

ENGAGE LEARN ACT IMPACT

Tejas

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* RAA	Regional Academic Authority.
SARP	State Academic Resource Person
TAG	Teacher Activity Group
TAGC	Teacher Activity Group Co-ordinator
CPD	Continuing Professional Development
ELT	English Language Training
GoM	Government of Maharashtra
MOU	Memorandum of Understanding
IATEFL	International Association of Teachers of English as a Foreign Language
ESA	English Subject Assistant

Messages from Our Patrons



Dr. Subhash Kamble

Director, Regional Academic Authority
English Expertise, Aurangabad

The Tejas project, as its name suggests, has spread the 'light' of Continuing Professional Development (CPD) in the lives of many teachers in Maharashtra. The uniqueness of the project is the ownership the teachers have of all the activities and the success with their learners. Its effect will therefore be a long lasting one.

TATA TRUSTS

Satyajit Salian

Education Lead
Tata Trusts

The design of Tejas reflects our belief that the mainstream education system has tremendous capacity in the form of experienced teachers who can be guided to take on training and mentoring roles for other teachers across the state of Maharashtra. Use of social media platforms for continuous learning and support have become routine sources for teachers to access information, share knowledge, and continue learning.



Helen Silvester

Director, West India
British Council

I am very proud that the Tejas project run in partnership with the Government of Maharashtra and the Tata Trusts is having such a positive effect on English language teaching and learning in Maharashtra. The innovative methodology employed in Tejas comprises the use of technology and social media which allows teachers to engage with each other beyond the classroom, share good practice and support each other.

About Tejas

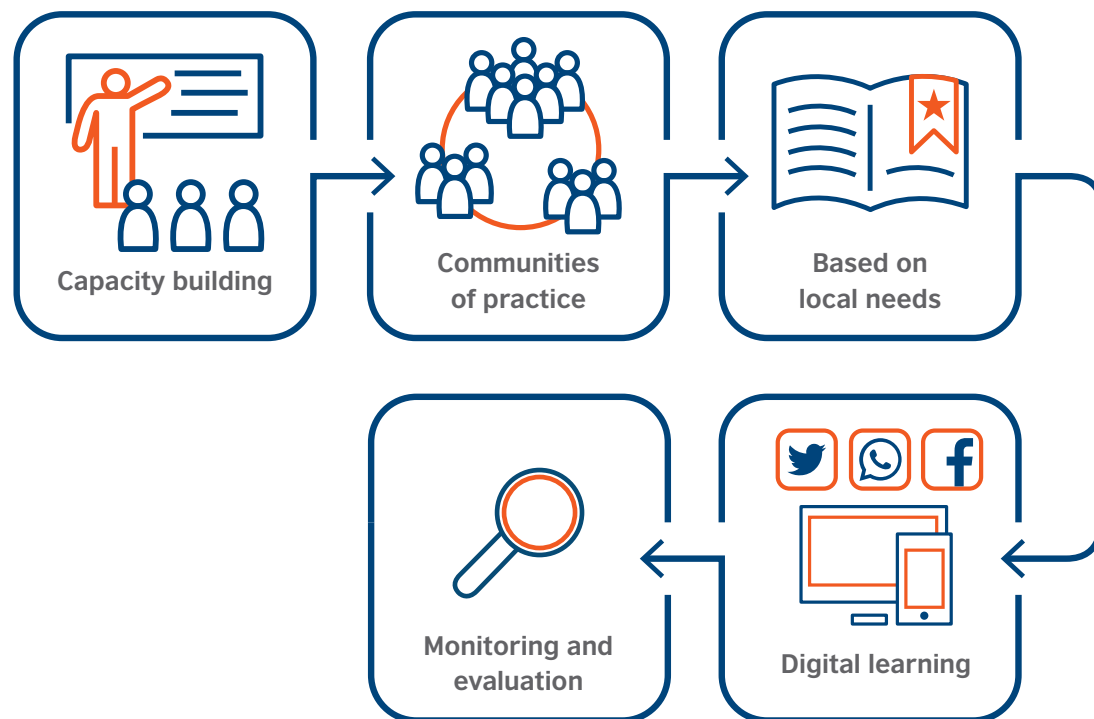
Tejas vision

A fully functioning, equipped and resourced RAA* plans, manages and supports teachers in their training and development. Teachers form face-to-face and digital communities of practice through Teacher Activity Group (TAGs)* in their local areas, which enables them to develop their language learning and teaching skills, knowledge and experience. This results in more motivated teachers who take part in a culture of sharing and learning, leading to improved quality of teaching and learning in the classroom.

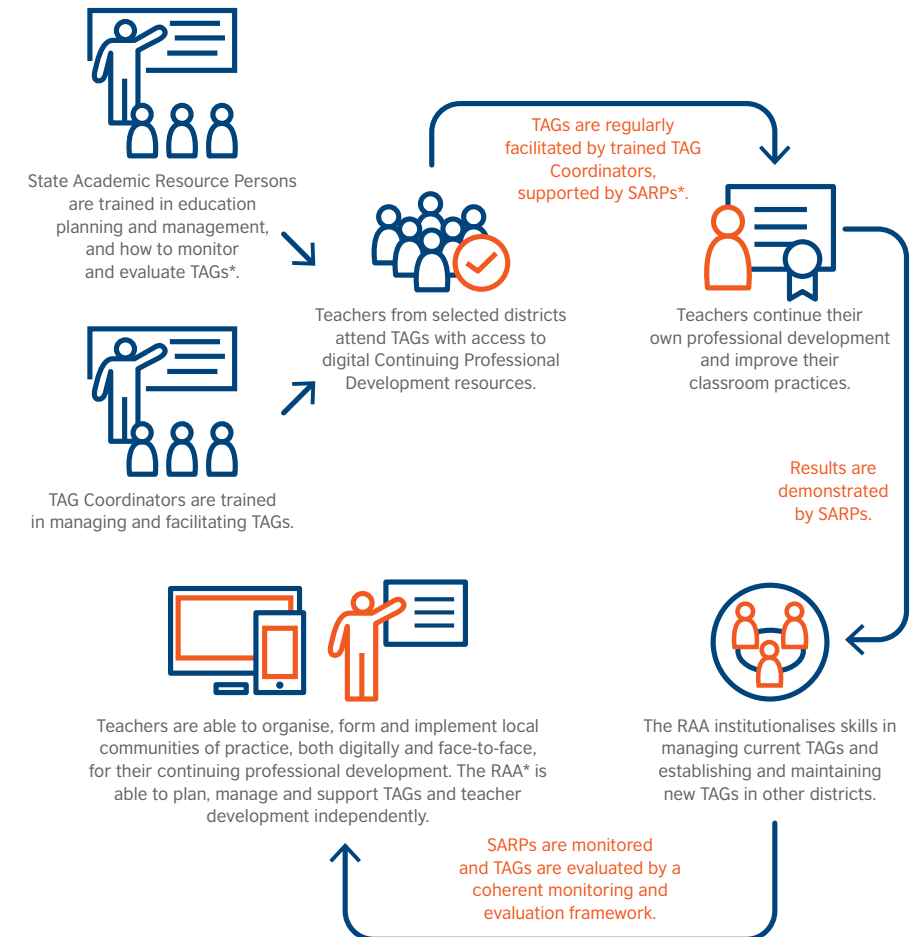


The Tejas project model

Tejas focuses on a collaborative approach enabled by digital support. This takes into account the directive issued by the Government of Maharashtra to steer clear of the traditional models of training for teachers in favour of a programme based on teachers' individual needs and with digital elements.

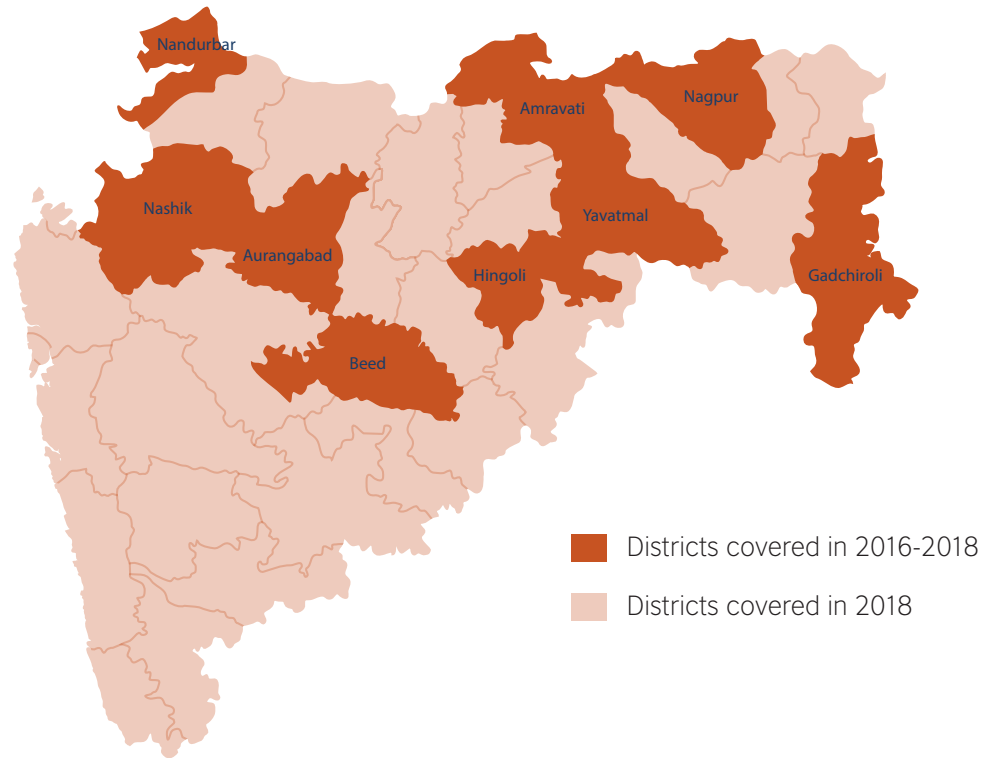


The theory of change

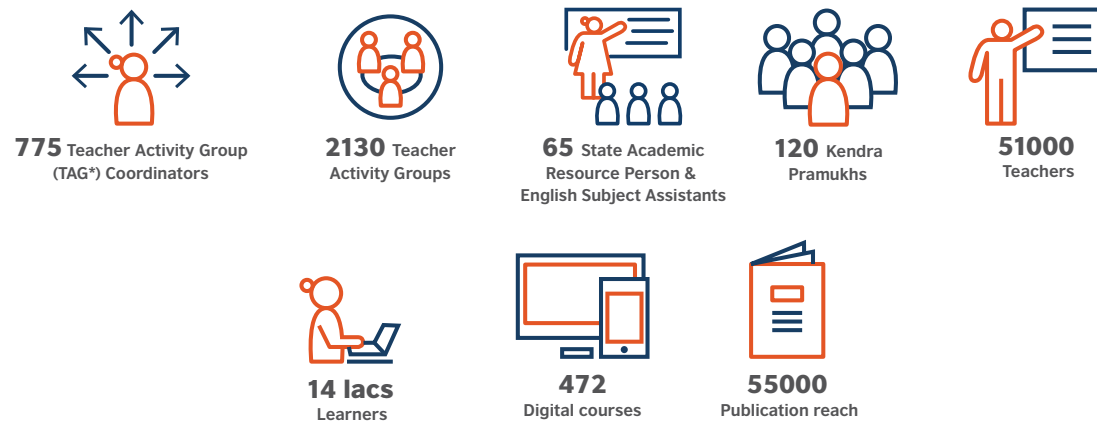


In order to achieve the dual objectives of improving the quality of teaching in school and building the capacity of the RAA*, the programme provides a framework that enables the professional development of teachers. Within this framework, the mechanism for the support and monitoring of teacher activities aims to improve the capabilities of the state machinery. Institutionalisation of the different elements to enable independent implementation of the programme is another important aspect of the process.

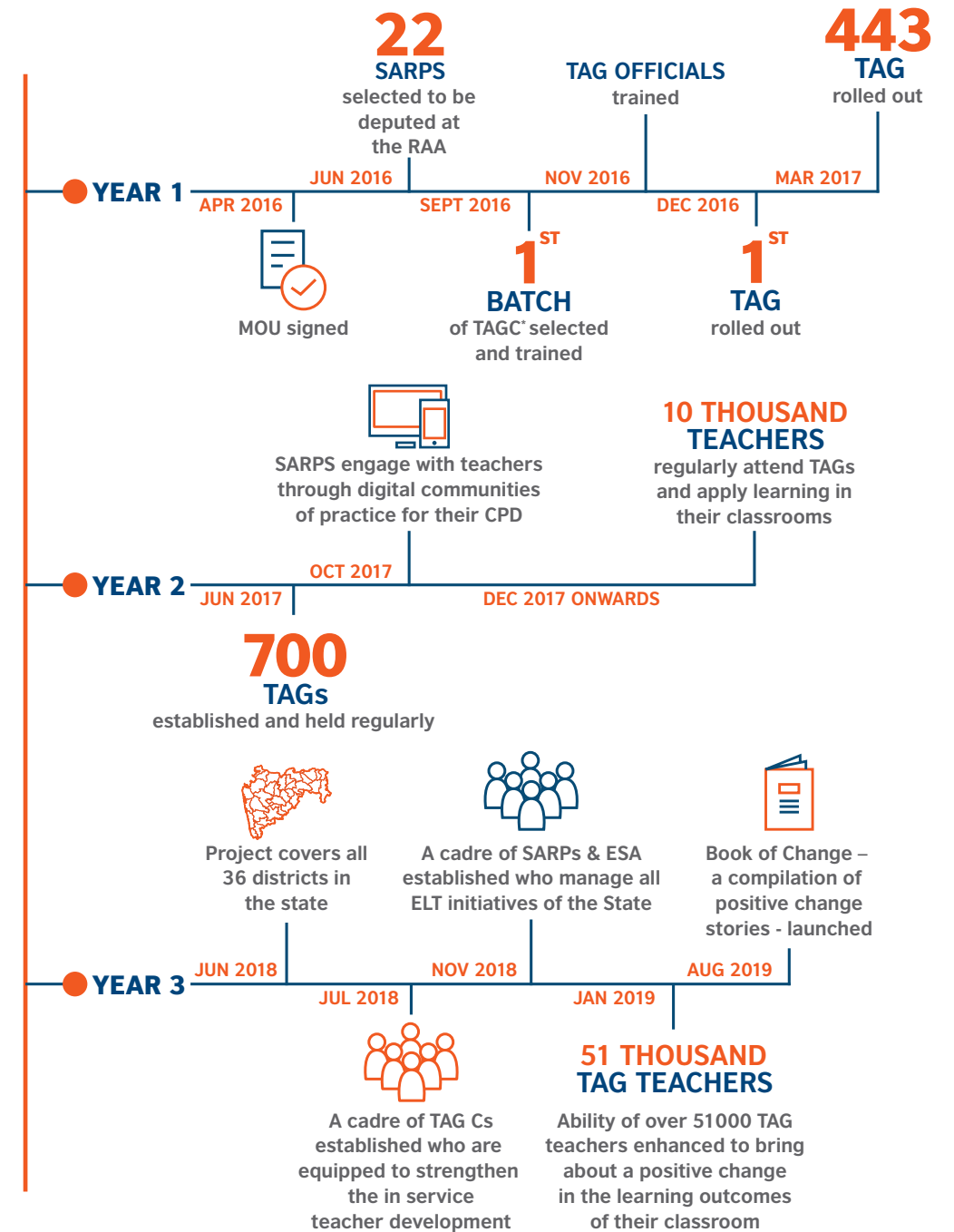
Project reach



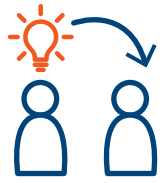
Project Impact 2016 till date



Tejas milestones



Achievements so far new levels of excellence



95%

Teachers try out new ideas from the TAG in their lessons each month



84%

Teachers find their TAG WhatsApp group useful



95%

Teachers feel their English has improved since joining their TAG



93%

Teachers feel their learners are making progress in their English



95%

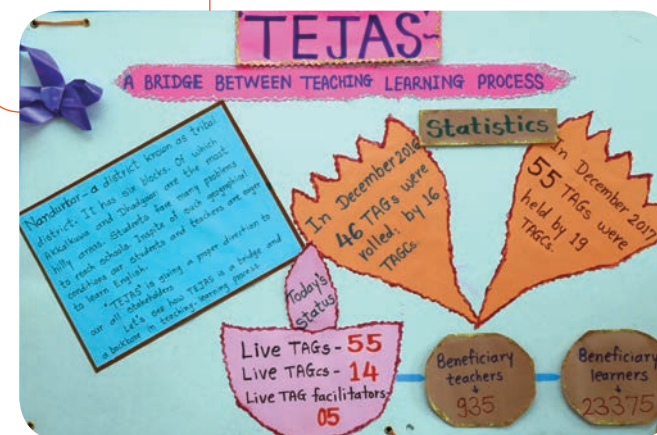
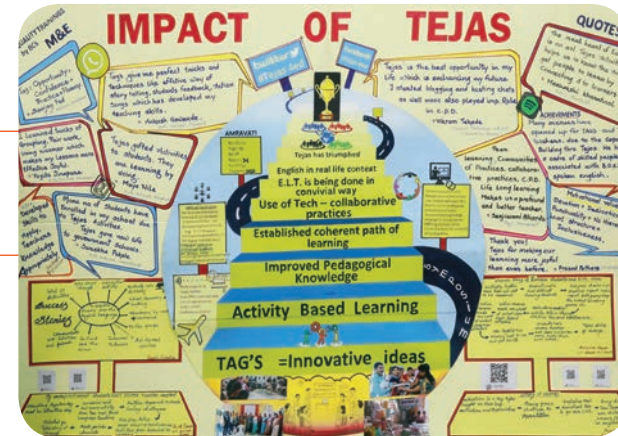
Teachers like to share their experiences and ideas about teaching during the TAG meeting



89%

TAG Coordinators use English appropriately during the TAG meeting

Happy outcomes



Delighting the Stakeholders



Pratiksha Gaikwad

(TAG* Coordinator)

Zilla Parishad School, Dikshi, Nashik

Through the Tejas project, I learned many new activities and ideas on how to adapt those for my students. Now students are finding English easier and aren't afraid of it anymore!



Ishwar Sayam (Parent)

Mayur can identify familiar objects around him in English and can use basic phrases for greeting people. He tries reading short stories and identifies pictures of animal, fruits, flowers and vegetables. I am sure that Mayur will speak English fluently with continuous guidance from his teacher.



Sachin Inzalkar

(TAG* Coordinator)

*Zilla Parishad Upper Primary Marathi School
Pimpalgaon, Nipani, Amravati*

As a TAG* Coordinator, I worked hard to develop my students' fluency. One way of developing fluency is to get students to conduct interviews in English of relatives living in a city. With their parents' help, they set up and recorded the interview. Students then reported to their peers and parents who added the recording to our class WhatsApp group. Now the entire village supports English speaking!



Swati Sawai

(Teacher, Amravati)

During my English lessons I conduct activities and games I learned during our TAG meetings. I share these on my YouTube channel. When parents and other teachers see these videos and praise my students. It is also encouraging to see the progress my students have made by comparing the early videos with the recent ones. This motivates students to participate more and enjoy interactive activities.



Nirguna Somde (Parent)

Recently I have noticed a vast change in Rutu's attitude towards learning English and using it. She now uses English to name all the vegetables, fruits and pulses grown in our farm. I have started learning English too so that I can speak to her. I've bought a vocabulary book and try very hard to learn new words. I hope someday I'm able to speak to my daughter in English and surprise her!



Pundlik Deshmukh

(TAG Co-Ordinator, Gadchiroli)

TAGs have been a platform to develop my language skills and confidence. I have seen an improvement in my own vocabulary, grammar and spoken fluency. Now I have started applying innovative and student-centred methods which we learned from the TAG Resource Book and have seen an improvement in my students' speaking and listening skills too.





GOVERNMENT OF MAHARASHTRA

The Regional Academic Authority is an apex body of English language training and initiatives in the State of Maharashtra.

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