

**21-Day Orientation Programme on English Language
Teaching for Trained Graduate Teachers (TGTs) and Post
Graduate Teachers (PGTs) of Central Tibetan Schools
Administration (CTSA) organised by National Institute of
Education (NIE), NCERT, New Delhi (May 8-28, 2012)**

- A Brief Report

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A 21-Day Orientation Programme on English Language Teaching for Trained Graduate Teachers (TGTs) and Post Graduate Teachers (PGTs) teaching English at secondary and senior secondary stages respectively was organised by the National Institute of Education of NCERT at New Delhi. Twenty nine teachers from the Central Schools for Tibetan located across India participated in the orientation programme. The list of teachers who participated in the orientation programme is enclosed herewith (**as annexure 1**). The orientation programme aimed at equipping the teachers with the ideas of National Curriculum Framework – 2005 and the newer trends in English language teaching. The main objectives of the programme were:

1. Objectives of the orientation programme

1. To acquaint the teachers of CTSA schools with the ideas of NCF- 2005 and to develop a perspective on the changes in language pedagogy and the strategies to realise them in the classroom.
2. To discuss the Right to Education (RTE) act and its implications for language education and responsibilities of teachers in realising the Act.
3. To develop an understanding among the teachers on the emerging trends in teaching-learning of language viz. listening and speaking, reading, writing, pedagogical grammar, vocabulary, pronunciation, multilingualism as a strategy for language and content learning, storytelling and other pedagogical aspects.

4. To demonstrate and discuss how language classroom processes / activities should be organised to promote language learning (through pair work, group work, assignment, project work, etc.)
5. To enable the teachers to reflect on materials (including textbooks) in English language teaching and problems faced in the classroom and to discuss ways and means to maximise learning through them.
6. To equip the teachers to develop materials for language teaching for everyday classroom use and to explore ways of moving beyond the textbook.
7. To discuss the problems and issues relating to continuous language assessment in language education reflecting on the present practices in the system and to understand how to implement Continuous and Comprehensive Assessment (CCE) in the classroom.
8. To train the teachers on how to conduct Action Research in their classroom contexts and to make them aware of the uses of Action Research in Language Education.
9. To discuss and debate need for Critical Pedagogy in today's teaching-learning contexts and role of the language education in developing a critical perspective.
10. To suggest ways for continuous professional development by creating online groups, reading forum, blogs, mentoring, journal entries and reflection
11. To obtain feedback on the orientation / training through interaction and SWOT (strength, weakness, opportunities and threats) analysis.

The orientation was conducted from **08.05.2012 to 28.05.2012 in Rooms 229, 202 and in 001, CIET, Chacha Nehru Bhawan, NIE, NCERT, New Delhi 110 016.**

The timings of the orientation were **9.15 a.m. to 5.15 p.m.** Each day had four or five sessions. The schedule of the programme is enclosed as **annexure 2**. The following members of the faculty from the Department of Languages, NIE, NCERT were working with the teachers

1. Dr. Kirti Kapur, Assistant Professor
2. Mr. R. Meganathan, Assistant Professor (Coordinator)
3. Dr. Varada Mohan Nikalje, Assistant Professor
4. Mrs. Meenakshi Khar, Assistant Professor

Prof. B.K. Tripathi, Joint Director, Prof. Saroj Yadav, Head, Department of Education in Social Sciences (DESS), Prof. Chandra Sadayat, Head, Department of Education in Languages (DEL), Prof. Pawan Sudhir, Head, Department of Education in Art and Aesthetics (DEAA), Dr. Sarbari Banerjee, Assistant Professor, DEA&A, Dr. Amarendra Behera, Associate Professor, CIET, Dr. Anubuthi Yadav, Assistant Professor, CIET, Prof. Hukum Singh, Dean (Academic) and Prof. Parvin Sinclair, Director, NCERT also had sessions on themes of importance or formal and informal interactions with the group

Education Officers of the CTSA, **Dr. A.S. Rawat and Dr. Renu** Pant were regularly visiting and participating in the activities of orientation. Their interaction with the teachers and the faculty of NCERT helped in understanding the immediate needs of teachers and the school system.

2. The Themes / Topics of the Orientation

The orientation programme covered almost all aspects of language education, National Curriculum Framework- 2005, materials for teaching of English at secondary and senior secondary stages. The details of the themes covered during the twenty one days are:

1.	Language and Learning	16.	Literature in Language classroom
2.	Ideas of National Curriculum Framework - 2005	17.	Teaching of Poetry
3.	Right to Education and Language Education	18.	Multilingualism as a strategy for Language Learning
4.	English Language Education: Problems, Issues and Processes	19.	Organizing Activities and Developing tasks for Language Learning
5.	Materials for ELT: Textbooks and Supplementary Readers	20.	Story Telling for Language Learning
6.	Pedagogy of Listening	21.	Integrating Art into Language Teaching-Learning
7.	Pedagogy of Speaking	22.	Project Work for Promoting Language Learning
8.	Pedagogy of Reading	23.	Language Assessment: Continuous Comprehensive Assessment
9.	Teaching of Vocabulary	24.	Action Research in Language Education
10.	Teaching of Writing: The Process Approach	25.	ICT for Language Teaching-Learning
11.	Teaching of Pronunciation	26.	Adolescence Education
12.	Pedagogical Grammar	27.	Critical Pedagogy
13.	Language and Gender	28.	ICT for Language Teaching-Learning
14.	Language and Children with Special Needs Classroom	29.	Learning Teacher: Continuous Professional Development of Teachers
15.	Health Education: Communicable and Non-communicable diseases	30.	Resources for English Language Teachers.

The members of the faculty of English, Department of Education in Languages (DEL), NIE, NCERT, divided the themes and each one had one session in all the days. Each session was structured in such a way that the pedagogical understanding of the aspects of language teaching-learning was realised through activities as done in actual classroom and then drawing the attention of teachers to the pedagogy of aspect. The session adopted strategies and methods that an effective teacher employs in his / her classroom. In total there were 72 sessions, including the inaugural and valedictory sessions.

3. Inauguration

The orientation began with the joint inaugural session (of Social Science and English Language teachers) on 8th May, 2012 in room no. 202, CIET, NCERT. **Professor B.K. Tripathi**, Joint Director inaugurated the orientation. He stressed the need to implement the ideas of National Curriculum Framework – 2005 and making the classroom stress free place for learning. **Prof. Hukum Singh**, Dean (Academic) who welcomed the teachers called upon the teachers to utilise the opportunity and make the orientation more participatory and interactive. **Prof. Saroj Yadav** proposed a vote of thanks. **Shri Alok Verma**, Secretary, NCERT and Director, CTSA also shared his thoughts and expectations from the orientation programme.

4. The Process

The orientation adopted strategies and methods that were participatory, discussion and activity based in order to enable the teachers think, reflect and critically analyse the ideas / aspect and the method followed. The strategies and methods included:

- a) Pair work / group work / Activities followed by whole class discussion.
- b) Presentation-cum- discussion.
- c) Demonstration-cum-discussion (by NCERT faculty and by participating teachers)
- d) Assignments and Project work by teachers in groups
- e) Debates and role plays by teachers on various issues, problems and aspects of language education. Also for teaching speaking, listening and writing.
- f) Video shows on learning / language learning aspects.
- g) Written activities. (Journal Entries, Assignments, proposals, etc.)
- h) Educational visit to National Museum, Nehru Memorial (Teen Murti Bhawan), Gandhi Smriti and other cultural- historical places.

Each day began with a report of the previous day's proceeding and reflections by two teachers who took the responsibility of reporting. This was

followed by four or five sessions on the themes mentioned in the beginning. The themes were chosen based on the need and initial discussions with the teachers.

5. Assignments / Activities done by teachers

- i. Teachers were administered an initial reflection questionnaire to know their level of understanding of the subject area as well as the pedagogical understanding of English language Education.
- ii. Teacher were also administered a proficiency test in English language to understand their level of proficiency. This, it was thought, would help us to understand the language needs of teachers.
- iii. Each teacher maintained a journal recording his / her reflections on the content and methods of training. Each teacher submitted six to eight journal entries reflecting the theme, idea or a concept presents or dealt with during the processes.
- iv. Teachers were given assignment by each member of faculty and the same were submitted to the faculty. Some of the assignments given included:
 - a) Language learning autobiography
 - b) Analysis of materials (textbooks and Supplementary readers)
 - c) Assessment Activities
 - d) Multilingualism as a strategy
 - e) Gender sensitivity in language education
 - f) Teaching-learning of vocabulary (collocation & word webs)
 - g) Grammar Dictation
 - h) Teachers also prepared a number of charts on various aspects of language learning-teaching
- v. The post orientation reflection (aspects included in it are more or less the same as that of the initial reflection) questionnaire.

The pre-orientation and post orientation reflection questionnaire showed how the teachers were able to develop a perspective on various aspects of language learning. Teachers' beliefs on various aspects (about language learning and new, emerging strategies, ideas in language pedagogy and the constructivist approach to language learning-teaching) before and after the orientation has been seen /felt by the trainers. This shows that teacher learning has taken place.

The English language proficiency test included reading, writing, grammar and a single sentence definition of the given word. The writing activity was

different (a dialogueless video was shown and teacher were asked to write a 200 words essay). The performance in the proficiency test was good as the least score was 27 out of 35. However, it is felt some of them need to improve their proficiency in the language.

6. Training Materials

The participating teachers were presented with the following materials:

- i. Training package for Upper Primary teachers of North-Eastern Region
- ii. Teaching of English: National Focus Group Position Paper
- iii. *Divya Swanpa* (Day Dream) by Gijjubai Vadeka
- iv. *What did they ask you in school today?* by K. Mukunda
- v. Learning to Listen and Listening to Learn (Audio CDs) for promoting listening.
- vi. Training Materials CD (consisting of the handout materials distributed and classroom videos (developed by CIET)

7. Videos / Films shown

As part of the orientation teachers were shown videos on language learning, schooling and the teacher. The following videos from various sources were shown to teachers and this was followed by discussions and reflections on the ideas and actions of the videos.

- a. Love for Languages
- b. Teaching Punctuation
- c. A dialogues less video on environment
- d. Wings of Evolution (a video about the school for road side dwellers' children in Chennai)
- e. The Teaching Challenge
- f. Stand and Deliver (A Hollywood movie about a Mathematics teacher)
- g. Position Words
- h. Conversational Skills

8. Visitors during the orientation

Since CTSA is a unique school system catering to the educational needs of children of ethnic Tibetan community and this was in a way a special training for its teachers, the Tibetan community leadership and organisations took special interest and during the course of the orientation we had had two important visitors from the Tibetan community leaders. One was the Prime Minister of the Government of Tibet in exile, **Kalon Tripa Dr. Lobsang Sangay** and the other was **Mr. Tempa Tsring**, the representative of His Holiness the Dalai Lama in Delhi. **Mr. Apurva Chandra** I.A.S., Secretary, School Education and Chairperson CTSA also accompanied the visitor. The visitors interacted with the teachers and listened to problems faced by them. Dr. Lobsang Sangay, *Kalon Tripa*, Government of Tibet took the opportunity to thank his teachers for their commitment as he acknowledged the services of the teachers of CTSA. At the request of the Director, CTSA and Dean (Academic), NCERT the teachers shared their problems with the visitors and their administrators. This alleviated some of the fears in the minds of teachers. The Director and Chairperson of CTSA responded to the queries and clarifications of the teachers with regard to their system and administrative issues.

9. Feedback

The teachers were administered a feedback questionnaire on various aspects of the orientation. This included the academic aspects (content, processes, activities and their impact, etc.) and logistic aspects (accommodation, facilities, etc.). An analysis of the feedback questionnaire and the reflections by the teachers during the valedictory session showed that the orientation was effective and useful for them.

10. Certification and Award of Grades

Since the orientation aimed at enabling the teachers to develop a perspective on various aspects of learning and language learning in particular and there was many activities and assignments, it was proposed to grade the teachers based on their participation, performance in the activities. Teachers were

graded based on the criterion of their performances. Maximum teachers were able to make to an A grade.

11. Valedictory Session

The Valedictory session of the orientation programme was held on May 28, 2012 at 3.00 p.m. in room number 202, CIET. **Dr. Pratyusha Mandal**, Associate Professor and Coordinator of the Social Science group welcomed the teachers, the chief guest and members of the faculty to the valedictory session. He expressed his satisfaction on the conduct of the programme. **Professor Hukum Singh**, in his initial remarks, said that the teachers were sincere in every activity. He stressed the need for realising the ideas of NCF-2005 in every classroom.

When teachers were asked to reflect on the various aspect of orientation, seven teachers came out with their reflections and suggestions for improvement. The conduct of the programme as whole was appreciated both in terms of content and pedagogical aspects. It is worthy to record that the teachers were overwhelmed (as expressed by them) by the behaviours of all staff starting from the Attendant to high level officials. Teachers also came out with suggestions for improvement on some of the aspects of the programmes. These include: (i) There could have been more exposure to ICT related aspects and their application for learning and (ii) access to internet in the places of stay (NIE, Guest House and PG Hostel)

Mr. Alok Verma, Secretary, NCERT and Director, CTSA in his remarks thanked the faculty of Council and called upon the teachers to carry forward the ideas and practices learnt during orientation. **Prof. Rajaram Sharma**, Joint Director, CIET, in his address, stressed upon the need to develop a perspective with critical understanding of any ideas so that it will have a long time impact leading to learning with understanding. While responding to the apprehension by teachers about 'how much' of NCF- 2005 ideas can be realised, he illustrated how a book (which he got from some source) by Dr. Radhakrishnan has been marked by one of the readers with an adverse remark. This reveals, he added, that no book or philosophy is sacrosanct or

final, so is NCF – 2005. While recording his reflections on the orientation, **Dr. A.S. Rawat**, Education Officer, CTSA Headquarters, New Delhi stated that the programme in collaboration with NCERT would go in a long way in developing an understanding and perspective on the emerging trends in pedagogy and the content area. He expressed his happiness over the conduct of the programme.

Prof. B.K. Tripathi, Joint Director, NCERT delivered the valedictory address. Prof. Thripathi called upon the teachers to implement the ideas and practices learnt during the orientation in their classrooms. He recorded that the teachers were very responsive to the trainers and cooperated in all the activities and aspects of the programme. The certificates were given away to the participating teachers by all those present on the stage as requested by the Joint Director, NCERT. **Prof. Chandra Sadayat**, Head, Department of Education in Languages proposed a vote of thanks.

12. Lessons learnt

A. Academic aspects

- i. Conducting orientation programmes for teachers and teacher educators is not a new exercise for the Council. NIE and RIEs conduct such programmes as part of our regular activities. However, the 21-day orientation programme is new to NIE. The 21-day duration provided us scope for brining in most of the aspects of language education and ample time for reflection by teachers. The activities were conducted in a detailed manner so that the teachers can do them in their actual classroom.
- ii. Faculty / trainers felt that it was good learning for them as the group of teachers trained were not novices. They took this orientation as an opportunity to learn. However, they found ideas of NCF- 2005 new even after seven years. This shows that teachers need to get access to and part of curriculum change. We, the trainers felt that there is still a necessity to advocate the ideas of NCF- 2005 and to orient teachers of other systems on the new pedagogy.

- iii. They (teachers) represented every region of the country as the schools are located in many places and the unique Tibetan community. The socio-cultural exchanges and sharing of different practices helped not only teachers but also trainers in realising the importance of culture and local knowledge in language classroom.
- iv. Every new idea was taken up seriously by the teachers. This shows that an activity with pedagogical understanding helps in conducting the activity and also driving home the point (pedagogy). Moving from activity to drawing the attention of teachers to the theoretical aspect (a type of consciousness rising) serves both the purposes of making the teacher active and bringing in the theory / pedagogy.
- v. Conduct of activities (group / pair work, role plays, etc.) provided scope for interaction which in a normal classroom may be difficult. Interactions in the class ensure participation of all. This (importance of interaction) was made known to the teachers through experience. However, teachers felt that such activities (group work / pair work) may pose problems like noisy classroom and movement of children. (Please see suggestion)
- vi. Making teachers responsible for each activity and also for punctuality paid fruits. Daily report and reflection was allocated and managed by teachers themselves. This also ensured teachers reaching in time and taking stock of the work done, submitting assignment. The delegation of duties (from the point of view of management) worked well. Peer evaluation and group work were examples of taking up responsibilities and making things happen smoothly.
- vii. It was felt some of the teachers (PGTs) could become trainers for training in the CTSA system, particularly for primary teachers and trained graduate teachers.

B. Problems faced

- i One major problem faced in the conduct of the orientation was finding good seminar / conference hall. This orientation was conducted in rooms 202, 229 and 001 of CIET and the halls were well equipped with LCD projector and other facilities. Since the orientation was aimed at bringing in the 'classroom effect' by conducting the activities and task as done in classroom followed by discussion and reflection on the pedagogical aspects, both the trainers and teachers felt that a classroom sort of hall could have been much more effective. (Kindly see suggestions)
- ii Access to ICT facilities by the teacher for doing their hostel / home work or follow up activities online was problem as there was not much access to the ICT facilities for the teachers.

13. Suggestions and follow up for improvement

A. For NCERT

- i The 21-day orientation serves as a good model to accommodate maximum themes and provide hands on experience to teachers on many aspects. NCERT may develop this model into an effective teacher training model for all stages and all subject areas. **There is a need for materials on all the themes dealt with in the orientation.** (We were able to provide the teachers with lots of materials, including the training packing developed for north-east region.) **This should be followed by online or short term face-to-face training after or within a year.**
- ii It was elevating and enriching for us that all the sessions / themes were taken by NCERT faculty. **However, we may invite some (very few) academics from other institutions.** Some of the overarching themes could be dealt with by them.

iii We need to have well equipped classrooms like seminar halls for training / orientations of teachers / people with more than thirty in number. Finding a good hall for the orientation was a problem, though NIE has many halls / room for conducting meeting. Most of the halls are suitable for conducting meeting of 20 persons only and the room 202 and conference hall on the first floor of SBI are suitable for conference of one hundred persons. We need to have classrooms suitable for conducting group work and other activities. The halls should have a computer (not laptop) and a LCD projector fitted to the roof focussing to the white board / wall so that any one operate it without the help of a technician. The rooms 202 and 229 (in CIET) have LCD TV and generally laptops are brought and connected by the technician. We need to call a technician every time to operate the LCD TV.

- A special mention has to be made of **room 229 in CIET**. **This room requires complete renovation** as the desk / podium is shaking and chairs there are old and need to be changed.

iv During the orientation online groups were created and ideas were thrown open for discussion. But it was difficult for the teachers to get access to internet as they were fully occupied during the day and there was no internet facility in the Guest House and PG hostel. **It is suggested that internet facilities may be made available to the occupants of the guest house and PG hostel.**

B. For CTSA

i. Teachers of CTSA have the potential to learn and implement the change. **Some of the teachers could become trainers in the system and take up training of primary teachers.** One faculty from NCERT may support them for the training. CTSA could explore the possibilities of training for its primary teachers during the three months attachment programme of NCERT faculty.

- ii. **Action Research** is one of the themes dealt with during the orientation and the teachers have shown great interest in learning about and conducting action research. Action research empowers teachers to identify the problems and find a meaningful solution to it by following a scientific way of collection of evidence and a process to rectify the problem. **CTSA may explore ways to train its teachers on Action Research.** CIET conducted two online action research courses last year. Initially NCERT's publication on Action Research (priced Rs. 35) may be provided to the teachers to learn more about action research.
- iii. During our interactions (outside the classroom) with the teachers on processes, general problems and issues in CTSA schools, we were able to understand some of the problem and issues. **One such problem is health and sex related as the children need effective guidance and counselling on health, sex and other adolescent problems.** Lectures delivered by Prof. Saroj Bala Yadav and Prof. B.K. Thripati were of use for teachers on the theme. It is important for students to be aware of the problems and issues on health, sex education and adolescence. CTSA may take up an umbrella programme on health and adolescent education under guidance and counselling to address the problems and help children.
- iv. **Continuous and Comprehensive assessment** was one major theme discussed and teachers developed many activities during the orientation. This has to be carried forward by the teachers in the CTSA system. Teachers may seek the support of faculty of NCERT, particularly those visit CTSA schools as part of their three month attachment programme. CTSA may evolve its own CCE scheme (at least upto class VIII or X) based on NCERT model and also by collaborating with NCERT faculty.
- v. Everyone would agree that the children in CTSA are unique and they belong an ethnic community living in another country. These children

need to maintain their identity and culture. This could be done by bringing in their culture, literature, music and life into the classroom.

Teachers (both Indian and Tibetan teachers) have a serious responsibility to work together to realise this. They should serve as cultural workers.

- vi. English language proficiency was very good as everyone was able to score 27 and above out of 35. Every one took part in the speaking and writing activity spontaneously and effectively. However, some of them need to improve their English language proficiency. CTSA could encourage the teachers to have a fortnightly talk or discussion on emerging issues (in English) or taking up English language proficiency enhancement session by a senior teacher in each school. **If CTSA would like to know the actual proficiency level of teachers, it may encourage the teachers to take up the All India English language proficiency test conducted by English and Foreign Languages University ((EFLU) formerly known as CIEFL), Hyderabad.** The test may be taken up any time by any one. This would be helpful for all the teachers, particularly the teachers at primary and upper primary level.
- vii. During the orientation programme **interaction and use of language by learners** was advocated as major for learning the English language. This will have implications in the management of the classroom as well as the school. Teachers expressed their apprehensions that encouraging interaction (through group work, pair work and role play) will make the classroom noisier and class management problems would also arise. **It is necessary for the teachers to understand and make the other subject teachers and managers (Head Masters, Principals, and Education Officers) to understand that noise in a language classroom is an indication of learning.** (But we should be clear about the difference between 'chaos and confusion' and meaningful noise in the classroom.) Teachers should have discussion on such issues during the staff meeting.

- viii. Teachers of CTSA have the potential to exploit the Information and Communication Technologies (ICT) for classroom teaching-learning with some more support (in terms of training and an effective policy adopted). **Teacher may be trained on essentials of computer use and use of some software (freewares like eXe, hot potato and so on) so that they can integrate ICT in their classroom processes.**
- ix. Like any other school system CTSA also may have subject committees. **These subject committees may formulate academic activities** (for regular teaching and innovative initiatives) on an annual basis with in one school or for CTSA as whole. This would help in creating exemplar activities, question banks, exchange of innovative ideas, conduct of contests and competitions for students and also for teachers, and many more activities.
- x. One of the themes discussed in the orientation was promotion of reading and ways and means of promoting reading among young children. CTSA should take a reading promotion programme both in mother tongue and in English and Hindi. CTSA has good functioning libraries in its schools. The libraries may be well equipped with books from National Book Trust (NBT), Children's Book Trust (CBT), NCERT, Bharat Gyan Vigyan Samiti, Eklavya, Katha and such publishers.

14. To conclude

The 21-day orientation was useful to both the NCERT faculty and the teachers of CTSA. We may further improve the 21-day model of teacher orientation / training to deliver the maximum. CTSA may have its own reflections. It would be of benefit for NCERT faculty, if CTSA shares its reflections on the orientation.

15. Following administrative staff of the Department of Education in Languages, NCERT worked for the smooth conduct of the orientation programme. The Department gratefully acknowledges their contribution in the successful conduct of the programme.

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