advantages or disadvantages of introducing English medium sections in Government schools

(c) to what extent the opening of English medium in 1st standard successful

6. (a) attitude after parents SDMC members (talk to other parents/SDMC members and find out whether they are happy about the introduction of English medium sections in the school or whether they are worried about the new initiative)

(b) what do you think are the advantages or disadvantages of introducing English medium sections in Government schools?

(c) to what extent the opening of English medium in 1st standard is successfully

Part-D

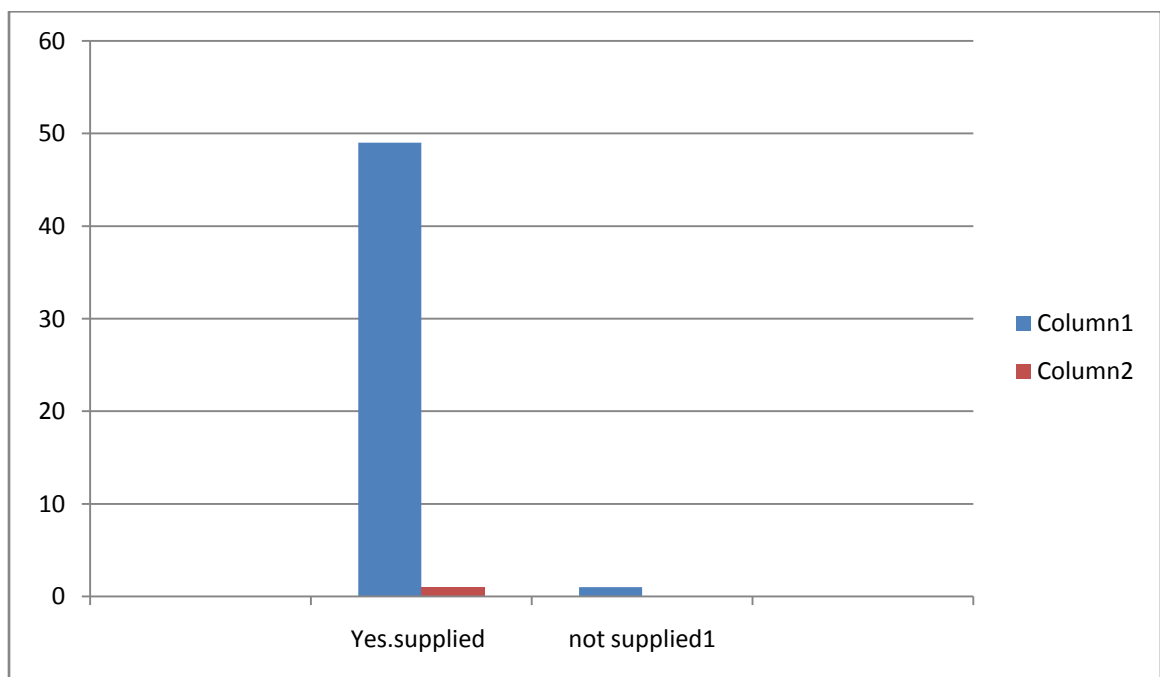
overall opinion based on the above data responses

what is your overall opinion about the first standard English medium section in Government schools? Based on the data you have collected from different sources what are the merits and demerits of introducing English medium in Government schools? To what extent is the initiative successful according to you? What should be done to improve the quality of teaching and learning in English medium sections?

Part-A

Are textbooks of all the subjects supplied to the schools?

For this question out of 50 schools 49 are taken text books. Only one school is no taken books on time. This shows that successful distribution of books to schools on time. One School was also taken the books after a week due sick leave by that school teacher.



1.