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Tejas

Stories of change

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GOVERNMENT OF MAHARASHTRA

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

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Foreword



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, to me, is the ownership the teachers have of all the activities and the success with their students. Its effect will therefore be a long lasting one. The activities in Teacher Activity Group (TAG) help teachers to collaborate offline and online. The teachers are eager to share their innovations and success with each other. They've got a guaranteed platform of their own to discuss their experiences and concerns.

The TAG activities and the Resource Book are helping teachers to acquire language and to learn pedagogical principles. The beauty of the project, I think, is that the teachers are willingly planning their course of actions to apply / adapt activities and other learning from the monthly TAG meetings. And this is of their volition and without any external pressure. This ensures that they take responsibility for their action plans and hold each other accountable. The TAG meetings are supported by a Resource Book and the different sections help them to experience this transformation. Just like the adage, nothing succeeds like success, the achievement in the classroom motivates teachers to keep trying new and innovative approaches.

Proficiency in a language depends on several factors including adequate exposure to the target language and practice. The supportive environment in the TAG meetings helps teachers use English without the fear of making mistakes. This boosts their confidence and enables them to develop fluency.

The Tejas project has contributed to the realisation of the Government of Maharashtra's vision of the state for the CPD of the teachers of English from the state. We express our heartfelt gratitude towards the patron of this project, the Tata Trusts for supporting the project financially. The British Council is playing an important role in the project by preparing the human resources and the academic resources. The positive change in the classroom environment and interactions is envisaged in the Memorandum of Understanding (MoU) among the three parties: Government of Maharashtra, Tata Trusts and British Council thus enabling the project to scale up to 27 districts in the state. The success of Tejas is inviting other states and countries towards this new model of CPD.

Dr Subhash Kamble

Director,
Regional Academic Authority
English Expertise, Aurangabad

Left: A student learning through drawing

Foreword

'Tejas can be described as the beginning of an English language movement among Zilla Parishad teachers of Maharashtra,' one of the teacher participants reflected after a TAG session conversation. Reading through this book of stories of change among teachers strongly establishes the sense that a movement has, indeed, begun.

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. Tejas focuses on Continuing Professional Development of teachers, an important aspect of their development, and these stories, from teachers across the nine pilot districts of Maharashtra, told in their own unique voices, is a heartening validation of this belief.

Another well-designed and executed aspect of Tejas, beyond its in-person training sessions, is its use of social media platforms for continuous learning and support. The Twitter chats, webinars, Massive Open Online Courses (MOOCs), meetings using virtual conferencing platforms and several other such avenues have become routine sources for teachers to access information, share knowledge, and continue learning.

The recent scale up of Tejas to include the remaining districts of Maharashtra and continued tripartite partnership between Tata Trusts, British Council, and the Education Department of the Government of Maharashtra, underscores the need for collaborative efforts for reforming school education. It also affirms the joint commitment of the key stakeholders to Continuing Professional Development (CPD) and to the intelligent use of technology to bring about systemic change.

The Tata Trusts are privileged to have contributed to the design and roll out of Tejas. We are confident that Tejas will be an important step towards many more stories of change in teacher classroom practices and resulting learning outcomes for children.

Satyajit Salian

Education Lead
Tata Trusts

Foreword

It is widely acknowledged that in an increasingly interconnected world, the ability to speak English becomes ever more important. There is further a body of research that suggests that English speakers can earn as much as 25 percent more than non-speakers (British Council, 2010***). In light of this, across the world, the British Council responds to requests from Governments and Government agencies, schools, and teachers to help develop English language systems in the State sector. Every year we work in more than 60 countries, with 335 government agencies, 12,500 schools, more than 150,000 teachers face to face and more than 12 million teachers digitally to improve English language in the State sector. Our focus on Continuing Professional Development for teachers and capacity building for government specialists helps ensure sustainable systemic reform for the long term.

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 as testified by government specialist advisers, teachers and parents in this extraordinary Book of Stories of Change. The Regional Academic Authority reports improved capacity to manage large scale teacher development programmes. English Language specialists employed by the State as Academic Resource Persons, report improved capacity to deliver CPD to large numbers of teachers. Teachers across the board report improved confidence and ability to apply new techniques to the classroom. And stories from parents in the Book attest to the positive impact that Tejas is having on students' English language skills, especially speaking.

What many in the Book highlight is the innovative methodology employed in Tejas. This innovation uses physical and online communities of practice (Teacher Activity Groups) to build teachers' confidence and embed new skills. The use of technology and social media allows teachers to engage with each other beyond the classroom, share good practice and support each other. I am further proud that in light of this, Tejas has been long-listed for a prestigious Bond International Development Award.

Critical to the success of Tejas has been the exemplary enthusiasm, collaboration, and dedication of all three partner teams. I would like to give heartfelt thanks to the Government of Maharashtra for all the resources it has allocated and its commitment to making Tejas a success, to the Tata Trusts for their generosity in providing the funding to make the project happen, to our own British Council team for excellent project design and implementation and to everyone for their continuous hard work on the ground to ensure its achievements.

Helen Silvester,

Director West India,
British Council



***Reference: <https://www.teachingenglish.org.uk/sites/teacheng/files/Euromonitor%20Report%20A4.pdf>

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The British Council would like to express our heartfelt thanks to all those who have helped us in so many ways to design and create the Tejas programme. We would like to thank the Government of Maharashtra and Tata Trusts for their continuous support and effort in making Tejas an innovative project. In particular we would like to thank:

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Nandkumar

– Ex- Principal Secretary, School Education and Sports Department

Govind Nandede

– Director, SCERT

Dr Suvarna Kharat

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– Deputy Secretary, School Education and Sports Department

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– Project Officer, RMSA

Prachi Sathe

– Officer on Special Duty (OSD), School Education

Education Team, Tata Trusts

Schools, English and Skills team, British Council India

We would also like to thank everyone who has contributed to the development of this compilation.

Introduction

After three years, the pilot phase of Tejas is now concluding. Substantial resources and efforts have been invested in the project, not just by the organisations running it, but also by the State Academic Resource Persons (SARPs), TAG Coordinators and teachers who have been primarily responsible for making change happen on the ground. At the end of educational reform projects, it is customary for an evaluation of its achievements to take place and very often the results of such evaluations are presented numerically. In the case of Tejas, the statistics are impressive, with around 18,000 teachers across nine districts in Maharashtra having attended hundreds TAG meetings facilitated by over 200 TAG Coordinators who in turn were supported by a cadre of 22 SARPs. Further statistical evidence of the impact of Tejas has been collected through classroom observations (in schools and during TAGs) and questionnaires completed by various project participants. While such statistical analyses are an important way of measuring the impact of Tejas, what they are unable to capture are the stories of the many individuals whose lives and work have been transformed by their participation in the project. This volume thus provides a more qualitative perspective on the project's impact by presenting accounts from a range of project beneficiaries in which they describe the difference that Tejas has made.

In preparation for this collection, an invitation was sent out via Tejas WhatsApp groups in which teachers, TAG Coordinators, SARPs and RAA officials were invited to answer a series of short questions about the impact the project had had on them. The questions were formulated by the academic team from British Council West India and were made available via an online SurveyMonkey form. Seventy-two responses were received and those that provided insight into the impact of the project were retained and developed further, sometimes through follow-up telephone conversations. In some cases, specific teachers were recommended by SARPs and TAG Coordinators and they were contacted directly and invited to contribute their story. Additionally, some parents were interviewed in Marathi over the phone and asked to talk about their children's attitudes to learning English. Once the initial written accounts and interview notes had been collected (this took place between late October and late December 2018), individual written cases for each respondent (45 in total) were prepared by the British Council team. The aim of each case was to illustrate, as far as possible in respondents' own words, the changes they felt the project has resulted in.

The collection is divided into five sections, with stories respectively by RAA officials, SARPs, TAG Coordinators, teachers and parents. Many specific themes emerge from these stories and here I will comment on four broad issues that recur in different ways: confidence, motivation, technology and interaction. While they have been addressed separately, they are interconnected and contribute to the impact of the project on the writers of the stories.

The impact of Tejas on participants' **confidence** is an issue that appears in several stories. Improved confidence in using technology to support their own or other teachers' development is a recurrent theme; improved confidence among teachers to

speak English is another. Teachers also talk about the way that, as a result of Tejas, their students have become more confident in speaking English and this is also reflected in the comments of parents. Boosting confidence in this way is an important outcome of Tejas because when individuals feel they are able to do something they are more likely to invest time and energy in trying to do it.

Motivation is another theme that recurs in these stories about the impact of Tejas. TAG Coordinators talk about the ways in which they increased their teachers' motivation (for example, to reflect or to try out new classroom activities); teachers talk about how they were motivated to introduce activity-based learning into their lessons and how students were motivated by this new approach to learning. Social media also played a role in motivating participants; in some cases, individuals joined online learning communities that motivated them to pursue further professional development; others shared examples of innovative practices from their classrooms online which motivated others to try out similar ideas in their own classrooms. It is clear from these stories that Tejas has had a significant impact on the motivation of many project stakeholders. This is very important because, while it is crucial to help teachers acquire new knowledge and skills, they will only implement these and continue to develop them if they have the motivation to do so. These stories suggest that Tejas has been successful in creating an environment that motivates people to develop, reflect and change.

Technology has already been noted in relation to confidence and motivation, but it merits a specific comment here because it has been such a central part of Tejas and is mentioned as a key area of change in several stories here. SARPs talk about how developing their technology skills enabled them to manage administrative aspects of the project more effectively; we also read about TAG Coordinators' experiences of learning to run Twitter chats and blogging. And of course, the widespread use of WhatsApp groups on Tejas is also acknowledged in various places (including by teachers) as another significant mechanism that has facilitated communication, sharing and learning among participants. The knowledge, skills and confidence related to technology which participants have developed through Tejas are good examples of the contribution the project has made to the broader development of educators in Maharashtra.

Interaction is another theme that pervades these stories and a fundamental principle on which Tejas is based is that learning is more effective when it takes place through interaction. The accounts of teachers here repeatedly describe how their lessons have been transformed from teacher-centred to student-centred and a key element in this change has been the use of interactive classroom activities where students use English to communicate, often in pairs and small groups. Through the TAGs, and in particular the TAG Resource Books, teachers learned many new activities which have made learning more interactive. Interaction is not only important for the learning of students, though. During TAGs, teachers, too, have learned by interacting with each

other and with their TAG Coordinator and such interactions have been an important way for teachers to develop their confidence (for example, to speak English). Social media have also provided ongoing opportunities for interaction among SARPs, TAG Coordinators and teachers.

Tejas is a capacity building project impacting teachers, SARPs and TAG Coordinators, but it is also vital to understand how it is impacting students' classroom behaviour and performance, so it is highly encouraging that parents featured in this compilation are able to describe the positive changes they are seeing in their children.

The stories presented here are an important source of insight into the impact that Tejas has had. Collectively, they add to the evidence already available and which suggests that the project had made a very positive contribution to English language teaching in Maharashtra. It should also be noted that this success has led to the development of TAGs in other countries, including Romania, Palestine and Egypt. It has been my pleasure to be involved in the pilot phase and I look forward to hearing about the further achievements of the project as it is scaled up across the state.

Professor Simon Borg

Monitoring and Evaluation Consultant

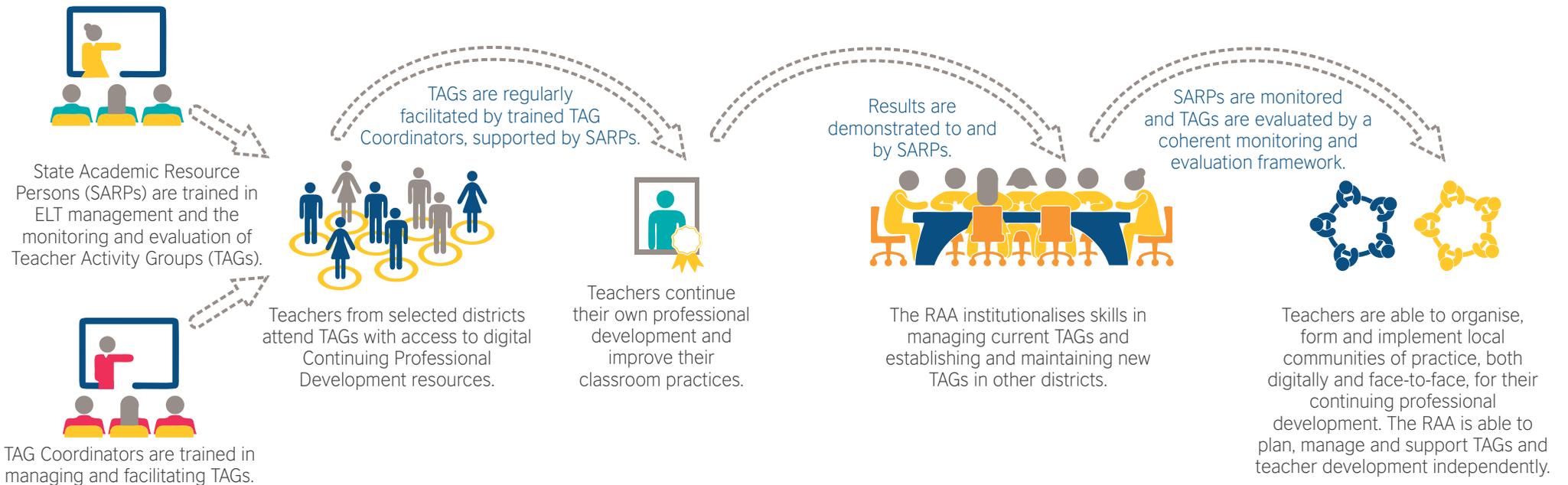
THE THEORY OF CHANGE

In order to achieve the dual objectives of improving the quality of teaching in schools and building the capacity of 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 during the pilot phase 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.



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 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, which results in improved quality of teaching and learning in the classroom.



ENGAGE

LEARN

ACT

IMPACT

Abbreviations
 TAG: Teacher Activity Group
 ELT: English Language Training
 RAA: Regional Academic Authority
 SARP: State Academic Resource Person

TEJAS IN NUMBERS

Because of its nature, scope and scale, Tejas is an ambitious project that can have far-reaching impact.

MAHARASHTRA STATE

NANDURBAR	YAVATMAL
NASHIK	AMRAVATI
AURANGABAD	NAGPUR
BEED	GADCHIROLI
HINGOLI	

DIGITAL SUPPORT

472



participants take digital self-access courses

30

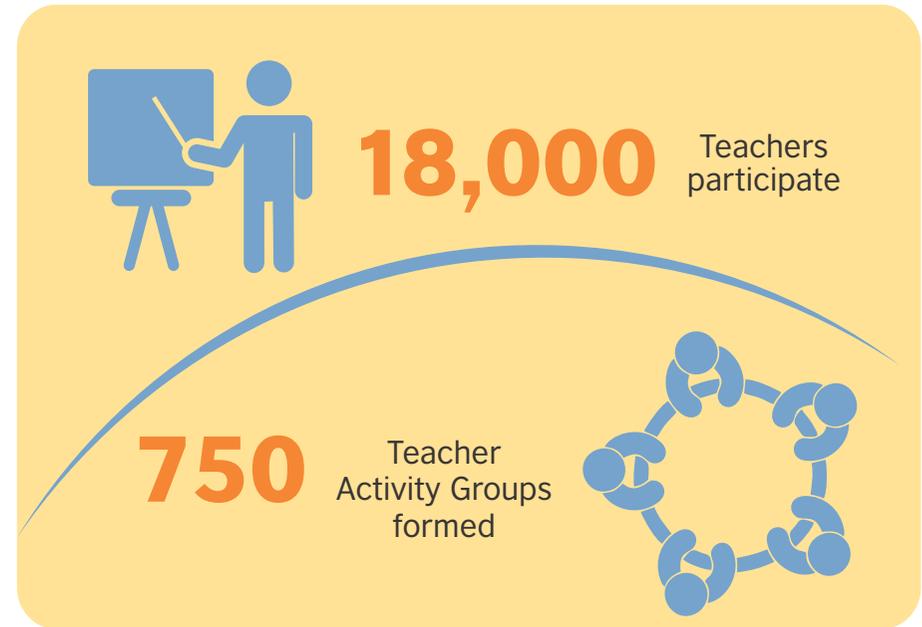


participants take digital e-moderated courses

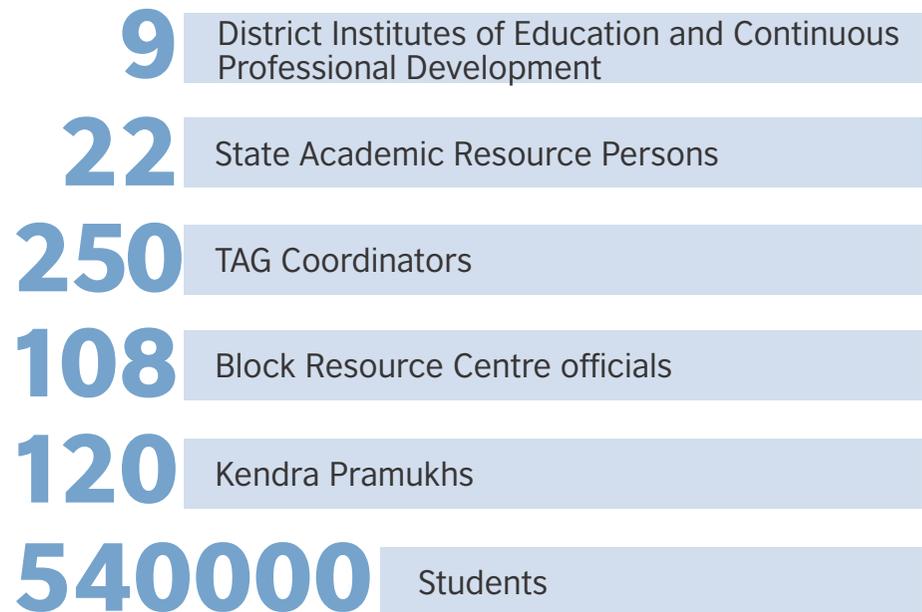
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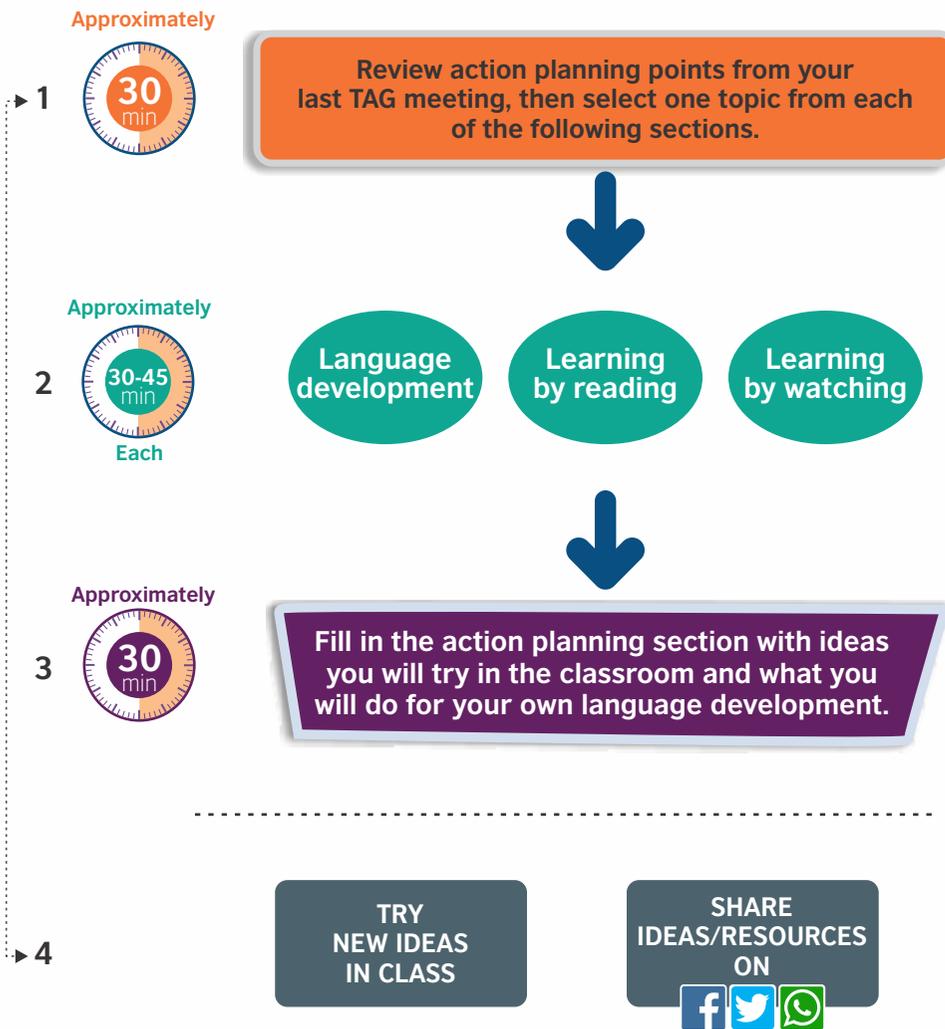
750 WhatsApp groups created and monitored



INVOLVEMENT OF GOVERNMENT INFRASTRUCTURE



TAG Structure



RAA, Aurangabad, Officials

The Regional Academic Authority (RAA), Aurangabad, originally known as the State Institute of English, was renamed by the Government Resolution dated 17 October 2016. It now functions not only as the nodal body for English language teaching and training in Maharashtra, but also extends academic support to teachers of other subjects from the Marathwada region comprising eight districts; Aurangabad, Beed, Jalna, Parbhani, Hingoli, Latur, Nanded and Osmanabad.

RAA has been at the centre of planning, implementing, and monitoring and evaluating Tejas, with SARPs deputed to RAA to support and manage activities. The main transformation in the work of RAA has been in the nature of the support it provides to teachers and the Continuing Professional Development (CPD) activities it makes available to them, and RAA is now going beyond Tejas to implement a range of other innovative projects related to English language teaching and learning in Maharashtra.

The changing nature of CPD



The transformation of teacher education and development in Maharashtra has been the result of several supporting initiatives. At a systemic level, the restructuring of the Regional Academic Authority (RAA) now ensures adequate support for in-service teachers across the states. At an academic level, the Tejas project has contributed to the way in which in-service teachers approach Continuing Professional Development (CPD). For example, Tejas demonstrates how one-off face-to-face trainings can be substituted with regular meetings every month. This is CPD in the real sense.

RAA is now strengthened physically and academically. The Government of Maharashtra has renovated the infrastructure and the British Council has played a vital role in the academic strengthening of the institute by giving rigorous training to the State Academic Resource Persons (SARPs) for 50 days over three years.

The participants trained by the British Council, such as SARPs and TAG Coordinators, got an insight into developing materials and training sessions and have contributed to the development of the module of the Spoken English training, an independent RAA project. The training on TAG facilitation has helped them in better delivery of the session contents. The SARPs are now taking the responsibility of coordinating other RAA initiatives independently. As a result, RAA has also started developing its own training modules for needs-based trainings, as well as the development of evaluation tools and development of study material.



British Council training materials for TAG Coordinators

Tejas has had an overall impact on the way we work on large scale projects, but the three main areas of change have been language learning activities and adapting them, facilitation skills of the TAG Coordinators and more student engagement in classrooms.

From my interaction with British Council Training Consultants, I learned facilitation skills and mentoring skills. Always having a Plan-B in place is the best gift from the British Council. Anticipating risks and effective project planning helps ensure success in all RAA interventions.

I'm motivated by the success the teachers are gaining through the Tejas project. The learnings from the TAG meeting visits, school visits and conversations with teachers and classroom observation helped me plan my mentoring strategies. Thus, the teachers are the source of inspiration for me.

We've faced many challenges along the way but the main one was to retain the interest of the TAG Coordinators, especially in those clusters where there was no managerial or administrative support. In my experience, TAGs are running very smoothly in those clusters where the Cluster Heads were interested and supported the TAG Coordinators to conduct TAG meetings. As the role of Cluster Heads in the management and communication is crucial, I focused on orienting the stakeholders in the project on their roles and responsibilities. This has enabled us to establish a positive working environment which facilitates the success of teacher development in Maharashtra and, ultimately, improved learning for students.

Dr Ujjwal Janardan Karawande

Senior Lecturer,
Regional Academic Authority, Aurangabad

A new approach to problems – focus on solutions

Tejas is all about the CPD of teachers. In 2016 the pilot project started in nine out of 36 districts in Maharashtra. Today teachers who are not part of Tejas are eager to join TAG meetings, and TAG Coordinators are regularly invited to guide 'non-Tejas' teachers. This shows how popular and interesting it is for teachers to own and take charge of their CPD journey.



In 2016, the Regional Academic Authority, formerly State Institute English (SIE), had eight other simultaneous interventions. This meant that we had capacity issues with rolling out TAGs and difficulty motivating teachers who were experiencing training fatigue. We talked to school principals and local education officials to create a platform for encouraging teacher participation. I was given the independence to work on the project and develop processes to help run it smoothly. In this journey my communication skills have improved immensely.

With the help of British Council, we trained 22 SARPs and over 400 TAG Coordinators who have been empowered to take forward the change in teaching methodology. Tejas has taught teachers how to interact with teacher trainees and students, how to plan and teach focused lessons, and manage time effectively which has impacted teacher effectiveness in the most remote of rural schools. These behaviours are now being followed for internal trainings as well by SARPs.

We faced challenges in three areas: academic, managerial and operational. We overcame academic challenges with the use of technology. Earlier our use of technology was limited to using emails. But now we use Zoom video conferencing software for online meetings, Facebook and WhatsApp to create online communities of practice for CPD. It has shaped our way of functioning. Teachers across Maharashtra now use technology, especially mobiles, for regular communication with each other, with students' parents and with the department only because of Tejas.

Managing a state-wide project has its own challenges and the biggest managerial one was reporting. Now we have developed a Tejas app that will give us all information of attendance in TAGs, remind teachers and TAG Coordinators of when the TAGs are being held and help Block Resource Persons (BRPs) plan TAGs. Right from BRPs who are in charge of blocks to SARPs in charge of districts now will have the necessary data and reports.

Our way of approaching problems has changed. Even SARPs now think in terms of monitoring and evaluation and project risk management. We have mapped 6000 clusters across Maharashtra to a supporting block. And each TAG Coordinator works in their own cluster and two adjacent ones. Distances in rural Maharashtra are a challenge and this has an impact on how much a TAG Coordinator can travel.

The operational challenges included securing the timely release of teachers for TAG meetings and enlisting the help of Block Resource Persons and Kendra Pramukhs

with resource and venue planning. Once again, communication skills played an important role in solving these challenges. TAG Coordinators and/or SARPs raise issues on WhatsApp groups and we can solve them. As a result, now I have a great relationship with faculty from District Institute of Education and Continuous Professional Development (DIECPDs) and SARPs / English Subject Assistants (ESAs) and work happens faster. Help is a WhatsApp post or phone call away!

Pramod Kumawat

Lecturer
Regional Academic Authority, Aurangabad



SARPs at the Year 3 Symposium on 31 January 2019



State Academic Resource Persons (SARPs)

One of the key objectives of the Tejas project was to revive and build capacity of the Regional Academic Authority (RAA). An urgent and immediate need was that of staffing: the revival of RAA needed to be led by a team of suitably qualified individuals. That is how the idea of SARPs emerged. SARPs were seen to have a key role to play in the delivery and sustainability of Tejas.

Five areas of competence that SARPs required were as follows:

- 1) Planning and delivering teacher training
- 2) Supporting and mentoring teachers and TAG Coordinators
- 3) Monitoring, evaluation and report writing
- 4) Social media management
- 5) Materials development

With 40 days of customised face to face training in all the five areas and British Council online courses, SARPs are now catalysts in planning and implementing teachers' CPD across Maharashtra.

In the last three years, this team of 22 SARPs has helped plan and deliver training to 300 TAG Coordinators in the nine pilot districts of Maharashtra: Amravati, Aurangabad, Beed, Hingoli, Nagpur, Nandurbar, Nashik, Gadchiroli and Yavatmal. They accompanied British Council Training Consultants to classroom observations and observed training sessions.

One key area where SARPs' development has been obvious is their knowledge of and ability to use technology to support teachers. SARPs have learned to host Twitter and WhatsApp chats for teachers and have also conducted online meetings (for example, with their TAG Coordinators) using Zoom (a virtual video conferencing platform). Some SARPs took the lead in learning about these technologies and then cascaded their knowledge to other SARPs and TAG Coordinators, who have also subsequently integrated technology into their approach to supporting teachers. The peer-to-peer cascade learning model has been effective in overcoming the fears that are often associated with learning about new technologies.

The one event that showcased SARPs' abilities was the 2018 Tejas Symposium, where they played a key role in selecting presenters from among the large number of speaker proposals. Their involvement in this process showed their readiness to plan, organize and deliver English Language Teaching events for teachers.

In the following stories, some SARPs share their experiences, the innovative nature of their work and the solutions to challenges they faced.

ICT for CPD and mentoring teachers and TAG Coordinators

Ashok Chavan started as a primary teacher in 2005. Since 2016 he has been a SARP in charge of Nashik district.



To read Ashok's blog scan this QR code.



To watch Ashok talk about the impact of Tejas, scan this QR code.

My Tejas learning highlight has been using technology to work collaboratively for both academic and administrative purposes. While I had completed a basic course in computer technology a few years ago, I was unable to use social media, or write blogs or emails. It was only after I joined Tejas that I started using platforms like Twitter, WhatsApp, Facebook and software like Google docs, Zoom meetings and Padlet.

I created a WhatsApp group for principals, TAG Coordinators and Education Officers. The forum was for TAG Coordinators to share their problems which could be solved in real time. This helped start TAGs in the district where I work. The groups are also used to monitor TAG attendance and TAG Coordinators were encouraged to reflect on how they conduct their meetings. They are also encouraged to share photos and videos of TAGs and their classrooms. I also added my own reflections on shadowing British Council Training Consultants and classroom and TAG observations. As these usually focus on giving positive feedback, teachers now invite me to observe their classes. They now look at classroom observations positively!

I started using Twitter after we had a demonstration chat in a SARP training session. That was my first taste of how Twitter could be used effectively. Since

then, I have been using it regularly for my own CPD and to mentor teachers. Following English Language Teaching practitioners and finding many innovative ideas online have been some of the greatest benefits. By curating and sharing useful posts for teachers, those who are not as proficient also have access to valuable information. I'm happy to say that I've tweeted 995 times and have 1395 followers to date! I also tweet the reflections that TAG Coordinators post after TAG meetings and share a photo with comments. Eighty percent of my tweets are on Tejas project. This has encouraged teachers and SARPs to join Twitter to find out more about English language teaching.

Similarly, I was looking to start an online reflective journal and decided to start blogging. WhatsApp and Twitter are temporary, but a blog can last for a long time and can be searched. I started blogging in May 2017 (to read his blog scan the QR code below) and have written more than 30 blogs about my TAG visits and classroom observations (teachers have also been happy for me to write about these).

Technology on Tejas has helped teachers from across Maharashtra come together on a single platform. It helped disseminate information seamlessly and open learning opportunities like never before.

Developing mentoring and observation skills

Kalpana Bansod started as a primary teacher in 2002. She has been a SARP since 2016 in Gadchiroli district.



To watch Kalpana talk about the impact of Tejas, scan this QR code.

While shadowing British Council Training Consultants for Tejas monitoring and evaluation activities, I learned how to observe classrooms and give constructive and developmental mentoring feedback to teachers on their performance. I had read about *sandwich feedback* but when I saw Training Consultants use it, I saw what a positive impact it left on teachers and TAG Coordinators.

For example, I observed a teacher who was trying out what he had learned from TAG meetings. Some students did a role play whilst others observed. The observing students then gave their peers relevant feedback. The teacher knew that I was going to observe and had got those five students to learn the dialogues by rote. As a result, they made no errors. In my feedback I focused on two things: why he chose those five and what about the silent observers. How could he have involved them more? He admitted that those five were better at English and agreed that in the future he would make mixed groups thus giving everyone an opportunity. Secondly, about rote learning he agreed that they should be encouraged to form their own dialogues. In a subsequent unplanned visit, I was pleased to see a role play activity where he had formed three groups with four students each and gave them different scenarios like 'at the market' and 'with

friends'. He not only allowed them to construct their own dialogues but also encouraged everyone to take turns! The students were obviously used to supporting each other by now and all confidently played their roles even though they made mistakes!

When giving feedback, I've learnt to begin with focusing on the teacher's strengths. Even if a new teacher makes lots of mistakes, there will be some strengths like rapport with students, or how they set up an activity. Then, while discussing areas of improvement, it's better to make suggestions and be careful not to use negative language. Asking questions is a good way of discussing areas of improvement e.g. *Do you think if you had done this instead it may have worked better?* With this technique, teachers invariably are more open to suggestions and a discussion of possibilities of development. This helps teachers accept feedback willingly. Finally, highlighting one more strength ends the feedback on a positive note. This is *sandwich feedback!*

Supporting and mentoring TAG Coordinators and teachers

Sachin Yadav has been teaching for 18 years. As a SARP he has been in charge of Nashik district.



Scan this QR code to watch Sachin talk about Tejas and its impact.

As a SARP, through training, I have become a mentor. When I address an area of development in a teacher or TAG Coordinator, I use what I have learned on Tejas to give constructive feedback that will help the teacher reflect and find his or her own solutions.

Through the use of positive language, different error correction methods and feedback strategies, my role as a mentor has become much more rewarding, both for me and my mentees. For example, instead of highlighting several areas of development, I now select just one (e.g. giving instructions, involving all students, reasons for using kinaesthetic activities) and have an in-depth discussion on it. Feedback discussions are also more structured as I now follow a pre-observation to post-observation format. The pre-observation discussion helps build rapport, helps the teacher talk through the lesson and prepare for the observation. The post-observation discussion, on the other hand, facilitates reflection by eliciting the observee's thoughts and ideas on what they could do differently. Finally, I add a few suggestions but only after highlighting the observee's strengths first!

This learning has helped me tremendously while mentoring. Observations lead to continuous improvement and respond to teachers' unique needs and contexts. As a result, teachers now seek feedback and don't shy away from it!



Students participating actively

Demonstrations: One act is worth more than a hundred words

Krutika Burghate started as a language teacher teaching Hindi, Marathi and English in 1998. Now a SARP, she is in charge of Gadchiroli district.



Scan this QR code to watch Krutika talk about Tejas and its impact.

My biggest challenge in managing Gadchiroli was getting enough teachers to apply to become TAG coordinators. Some teachers and the Kendra Pramukhs (KPs) were initially reluctant to participate in the project. Initially, I tried to motivate teachers using lectures, data analysis, reports, pictures, examples and videos of successful TAGs. But this did not work. Teachers had preconceived ideas of training programmes being often more theoretical than practical, with no direct link to the classroom for which they would need to travel and thus were unwilling. Then I remembered how the Tejas training used demonstrations before any activity to make it clearer and decided to use this approach to increase participation.

When I started giving demonstrations of TAG meetings and handling digital media, the results were phenomenal! The role of a TAG Coordinator in a TAG meeting and outside was clarified. It made a real difference in the situation.

The training on project planning on the Tejas project helped too. I chalked out the who, what, when and how of every stage of the day. With TAG Coordinators, we thought through which parts of the Resource Book we would use and why. Lastly, we also put together the entire script, all in simple English so we did not intimidate teachers who were not used to speaking in English. I wanted them to feel that a TAG was doable.

For example, in Sironcha there were no TAG Coordinators and it was critical to ensure TAGs started there. I had to get a support from the Heads of Departments (HoDs), Principals and Block Resource Persons (BRPs). After the meetings the BRPs sent at least two candidates per cluster. Accompanied with a TAG Coordinator who had received good feedback from teachers, we shared success stories and videos plus a TAG meeting as per our plan. At the end of the session the teachers were very enthusiastic and were eager to join as they realised how much they learned in this session. So much so that they discussed that if they did not get selected as TAG Coordinators, they would definitely try facilitating TAGs in the future!

This approach was so successful, and I soon realised that now there were too many volunteers and I had the difficult task of selecting only one per cluster. This was the result of demonstrations! One act is worth more than 100 words!

CPD in 140 characters

Nisar Shaikh has been teaching for 13 years. As a SARP he has been in charge of Aurangabad district.



Scan this QR code to watch Nisar talk about Tejas and its impact.

Joining Tejas project for me was a transition from teacher to teacher educator. In Tejas training, amongst other things, we were trained on materials writing, project delivery, and communicating with stakeholders. One of the most interesting things I learned was about Personal Learning Networks (PLNs) and the use of social media for CPD.

Today I'm very active on Twitter, with 670 followers and I have tweeted 560 times. I now use hashtags like #teachingspeaking #elt #fluency #accuracy. It has shown me the power of CPD and allows me to stay updated with what's happening in the field of English Language Teaching. I keep a track of trends, learn about various conferences and webinars and join them virtually if possible. Twitter also helps me access information about language and vocabulary games and various tools for reflection that I can use with teachers and students.

With a colleague, I hosted the first Twitter chat (#Tejas4ed) which takes place once a month. When we were first asked to do it, I thought that hosting a chat would not require any preparation and planning, but my assumptions were false! After a lengthy discussion, support from a document outlining in detail how chats were to be hosted and much preparation, we were ready. Researching a topic and preparing questions beforehand helped me maintain a clear

focus. The questions had to be open-ended so that participants could chat for 15 to 20 minutes. The chat was extremely successful with very encouraging participation from teachers. They shared their challenges and helped each other find solutions. It created a peer support group. For the next chats we started mentoring and motivating others SARPs, and TAG Coordinators to host and co-host the chat.

To date we have conducted about a dozen Twitter chats on ELT topics. These are one-hour sessions with posts of no more than 140 characters and about 80-90 teachers joining in. For those who cannot join, the hosts summarise the chat on blogs and WhatsApp posts. I always wanted to become self-reliant for my CPD and Tejas has shown me how to do that.

Observations as an opportunity to motivate and mentor

Shridhar Nagargoje started as an English teacher in 1991. Since 2016 as a SARP he has been in charge of Beed district.



Scan this QR code to watch Shridhar talk about Tejas and its impact.

As a SARP my role is that of a catalyst by motivating TAG Coordinators and teachers to take responsibility for their CPD. I strongly believe that until teachers become innovative practitioners, there won't be any change in the classroom. Changes in the classroom are also proportionate to the teachers' motivation. They should want to become self-reliant and autonomous in teaching English.

Every month I observe three or four TAG meetings and observe lessons of TAG teachers. In the first year, I shadowed British Council Training Consultants and learned how to observe, how to help TAG Coordinators and teachers reflect on their lessons and how to give them developmental feedback. So, when I started observing I followed the same structure. I gave feedback on some focused areas.

In the initial observations, TAG Coordinators lectured most of the time and most teachers would not speak up. In my chat with the TAG Coordinator I helped them reflect on their meeting and encouraged them to think of ways to get the teachers to participate more actively. For example, the TAG Coordinator could nominate or better still, use turn taking – 'Now it's your turn.' In this way shy teachers would also start participating using simple English words and phrases. I advised them that as long as they speak a few words in English, they should be allowed to speak in Marathi to at least get them talking. In this way TAG

Coordinators encouraged more teachers to speak in English.

It has been very encouraging to witness the change and development in the TAG Coordinators and teachers. In the beginning, teachers did not understand what reflecting meant. Asking them questions like, 'How could you have done this differently?' to encourage reflection helped inculcate this and I avoided giving my ideas and solutions. As the teachers were very anxious about being observed, I did not carry any feedback forms to write on while the lesson was in progress. Instead, I made my notes later. I learned that they needed to get used to being observed and develop a positive attitude towards observations as a learning opportunity rather than a threat. Sometimes I had to suggest alternate ways of conducting lessons but only after they were unable to give any ideas. Once the teachers realised that experimenting in class was fun, they joined in and my later observations were as per the prescribed format.

Now, I see that TAG Coordinators who initially hesitated to speak English and were shy are very confident. Children too now interact with teachers. I have observed that their English and motivation level has increased. TAG Coordinators and teachers now share their classroom experiences with others on WhatsApp groups. This is how Tejas became a mass movement.

WhatsApp for ELT discussions

Suchita Mahorkar has been teaching for 17 years. For the last two years as a SARP she has been in charge of Aurangabad district.



Scan this QR code to watch Suchita talk about Tejas and its impact.

As SARPs, we were trained on various topics such as social media management, mentoring, and materials writing. I was very nervous about using social media but now I use it regularly for my CPD. I have visited many websites, read articles about ELT and also taken some Massive Open Online Courses (MOOCs). Reading about others' experiences has introduced me to many new topics in language teaching, such as error correction, feedback mechanisms, how to use teaching learning material and how to use the blackboard effectively. It has been a fantastic way of learning. Social media has also widened my PLN.

During Tejas I also started using social media with the TAG Coordinators I mentor. I have set up two groups on WhatsApp for TAG coordinators and teachers with more than 250 participants and we regularly discuss various pedagogical topics. My first chat was a year ago and since then I have learned much about how to use these WhatsApp groups to support teachers. One important issue I had to learn about was appropriate behaviour during online chats. For example, it is important that participants do not spam the group with irrelevant messages and forwards. It has been interesting to see how participants engage with the chat differently. Sometimes it is discouraging when they don't prepare for the chat with the given resources, sometimes it is inspiring when teachers surprise me with their insight by

doing the required reading. Sometimes one of the hosts is well prepared, while the other is not, and I have to consider all these issues when I am planning the chats. As I'm the mentor I need to be well-prepared and well-read on the topic. I also help the hosts with developing four questions on the topic. These questions need to be personalised, focus on the key aspects of the topic, and cover the what, when, and why it should be used along with dos and don'ts. Though some of them do not contribute actively, now I have realized that they read the chats later at their convenience.

So, I feel that these chats advance teachers' CPD as we focus on everyday teacher practices and how to improve them. For example, in one chat we covered four 21st century skills and how to inculcate these in our students. I have also shared relevant links to MOOCs that some teachers have attended. Forming mini WhatsApp groups of peers with similar issues, for example teachers teaching multi-grade^ classes or Urdu medium schools, has helped bring colleagues closer and has encouraged peer-support. In these groups concerns and challenges are shared and solutions are discussed. Being a part of these discussions has helped me learn new ways of dealing with challenges. Learning how to use WhatsApp has added to my knowledge and helped me mentor TAG Coordinators and teachers more effectively.

Failing to plan is planning to fail

Surendra Karwande has been teaching for 24 years. As a SARP he is in charge of Aurangabad and Yavatmal district.



Scan this QR code to watch Surendra talk about Tejas and its impact.

Before Tejas, the English lessons I taught at school were abstract and delivered in lecture mode. I did not plan lessons as thoroughly as I do now. In Tejas, I learned that failing to plan is planning to fail. Now while planning lessons, I first look at learning outcomes, objectives, time, different stages and what type of approach or methodology to use, and the interaction patterns I will use. The different teaching approaches I learned like the Engage Study Activate (ESA), Present Practice Produce and Total Physical Response have broadened my understanding of how to teach English. This has had a direct impact on time management and has helped reduce Teacher Talk Time (TTT). Planning also helps me to decide how and when to engage students, and to create handouts and other tools like flashcards in advance. Earlier students looked happy but now the learning outcomes are reflected in their progress. Feedback taken in the form of questionnaires also reflects their learning.

All this was most useful as a teacher educator when I started work on other RAA projects – Spoken English and Advanced Spoken English. The approaches I learned on Tejas enabled me to create materials that include interaction and also cover aspects like TTT which have bearing on Students' Talking Time (STT). Similarly, in the

training I conducted on lesson planning, I incorporated this approach and provided participants with practical tools to plan their lessons effectively, facilitate more interaction and focus on getting students to practise their spoken English.

When I observed a few classes of TAG teachers I was glad to see that they not only used the lesson plan format but also the ESA approach which I had introduced on WhatsApp chat. Their plans were detailed, including interaction patterns and a specified time for each stage.

The development of my own technology skills has surprised even me! When I did a British Council online course on primary school pedagogy, I also learned email writing and sending online messages. I now conduct meetings on Zoom - earlier I didn't know how to even log in! Tejas has helped me to meet deadlines, improve my communication skills, manage resources effectively and increase my confidence. Most importantly, it has helped me plan – plan for success!



TAG Coordinators

The role of the Teacher Activity Group (TAG) Coordinator has been crucial in Tejas. After a rigorous selection process, RAA and the British Council selected 212 suitable teachers, who have experienced 19 days of British Council face to face training and an online course in order to become TAG Coordinators. These inputs have developed their facilitation skills, their English language proficiency and their knowledge and understanding of classroom pedagogy.

Each TAG Coordinator is in charge of two or three TAGs, with each group meeting once a month for three hours. Each TAG meeting is attended by around 20 government teachers from the same locality, which enables the meetings to include a focus on teachers' local challenges and solutions, responding to their own CPD needs and preferences. TAG Coordinators facilitate the meetings using the TAG Resource Book content and have been trained to adapt these resources to their teachers' contexts. They also facilitate a WhatsApp community of practice for each TAG, which enables teachers to carry on discussing their classroom challenges and solutions, and their own CPD beyond the TAG meetings, and share videos of what they are implementing in classrooms.

In the following pages, TAG Coordinators share examples of the impact of the project on their own skills as teacher educators, on the teachers who attend their TAGs, and on their own classrooms.

A positive attitude – a good start!

Priyanka Dalvi is a primary teacher and a TAG Coordinator in Aurangabad district. She teaches a multi-grade^ class of 21 students from standards three to five.



Scan this QR code to watch Priyanka talk about Tejas and its impact.

Refer to page 80 to read about Priyanka's students and their experiences.



Using a mind map to teach vocabulary

A change in attitude and focus

Before Tejas, I didn't know how to explore various resources. I did not interact much with my students and my teaching methods were very traditional and teacher-centric. My goal was to complete the assigned syllabus. For both me and my students, Tejas has developed a more positive attitude towards our lessons. When I joined Tejas, my entire attitude towards teaching and learning changed.

The TAG Resource Book introduced me to a variety of activities I could use with my students. My methodology and way of teaching was challenged by the articles and enabled me to think of how I could make my lessons more interesting for my students. And of course, meeting my peers at TAG meetings helped me connect with them and develop professionally.

From the classroom to conferences

In one of the articles in the TAG Resource Book, 'Listening and young students', I came across the idea of using puppets in the classroom. I used it in my lessons and found that my students were immediately interested in the lesson. I used hand puppets, stick puppets and finger puppets to tell stories, for role play practice and to give instructions. The students enjoy this so much that they started conversing with the puppets in English on their own.

I thought I should share this idea with other teachers, which led me to present at the Tejas Symposium^ in January 2018. TAG Coordinators and teachers from across the nine districts appreciated my presentation and liked the idea a lot. Motivated by this, I went on to present at the 4th International AINET^ conference in Mumbai in February 2018. My paper was 'How to create teaching-learning environment in my classroom with puppetry!' Here too, teachers from across the country appreciated my work and took my suggestions. One such interaction led me to be part of the APTIS Action Research Mentor Scheme (AARMS)^ project which focuses on action research. I am currently a mentee in this project and am working on an action research project to find out how I can make my less confident students participate more in the classroom. Tejas has helped me expand my PLN.

Just like teachers have TAGs, I took the initiative to start SAGs (Students Activity Groups) in my classroom where students can share the problems they face while learning and find solutions amongst themselves. As it is a multi-grade^ class, the older students help the younger ones who in turn become confident to share ideas. The difference it has made to speaking English is tremendous –

students' fear of speaking English has been erased! Students search for new English words, speak among themselves in English and narrate stories using puppets. When I upload videos of classroom activities on the WhatsApp group, parents and students watch them. The parents are happy and have noted that the children's English has improved.

All-round development

Tejas has helped me develop personally and professionally. My confidence has increased, the impact of a new way of teaching has led to positive results for me and my students which is recognised by parents and my colleagues. This has led to opportunities for me to share my learning with others thus contributing to the academic field.



Using puppets with students

Priyanka Dalvi (TAG Coordinator),
School - Zilla Parishad Primary School, Kavithkeda
Cluster - Wadobazar,
Block - Phulambari,
District - Aurangabad

Students take responsibility for their own learning

Pratiksha Gaikwad has been teaching for 10 years. She teaches all subjects to fourth standard students and is a TAG Coordinator in Nashik district.



Scan this QR code to watch Pratiksha talk about Tejas and its impact.



The 'jump left jump right' activity

have noticed that students can also speak in English and can understand it better. Now students are finding English easier and aren't afraid of it anymore!

Taking responsibility for learning

To encourage students to take responsibility for their own learning and help them practise English regularly, I have created an environment where they get more opportunities for speaking. To do this, I have appointed School English Language Ambassadors (SELA) in each batch from second to fourth standard. Whenever there is a free period or free time, the SELAs conduct activities like slap the board[#], jump left jump right, chain drill[#], ball game[#], ladder race[#]. It has been very encouraging to see such young students develop confidence and leadership skills in this way.

So, as I have learned to take responsibility for my teaching, my students have started taking responsibility for their learning!

Pratiksha Gaikwad (TAG Coordinator),
School - Zilla Parishad School, Dikshi
Cluster - Ojhar township,
Block - Niphad,
District - Nashik

A teacher first

Even though I am a TAG Coordinator, Tejas first impacted me as a teacher I now create innovative learning experiences for my students so that they enjoy lessons and learn English at the same time. Through the materials on the Tejas project, I learned many new activities and ideas on how to adapt those for my students.

In addition to several more activities, my methodology has also improved. I learned, for example, new interaction patterns where putting students in pairs and groups promotes learning. While implementing this in my classroom, I

Building teacher confidence and resilience

Ashfiya Siddiqui taught for eight years and is now working as a Subject Assistant at DIECPD and is a TAG Coordinator in Gadchiroli district.



Scan this QR code to watch Ashfiya talk about Tejas and its impact.

Deeper learning

I work in a district where students' mother tongues could be any of eight languages including Gondi, Chattisgarhi, Marathi and Telugu. Working in a Marathi medium school, my colleagues wondered how they could teach two second languages – Marathi and English. Tejas changed their attitude to a 'can do' one.

The difference between other projects and Tejas is that in those projects the training lasts for a few days and by the time teachers return to their classrooms they have forgotten much of what they learnt. But in Tejas we meet every month so it's like a refresher. You see the change over a period of a few months but it's deeper and more long-lasting. The TAG Resource Book is a resource they use and learn from. They can experiment with the activities and techniques given there in their own time like onion ring[#] and using flashcards[#]. Every teacher has her own pace of learning and the resource book guides them.

Developing a community of practice

Tejas has given us direction. Teachers are now excited about using WhatsApp, Twitter, Facebook and online learning courses for CPD. Not only do I use these tools, but I also encourage my teachers to do so. I have completed MOOCs like 'Becoming a Better Teacher' which have helped me develop my professional skills.



Giving instructions before a task

I also conduct WhatsApp and Twitter chats.

After joining TAGs, teachers have developed self-confidence to speak in English. They started teaching English through simple activities. They also learned the skill of reflection and action planning. I too have developed these skills.

Ashfiya Siddiqui (TAG Coordinator),
School - Zilla Parishad Primary School, Zagadwahi
Cluster - Betkathi,
Block - Korchi,
District - Nashik

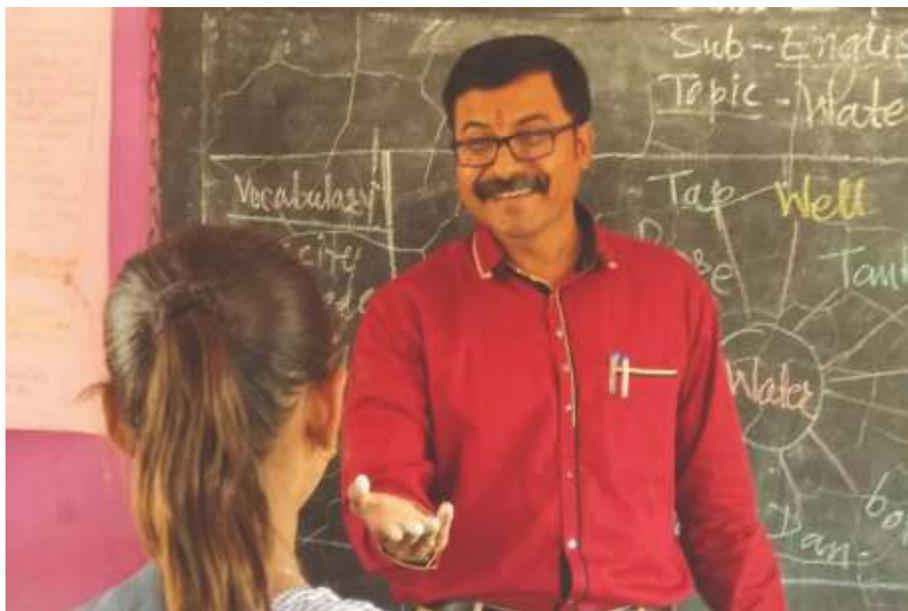
From broken English to spoken English

Sachin Inzalkar has been teaching for 21 years. He is an upper primary teacher of the sixth and seventh standards and is a TAG Coordinator in Amravati district.



Scan this QR code to watch Sachin talk about Tejas and its impact.

Refer to page 81 to read about Sachin's students and their experiences.



Teaching vocabulary with a mind map

Adapting materials

The Tejas TAG Resource Book has been a very useful tool. It has helped me learn many activities for use in TAG meetings. Two key areas for me have been adapting materials and fluency activities.

My first challenge was that I had to adapt ideas from the TAG Resource Book so that they meet the needs of my students, and the textbook lesson I wish to teach. The Resource Book helped me design

activities which enable every lesson to meet its learning outcomes, such as those related to giving directions and listening to a recipe.

In my lessons I ensure that the language not only suits the local context but also the level of my students. For example, in the language development section of the TAG resource book there is an activity called 'Giving personal information' where students need to introduce

themselves. In the book there are five to six sentences, but I extended it to help students talk about themselves, their families and describe them. Another example is 'going to the hotel', where the role play is between the customer and the waiter. I extended this to include asking for the recipe of the dishes. As homework the students had to speak to their parents about a recipe and how they make the dish. Then, in class, in groups they shared these recipes with each other in English. What they learned was included in the final role play.

Fluency vs Accuracy

Fluency is an effective measure to observe change. As a TAG Coordinator, I believe in leading by example, so I worked hard to develop my students' fluency. It is a very daunting task to attain in the allotted 30 minutes period every day. I believe that when developing speaking skills, fluency comes first and then accuracy. Hence in the first year I don't correct students, unless it's the feedback stage of the lesson. In second and third year, I start working more on accuracy.

Inspiration is the key to acquiring success. My mission began with motivating my pupils. You can't learn everything in the classroom, so I ask the students to practise in front of the mirror. They practise all the role plays e.g. interviewing a doctor. They roleplay both roles in front of the mirror and the next day demonstrate in front of the class. Giving them set dialogues helps too. As students travel from various parts of the village, we have made groups. On the way to school, they are asked to converse in English with each other on everyday topics like what they watched on TV or their homework. They do the

same during the midday meal and on their way back home. This increases the time spent speaking English.

Impacting the community

One way of developing fluency is to get students to interview relatives who live in a city in English. With their parents' help, they set up and recorded the interview. Students then reported to their peers and parents added the recording to our class WhatsApp group. Now the entire village supports English speaking!



An activity outside the classroom

Sachin Inzalkar (TAG Coordinator),
School - Zilla Parishad Upper Primary Marathi School,
Pimpalgaon, Nipani
Cluster - Salod,
Block - Nandgaon Khandeshwar,
District - Amravati

Becoming a reflective teacher

Khaja Moinoddin has 20 years of experience in education. He was a primary school teacher when he got an opportunity to become a Subject Assistant at RAA, Aurangabad. He now works as a teacher educator and a TAG Coordinator.



Scan this QR code to watch Khaja talk about Tejas and its impact.

To see Khaja conduct an activity in his classroom, go to page 88.



Khaja giving instructions for an activity

From teacher-centred to student-centred

Before Tejas my classes were like any other traditional English classroom where the teacher is in complete control at all times. I used to decide what vocabulary my students might find difficult. In Tejas I learned how to reflect on my teaching. When I look back, I realise what I was

doing wasn't effective. Tejas made language learning fun, interesting and engaging. My classroom as well as my TAG teachers' classrooms changed to activity-based learning. Now I am proud to say that my students look forward to English classes. I focus on learning rather than teaching. The TAG Resource Book includes many activities that are very useful and easy to conduct. The ideas are

also realistic in our context. With the help of these activities, practising language in the classroom has become easier for my students. I learned how to involve students, how to elicit and how to make learning easy for them.

Collaborative reading tasks

I started implementing the ideas I learned in the TAG meetings in my classroom. For example: chain drill⁶ or using flashcards⁷. I use different interaction patterns like individual, pair and group work in my TAGs and classroom. The most interesting thing I implemented is jigsaw reading. It is a way to make reading more collaborative and interactive. Students are divided into three to five groups and the reading text is accordingly divided into the same number of parts. Students read the paragraph assigned to them individually and discuss it in their groups. Next, the students are regrouped so that new groups have members who have read different paragraphs. Therefore, the group has the entire passage. They share what they have read, and discuss questions related to the passage. This is a good strategy because everyone does not have to read a lot. They have the time to comprehend and reflect on the passage. This can be easily used for articles but it is more difficult if there's a dialogue.

My advice to teachers like me

Tejas had a big impact on me and TAGs are a great platform to reflect. I come from a vernacular medium school but now I feel more confident about speaking in English. I'd say to other teachers like me: if you want to learn something then you should start speaking about it. You should try to find out about learning networks. You should join online communities where you can discuss share and reflect. Also, you should develop support systems for each other. Learning needs an open and positive environment, so you have to create one around yourself. The most important thing is a positive attitude and strong willpower to be successful. It begins with you!



Drilling the new vocabulary



Students singing an action song

Khaja Moinoddin (TAG Coordinator),
School - Zilla Parishad Primary School, Pandharpur
Cluster - Pandharpur,
Block - Aurangabad,
District - Aurangabad

Ways of improving fluency and increasing student autonomy

Swanand Thorve has been teaching for 23 number of years. He teaches English to standards six to eight and is a TAG Coordinator in Beed district



Scan this QR code to watch Swanand talk about Tejas and its impact.



Using gestures to explain new words

Building confidence to speak English

Confidence is key to learning English. Earlier in TAG meetings, teachers were passive participants but now, after a lot of encouragement, they take part in discussions enthusiastically and share their experiences and ideas. Teachers have made great progress in their fluency and confidence and after two years they can run a TAG meeting with one of them facilitating instead of me. In

order to help students, we reserve the first period for English as we find that the students are lively and energetic at that time. These practices not only help teachers to improve their own language skills but, as a result also that of their students. That is the aim of Tejas!

Through Tejas, we have learned different types of techniques and activities that can encourage students to speak English in class. We learned how to use songs,

storytelling, how to teach in a multilingual set up and different ways of error correction. The most important thing is we learned to adapt and do activities differently.

Improving fluency and student autonomy

Improving fluency is important and to promote it, it must be fun. Creating opportunities to learn a new language and integrating it in our own context through mixed language is one technique.

In the TAG Resource Book *Learning by reading* section, there's an article on storytelling using mixed language. I combined that with my learning on using songs and wrote about 20 songs that students can sing. For example:

*Elephant dada, elephant dada**,
What do you do?
Bola** what do you do?
I eat green grass and walk very slow.*

It continues to talk to a monkey, a cat and a cow. I also get students to do other action songs like 'Six little mice' from their text books where students use their fingers on their noses to indicate mice and move fingers like a pair of scissors to indicate the action of cutting.

Adapting and making songs is my most important takeaway from the Tejas training. My students love these poems so much that I even see them practicing in the lunch break!

I also conduct other activities like in the *language development* section we have lesson on 'My family tree', where students draw a tree and add family members to it. They then introduce their families to each other. As an initial activity it worked very well in both the classroom and TAG meetings.

At Tejas trainings, I learned to use the

blackboard effectively. I now divide the blackboard into different sections to record new vocabulary and write lesson aims. I try to reduce my Teacher Talk Time to allow the Student Talk Time to increase.

I also try to make my students autonomous in their learning. For example, when I correct their writing, I don't give them the answers. I have an error correction code like 'sp' for spelling, 'wo' for word order, and 'pu' for punctuation. I just mark the code and then the students have to look up a dictionary or discuss in groups and get answers. This was they don't depend on the teacher and learn to take responsibility for their learning. Of course, I'm always there for support if they need it!

****dada** - brother
****bola** - say



Monitoring students

Swanand Thorve (TAG Coordinator),
School - Zilla Parishad Primary School, Pangulgachan,
Cluster - Brahmagaon,
Block - Ashti,
District - Beed

Fearless students and a lively class

Sanjivani Bharde has been teaching for 14 years. She currently teaches all subjects to the third standard and is a TAG Coordinator in Amravati district.



Scan this QR code to watch Sanjivani talk about Tejas and its impact.



A well organised board in Sanjivani's classroom

English as a tool

Before Tejas, we did not have an environment where learning and teaching English could thrive. We used to recite poems, vocabulary and spellings, so students found it difficult to form sentences. English was an art to be mastered and now it's a tool. Now when we do an activity like weather forecast or at the grocery shop, students practise speaking sentences and use them in

routine life. Since learning has become more enjoyable than ever before, it has triumphed over the rote learning method and become activity based. Students used to fear English but now they speak simple sentences in class while talking to each other. For example, they can say 'I forgot my eraser today.' And respond, 'Oh! No problem, you can use mine.' My students have become fearless and my classroom has become lively!

English from real life situations

One activity I use a lot comes from the *Language development* section of the TAG Resource Book. It is called 'News Report' and I've used it in my TAG meeting and adapted it for my classroom. Every day, I ask my students to report what each family member was doing when they reached home the previous day. Expected answers are in full sentences in English. For example: 'When I reached home yesterday, my grandmother was watching TV and my father was reading the newspaper.'

Activities like this that are connected to students' real lives makes language learning interesting for them. When we have lunch together the students often ask me for the English names of items in their lunch box. For example, one day a student asked for the English word for karvand or 'coriendra', which is a fruit used in pickles.

A ray of hope

I have a WhatsApp group for my TAG where I share classroom videos and other teachers do the same. The group has become a guide for teachers to experiment, learn and reflect.

Tejas has brought a ray of hope to government schools to improve the quality of teaching. Teachers are now trying innovative activities in their TAGs and incorporating these activities in their lessons, and as a result of this English learning has become more effective. It has increased teachers' knowledge of English teaching practices and helped them become more reflective.

I now search online for innovative activities and implement them in my TAGs and classrooms. This regular practice has helped me overcome my shyness. I have



Individual reading time

also had an opportunity to complete online courses or MOOCs like *Becoming a Better Teacher*, *Teaching for Success* and *Understanding English*. These helped develop my teaching skills, and my understanding of student needs has become deeper than ever before.

Tejas has given us a new vision of teaching and even changed our views towards life. One thing I learned from Tejas is how good trainers give equal importance and fair treatment to every person. They never discriminate. I realised that everyone has potential, so feedback has to be given in a positive manner. My motto now is: be humble no matter how knowledgeable you are and give everyone a chance to learn at their own pace and time!

Sanjivani Bharde (TAG Coordinator),
School - Nagar Parishad Primary School No 9, Morshi
Cluster - Morshi,
Block - Morshi,
District - Gadchiroli

Looking at the language skills from the lesson

Yogesh Wadhai has been teaching for 13 years. He teaches standards five to seven and is a TAG Coordinator in Gadchiroli district.



Scan this QR code to watch Yogesh talk about Tejas and its impact.

Go to page 91 to know more about this activity.

What I learned in Tejas

From the Tejas project I have learned various skills specially time management and people management. I learned about the various interaction patterns and the Engage Study Activate (ESA) approach. I learned about activity-based learning in the classroom. This helps reactivate existing words and phrases. For example, last year my fourth standard batch had a lesson on vegetables (unit 7). So I devised an action song with vegetables like carrot, cabbage, brinjal and others. This stage was to engage. Then to study I showed them flashcards and asked them questions like, 'Do you like cabbage?' And they had to answer 'Yes, I do!' or 'No I don't!'. After a whole class drill I put them in pairs and asked them to role play. Next I moved to the activate stage where I changed the examples to chocolate, milk and tea. And after that I used names of clothes – jeans, frocks, skirts. They used these examples while talking to each other.

Activities I do regularly in my classroom

I am a Maths and English teacher. Currently I teach English only to the fifth standard. One of the recent activities I conducted was from the Year 1 TAG Resource Book– 'When is the festival?' We first said the names of the month in pairs. Then after completing the exercises given in the book in pairs and groups, for

the last activity everyone mingled with each other and asked about different festivals like Holi or Independence Day. I did it in the TAG meetings, in my classroom and then shared the video on the TAG WhatsApp group. Not only did the teachers appreciate this but some were motivated enough to conduct the activity in their class and share their videos in the next TAGs.

A radical shift

We used to only focus on completing the syllabus. But now we look at the language skills the lesson teaches. We do a lot of spoken English and definitely cover the 'classroom language' in every topic. Most of all since we moved to a student-centred classroom my students have become more confident in speaking English. They used to get nervous when asked to speak in English but now they are ever ready to speak up in front of the whole class!

Yogesh Wadhai (TAG Coordinator),
School - Zilla Parishad Upper Primary School,
Michagaon (Buj)
Cluster - Rangi,
Block - Dhanora,
District - Gadchiroli

Motivating students using interactive activities

Dnyaneshwar Gurukar has been teaching for 14 years. He currently teaches standard five and has 33 students in his class. He is also a TAG Coordinator in Nagpur district.



Scan this QR code to watch Dnyaneshwar talk about Tejas and its impact.

To see Dnyaneshwar conduct an activity in his classroom, go to page 86.



Participating in a language activity

team directs them to where the object is hidden. They use phrases like 'go left', 'go right', 'jump', 'bend down'. Each team takes turns to find the other team's treasure.

Sharing with others

Very often I make video recordings of these activities and upload them to YouTube. I play them back to my students and TAG teachers. The students get motivated by seeing how well they have fared. Teachers are encouraged to try out the activities in their classes and they in turn share their videos in the TAG meetings. After a couple times of doing this all teachers in the TAG started joining in and this made the TAG successful.

Treasure hunts in English lessons

Before Tejas, my students did the work I assigned but they did not enjoy the lessons as much as they do now. The reason for this has been that Tejas introduced me to a wide range of enjoyable and interactive activities. One that my students really enjoy is 'Find the treasure' because it gives them a chance to go out of the classroom and practise giving directions, listening attentively and using English in a real-life situation. The students are divided into two groups. They select to hide. A member of the opposite team is blind-folded and the

Dnyaneshwar Gurukar (TAG Coordinator),
School - Z P uccha prathamik shala, Chacher
Cluster - Chacher,
Block - Mouda,
District - Nagpur

Story of a SEN* student

Manisha Vaidya has been teaching for 17 years. For the past 12 years she has been a Subject Resource Person at Block level. In 2016 she joined the Tejas project as a TAG Coordinator in Amravati district.



Scan this QR code to watch Manisha talk about Tejas and its impact.

Go to page 91 to know more about this activity.



Monitoring teachers in a TAG

Motivation is key

Tejas has taught me how important motivation is. To motivate others, appreciation is necessary, and I always do this when I work with teachers in the TAGs I manage and also with students. It is especially important with students

because I want to do this to achieve my goal of all students learning to speak fluently. It is because of the appreciation shown to me that I got the confidence to present at State level Tejas Symposium^ at Aurangabad in 2018 where my presentation was given an award. It has motivated me even more!

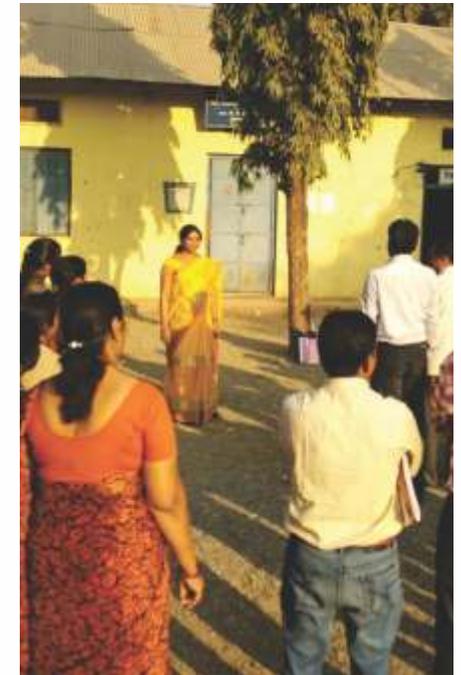
Fluency – from a challenge to an opportunity

The rural area in which I work is one where teachers don't get opportunities to speak in English. Due to this lack of practice they are afraid and hesitant to speak. But when I explain the structure of a TAG meeting, they feel that this is the right place for them to express themselves. Role plays from the *Language development* section conducted regularly also help them overcome their fear. When they also see that everyone speaks English in the same way, they are further encouraged to keep trying. I too lacked speaking practice and now I conduct TAG meetings in English and take part in competitions and presentations. Now I am much more confident!

Every child can learn

As a Block Resource Person, I visit local schools regularly. I would like to tell you about a SEN* student I came across in Chandurbazar and the remarkable change in her and her environment that we were able to bring about. This young girl would not participate in any classroom work but when I started playing games she initially hesitated but then joined in willingly. She thought we were playing games! She hardly used to speak, but in these activities she started speaking some words and phrases in English. Though slower than others, everyone was patient with her and she also received peer-support. Her class teacher was not from the Tejas project, so I had to have separate discussions with her to bring her up to par with other TAG teachers. I suggested how she could motivate the student and taught her how to conduct activities. Much to everyone's surprise, this student now takes part eagerly, comes up in front of the class (and even

the school assembly) to demonstrate what she's learned. It's taken two years and although she's not able to speak correctly, everyone in the village encourages her to participate. One of her favourite activities is onion ring^ for 'giving personal information'. She also takes part in other competitions like drawing and giving speeches.



Teachers participating in an activity in their TAG meeting

Manisha Vaidya (TAG Coordinator), Block resource person, District - Amravati

Helping teachers develop the confidence to speak English

Harish Patodkar has been teaching for 15 years. He teaches all subjects to the fifth standard in a low resource school with students from a tribal community in Hingoli district where he is also the TAG Coordinator.



Scan this QR code to watch Harish talk about Tejas and its impact.



Using flashcards to engage students

Steps to building confidence and rapport

As a TAG coordinator in three clusters, my first task was to encourage contributions, especially from those teachers who were hesitant about speaking in English. Mixed groups of confident and shy participants solved this challenge and rapport was established. Next, I started nominating

shy teachers to contribute answers and feedback from discussions. On the WhatsApp group, before the meeting I ask the teachers what they would like to do in the next TAG meeting. Here, too, I started asking the shy ones to share their opinion and give suggestions on how a particular activity can be conducted. The WhatsApp group is a good place because



Students participating in a 'Board rush' activity

it's informal and helps build rapport gradually. Helping teachers develop the confidence to speak English and express their ideas has been an important part of my work on Tejas.

Enjoying teaching again

My students are from the Banjara community. Though they study in a Marathi medium school, they also speak Banjara and Hindi, so English is their fourth language. It's also a low resource school and this adds to the challenge. However, I'm trying to become a joyful, innovative English teacher whose students enjoy learning English.



Taking turns to respond

The activities in the TAG Resource Book are easily adaptable for my context. One that I use often is from videos in the Learning by watching section. The teacher introduces new vocabulary using flashcards and practises simple English phrases like, 'What's this? This is an orange!' Once the students are confident with the vocabulary, the teacher turns it into a game by flashing the card briefly and encouraging them to identify the vocabulary. This works well with my students because it is a gradual introduction and the new vocabulary is supported by visuals. To support students further, I use their mother tongue. I adapt other activities I've learnt in the TAG for my students. Some concepts are alien, such as airports. They have never seen an airport, nor do they know what it is. But using supporting visuals and introducing them to new vocabulary in a systematic manner has helped broaden their horizons.



Students participate in a 'Chinese Whisper' activity

Harish Patodkar (TAG Coordinator),
School - Zilla Parishad Primay School,
Jambharun Andh Tanda
Cluster - Narsi Namdev,
Block - Hingoli,
District - Hingoli

If the teacher learns, the students learn

Nisha Sonwane has been teaching for nine years. She teaches a multi-grade^ class of standards three and four with 18 students together in a classroom and is a TAG Coordinator in Nandurbar district.



Scan this QR code to watch Nisha talk about Tejas and its impact.

To see Nisha conduct an activity in her classroom, go to page 87.



Using the board to teach vocabulary

A multi-grade^ primary classroom

My students have been with me for two to three years, since they were in the first standard. I have a total of 18 students and they sit together in one class. My students come from tribal communities and speak Ahirani, Bhilori and other languages. They struggle with Marathi, Hindi and English (which are part of the

curriculum) as all these are second, third and fourth languages for them. We began with basic words in Marathi. People here speak Marathi and Hindi, so the students have an opportunity to listen to these languages. However, with English, they neither get a chance to speak nor read. The student-centred way of teaching in Tejas now gives them an opportunity to speak English.

Learning to teach English

Even though English is my favourite subject and I was interested in knowing how to teach it better, it was only after I joined Tejas that I got an opportunity to improve my teaching skills. I learned how to plan lessons, conduct activities and teach vocabulary and grammar in an engaging manner. Even though I had a command of the English language, I taught in Marathi as it is traditionally done. On Tejas, I realised that students need to listen to the language and they can do this only when the teacher speaks in English. I started using simple English and slowly. By hearing me repeat and with gestures my students started responding to my instructions.

I now know that the lesson entirely depends on the teacher's planning abilities. If I have to teach a poem then I plan to narrate it using actions. Earlier I would do this as a whole class activity. But now we do it in pairs, groups,

individual demonstrations and whole class, so there is a variety of interaction patterns. This helps me conduct effective lessons and to achieve learning outcomes.

In TAG meetings

Tejas is an opportunity to improve teachers' English language skills and teaching skills. If the teacher learns, the students learn. So, in TAGs teachers are encouraged to speak English with colleagues and also their students. We conduct many activities and inspire other teachers to implement the same activities in their classes. Whenever I conduct an activity, I make videos and upload to the #Tejas4Ed Facebook group. Most of the teachers like the adaptation of activities. Activities make learning joyful.



Students collaborate to make a model



Effective signposting

Nisha Sonwane (TAG Coordinator),
School - Savitribai Phule Nagar Palika Shala krmank 4
Cluster - Nagar Parishad cluster,
Block - Nandurbar,
District - Nandurbar

Blogging for CPD

Suyog Dixit has been teaching for 13 years. He teaches a fourth standard class in Igatpuri and is a TAG Coordinator in Nashik district.



Scan this QR code to watch Suyog talk about Tejas and its impact.

To see Suyog's video on How to participate in a Twitter chat, go to page 89.



Suyog demonstrates how to use Twitter

Adapting for effective learning

When I attended the training for TAG Coordinators, we were introduced to different activities we could use with our students during English lessons. Initially, while conducting my lessons I would imitate the Tejas trainers, but I could see that at times my students could not relate to the activities and I used to wonder why. The work we did on planning lessons

during Tejas helped me resolve this problem because I started designing activities according to my own context rather than adapting the context for the activities, and this made my lessons more effective. As a teacher and a TAG Coordinator, I try to plan the activities according to my students, learning outcomes, and target language. Now my activities are more connected and meaningful.

My blogging journey

At Tejas TAG Coordinator training we were introduced to blogging. I read blogs by other teachers and SARPs and was inspired to start writing one. I started publishing every Friday. To date, I have written 37 articles on reflection, different concepts like constructivism, action research and six on the Right to Education act. Today my blog is read in more than 27 countries!

The weekly deadline puts a lot of pressure on the writer, so I decided to create a bank of articles for weeks when I would not be able to publish. However, when I read the articles all together, I realised that my writing style had become monotonous and my topics lacked variety and content. I'm now taking a break from writing and working on 'sharpening my axe', and look forward to resuming soon.

A journey in storytelling

I learned storytelling techniques such as using multi-languages and voice modulation from the Tejas TAG Resource Book.

Using the much-loved story of the hare and tortoise in the standard four English textbook, I put all these techniques to use. I made stick cut-outs to tell the story and narrated it in English and Marathi several times. Then I encouraged my

students to tell the same story in their own words. A few of them came forward and managed to narrate the full story using English for the most part.

When I shared it in my TAGs, one of the teachers took it a step forward and got help from students to make the story more elaborate and engaging. Later another TAG Coordinator and I presented storytelling techniques we had tried in our classrooms and TAGs at the Tejas Symposium in 2018. Finally, I wrote about this experience in my blog, *Storytelling*.

How my Personal Learning Network helped me

Fear was one of the biggest issues for me. The sharing of ideas and experiences by my fellow TAG Coordinators on WhatsApp group, support by peers and SARPs helped me gain confidence. My online presence on WhatsApp, Facebook, Twitter etc. gave me an advantage as I could read, learn, reflect and share things and establish a Personal Learning Network. I could think about blogging only because of the support I received from my peers. Building a good rapport with colleagues and establishing a network helps us address problems and learn.

Suyog Dixit (TAG Coordinator),
School - Zilla Parishad Primary School,
Thakurwadi (Taloshi),
Cluster - Igatpuri 2, Devla, Kurnoli,
Block - Igatpuri,
District - Nashik,
To read Suyog's blog - <https://dixitsuyog.wordpress.com/>



Students enjoying their learning

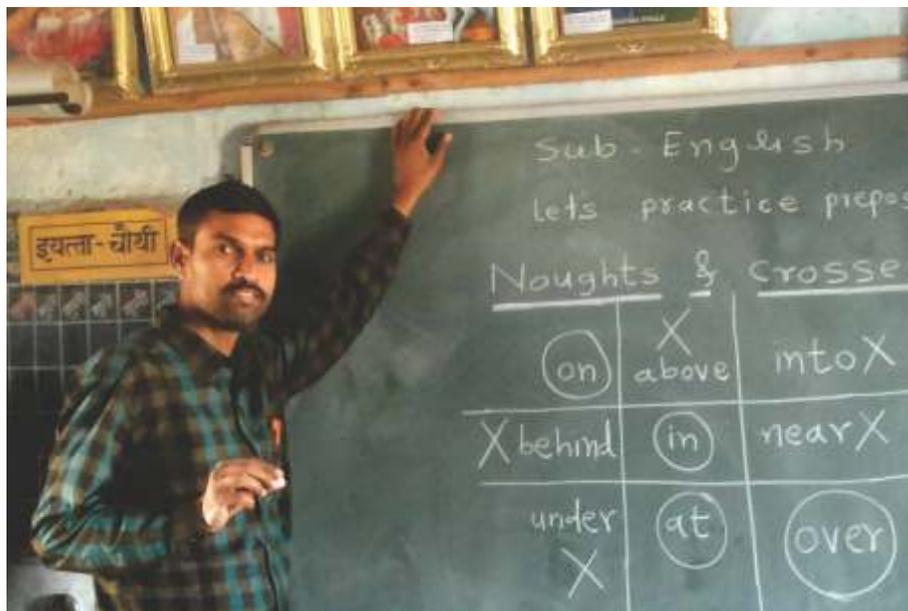
Realising we're still students

Prashant Shinde has been teaching for 20 years and is a TAG Coordinator. He teaches a fifth standard class in a primary school in Nashik district.



Scan this QR code to watch Prashant talk about Tejas and its impact.

To see Prashant conduct an activity in his classroom, go to page 88.



Prashant setting up a 'noughts and crosses' activity

Encouraging speaking

Before Tejas, I used to teach English as a subject and not as a language. I didn't focus on making my students speak. My classes were very traditional with high teacher talk. After joining the Tejas project, I understood the importance of encouraging students to speak. To do this, I use the chain drill activity to help my students practise language structures, for example, 'Do you like.....?'

and students respond using 'I like/I don't like'. Earlier, I used to use a limited range of interaction patterns - teacher to student or student to teacher. Now I use pair and group work regularly thus enabling my students to work together more. This year, I am teaching a fifth standard class with nine students – five girls and four boys - and can use a variety of interaction patterns with them.

Enthusiastic students and teachers

On Tejas, teachers are encouraged to use resources like books and online materials by adapting them to the level of our students. I successfully adapted one of the activities *Nouns and Adjectives* from the book *Five Minute Activities: a resource book of short activities* by Penny Ur and Andrew Wright for my class and TAGs. I wrote the names of fruits and vegetables in one column on the board and the colours in the other. The students worked in groups to match these columns. After the activity one of the students came up with another idea of matching animals with their homes. For example: tiger-jungle, cow-cow shed. This kind of student enthusiasm and involvement is because of Tejas and it is inspiring to be a part of this project.

Then I presented my experience in the next TAG meeting. The teachers not only appreciated the activity but came up with another idea of using names of students with attributes for each of them like clever, active or prompt. They tried these in their classrooms and one primary school teacher, Deepak, took it a step further. He did the activity with names of his students and now when he takes attendance the students answer with adjectives starting with the first letter in their first names, for example, Active Anil.

A unique platform

Tejas has not only instilled confidence in teachers but also in the students. They now eagerly participate in local competitions and win them too! They speak without hesitation even with native English speakers when they meet them at tourist spots or when they visit our school.

As a TAG Coordinator, I have helped the teachers in my group develop their English language teaching skills. We have come to see English as a language not just as a subject to be studied at school. Together we have also increased the time we spend speaking English, during TAGs and during our lessons. TAGs have also given us the chance to share what we do in the classroom and reflect on our work. The WhatsApp groups have been very helpful as we can share videos and discuss them together.

Tejas has given us a unique platform to understand and utilise our own potential and abilities. We have got an opportunity to come out of our comfort zone and try out new teaching learning strategies and techniques. Tejas made us realise that we too are still students.

Prashant Shinde (TAG Coordinator),
School - Zilla Parishad School, Aadwat
Cluster - Jalgaon,
Block - Yeola,
District - Nashik



Students enjoying their learning

Developing a new and special identity

Jaya Eage has been teaching for 15 years. She is a TAG Coordinator and teaches a fourth standard class in Beed district.



Scan this QR code to watch Jaya talk about Tejas and its impact.

To see Jaya conduct an activity in her classroom, go to page 86.

Go to page 91 to know more about this activity.



Jaya setting up the 'jump left jump right' activity

Reflecting on my teaching

I joined Tejas because I wanted to gain more confidence in my ability to communicate effectively in English in and outside the classroom. I wanted to be better able to reflect on my own teaching. I wanted to support other teachers with the challenges that I too face in my classroom while teaching English. Tejas has helped me with all these issues. I now use social media for my CPD and do online courses. I use

online resources, such as from the British Council website and also use techniques I learned in Tejas.

Motivation is key!

When the TAG meetings first started the teachers in my groups lacked confidence. They felt uncomfortable speaking English during our meetings. I motivated them with chocolates for winners and for the best performance, and by writing their names in text

messages on social media. I made videos of their activities and shared them after getting their permission.

But some teachers were not participating in the *Review* section, in which teachers reflect on what they have learned and how they can use it in their classrooms. So, I came up with 'Star of the Month' for the best review and action plan. The TAG Teacher with the best action plan (which they share on social media and in the TAG meeting) was given the distinction of 'Star of the Month'. I also gave them ratings like 4 or 5 stars. I then took their photos and that of the pages with stars and shared them on Twitter. Still some teachers were not writing reflections seriously, so I started to stick paper chits on reflections and decorated them with stars, smileys and motivational words such as good or excellent. Teachers have responded very well, and they appreciate it when their efforts are recognised. This motivation really helped encourage more involvement!

A more confident me

I did not speak a single sentence in English two to three years ago but can now speak confidently in the TAG meetings. Tejas has given me a special identity and improved my confidence. The different student-centred activities I learned are those I now use regularly in my class. I now share my classroom activities on YouTube, Facebook, Twitter and in WhatsApp groups.



Jaya giving clear instructions



Narrating a story with props

Jaya Eage (TAG Coordinator),
School - Zilla Parishad Primary School, Malnathpur
Cluster - Moha,
Block - Parli,
District - Beed

Using ICT in the classroom and in TAG meetings

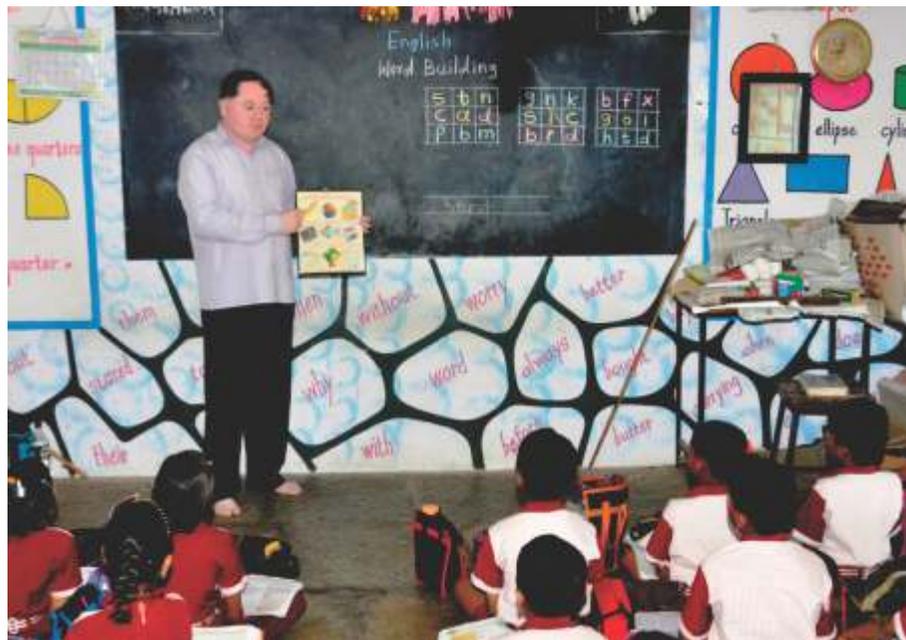
Sameer Deode has been teaching for 22 years and is a TAG Coordinator. He teaches a fourth standard class with 74 students in Nashik district.



Scan this QR code to watch Sameer talk about Tejas and its impact.

Refer to page 83 to read about Sameer's students and their experiences.

To see Sameer conduct an activity in his classroom, go to page 87.



Students engaged in learning vocabulary

Developing technology skills

After joining Tejas, I realised the importance of ICT resources and invested in a laptop that can be used with the projector available at school. One of the ways in which ICT can be used effectively is after screening a video of a story in English, I rephrase it in simpler language and then ask my fourth

standard class of 74 students to role play it in groups in their own words in English. The best role play is then performed by them in the school assembly the next day. Using role plays is something I discovered in Tejas and my students love it. I also learned how to research material online and now use stories/poems from YouTube by other teachers and adapt

them for my class.

I'm so inspired that I have now enrolled for a Master's degree in ICT! The teachers in the TAGs I manage are also inspired to use ICT in their class and at the TAGs. Now they set up all the equipment for the TAG meeting before I arrive!

Cross-curricular application

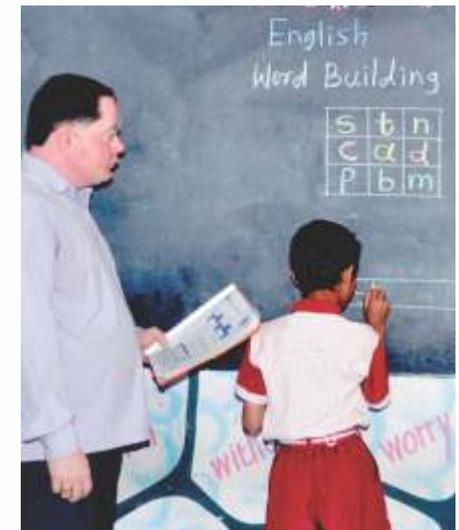
One of the challenges of a large class is forming groups. I use grouping techniques learned on Tejas for my Maths class as well. I distribute printed notes of Rs.1, 5, 10, and 20 and ask them to form groups according to the denomination they have. Then I ask them to calculate how much money they have in their group and so on. I also make an effort to take them out of class to conduct activities but after 4 pm when it's not so sunny outside.

not only get an opportunity to speak English and learn ICT skills which help in better teaching but learn different methods of reading and developing vocabulary as well. In the TAGs we have started to try to achieve proficiency in teaching English.

As a result of Tejas, the reputation of the schools we work in has improved. Parents are more interested in sending their children to our government school, and this is another indirect but important benefit that Tejas has had.



A student listening carefully



Facilitating vocabulary learning

Sameer Deode (TAG Coordinator),
School - Jijamata Primary School, Lasalgaon
Cluster - Niphad,
Block - Nashik,
District - Nashik

More proficient teachers

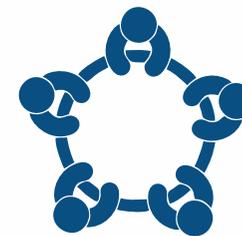
In TAGs, teachers share their classroom problems and get solutions from other teachers and the TAG Coordinator. They



Teachers

Around 18,000 government primary teachers regularly attend monthly TAGs in their own clusters and are members of the WhatsApp group of their own TAG. These interactions enable them to discuss their own challenges and solutions, and to learn from the academic inputs that are facilitated during their TAG. These inputs include a focus on developing teachers' English proficiency, their classroom pedagogy and their awareness of available CPD options.

The following pages outline how Tejas has helped these teachers develop their professional skills and impact their students' English skills.



Action planning for success

Varsha Lonare has been teaching for 12 years. She currently teaches all subjects to a multi-grade^ classroom with first, second and fifth standard students in Yavatmal district.



Scan this QR code to watch Varsha talk about Tejas and its impact.



Using flashcards to teach fruit names

Better lesson planning

The most useful skill I have learned from the TAG Resource Book is the action planning section because it has enabled me to plan my lessons before implementing them in class. The lesson planning template we were introduced to helps me understand the role of teachers and students in the classroom. The template asks for information on class profile, class size, aims of the lesson,

words and phrases students need to know for the lesson, materials/resources needed, stages and procedure, interaction patterns and anticipated challenges. It takes less effort to teach in the classroom if the lesson has been planned with this template.

Reviewing previous learning

While I plan, I think about my students' previous knowledge. This helps me plan



Students participating in a fun activity

better and effective lessons. For example, they have done action words in the past, but I need to review them, so I do a warmer where I give a student a chit with an action word and she/he must mime it while others guess the word. This is followed by writing it on the board and doing a pronunciation drill. Simple everyday instructions in English like 'shut the door', 'open the window', 'switch off/on the fan' help consolidate learning in real-life contexts. My students are now able to use daily routine words regularly and have started conversing in English at school. Some parents in the cluster even say that their children use some English at home!

Bilingual storytelling

Storytelling is the activity that students love the most. Using a story from the textbook, I first narrate it in Marathi. Then I use action and dialogues to tell them the same story in English. Next, I drill the story with actions. Finally, the students present it at the *paripaath* (assembly) the following day, playing various roles. In addition, I use many of the techniques from the TAG meetings. My teaching is more interactive because I use more pair and group work, and I use a lot of teaching aids and activities.

TAG meetings facilitate sharing

The TAG meetings are very useful because I can connect TAG activities to my classroom and also share ideas with other teachers. I can now design and adapt other activities to conduct in my classroom. Discussing different aspects of teaching with my colleagues, such as how we can conduct different activities, has helped me involve my students more. The videos other teachers share on the WhatsApp group are also beneficial for learning. TAG meetings have helped us work together and share our learning with each other.



Using flashcards to elicit vocabulary

Varsha Lonare (Teacher),
School - Zilla Parishad Marathi Prathamik Shala, Markanda
Cluster - Metikkeda,
Block - Kalamb,
District - Yavatmal

Planning, preparation and persistence in using English in my class

Rupali Athare has been teaching for seven years. She teaches standard two in a Marathi medium school in Nashik district.



Scan this QR code to watch Rupali talk about Tejas and its impact.



A student practising vocabulary

I was a very shy person before I joined a TAG. Forget English, I could not speak in public in Marathi either! But now after attending TAG meetings regularly in the last two academic years, I am more confident. I make an effort to give instructions in English but for the benefit of those who don't understand I use gestures and even explain in Marathi. In this way my class and I have slowly improved our fluency.

Drilling for practice and interaction

I teach the second standard batch with 35 students. I regularly use drilling. The students form a circle. I ask Student A a question, for example: 'What's your

favourite colour?' Student A answers and asks the question to Student B and so on. In this way we drill questions and answers. This activity helps practise forms of sentences/questions, intonation and the pronunciation of words.

A more interactive classroom

As a result of attending TAGs, my classroom became more interactive. Earlier, I stuck to the textbook and writing or reading activities from it. Listening skills were completely absent. I used the blackboard a lot and the voices of students were heard when they were nominated to answer questions. My teacher talking time was very high and it was mostly Marathi. Now I use a mix of English and Marathi. The use of interactive activities has given my students an opportunity to speak and they are now more confident. They take risks in speaking English. My confidence too has soared and even though I had the skills I now have the opportunity to use them.

Rupali Athare (Teacher),
School - Zilla Parishad Shala, Lasalgaon station
Cluster - Lasalgaon,
Block - Niphad,
District - Nashik

Learning has become fun

Tasnim Rauf has been teaching for nine years. She currently teaches a seventh standard class in Nandurbar district.



Scan this QR code to watch Tasnim talk about Tejas and its impact.



Setting up the 'slap the board' activity

Before Tejas I used to rely completely on the English textbook. I used to get the students to do the exercises in the book – for example, reading words, making sentences and answering questions. Now, the content I cover is the same but the way I teach is different. For example, if I am teaching colours, I play a game to do this instead of just completing the exercises in the textbook. I play games like pass the ball to practise questions like 'What colour do you like?', 'Which colour do you like, red or blue?' or 'Do

you like mangoes?'. The students stand in a circle. One student throws the ball to another and asks a question. The student who catches the ball answers it. In this way they ask each other questions and answer them as well.

My students struggle with reading and vocabulary so now I've helped them make a dictionary. In a notebook, they've written five words per alphabet and have collected a sizable number of words. I make two teams and a student writes a word on the board and the opposing team has to write a word beginning with the last letter, for example, yellow-water-rat. Learning has become fun and I have become a more creative teacher.

After trying and adapting a range of activities from the Resource Books for two years now, I'm confident and also enjoying my classes along with my students. The best reward is the shy students participate willingly and come forward to take part in activities.

Tasnim Rauf (Teacher),
School - Dr Zakir Hussain Nagar Palika School
Number 17
Cluster - Nandurbar,
Block - Nandurbar,
District - Nandurbar

Speaking English

Sharmila Mane has been teaching for 17 years. She teaches English and Maths to upper primary students in Gadchiroli district and attends the local TAG.



Scan this QR code to watch Sharmila talk about Tejas and its impact.



Sharmila conducting a language game outside

Varied and interesting activities for large classes

This year I've been teaching sixth, seventh, eighth standard classes. There are about 50 students in each of my classes and I used to think it was not possible to do speaking activities with so many students. But after attending TAG meetings, I now know that I can. For example, to manage speaking activities, I

split the class into two groups. One group does the speaking activity while the other does something else, such as reading. Then afterwards the groups swap activities. This makes it easier for me to manage and monitor speaking activities in large classes. I can listen to what individual students are saying and pick up examples of good phrases and correct common errors.



A student participating actively

A closer relationship

I've learned a number of activities from the TAG Resource Book. Some of the favourites have been onion ring[#], change your place[#], role plays[#], slap the black board[#], and 'do I leave a tip?'. What's more, my students really enjoy these activities and can speak English in class while having fun. These activities also helped me build a closer relationship with my students. I feel that as a teacher it is my duty to help my students become confident so that they can speak English without any fear or hesitation. The speaking activities I learned during the TAGs have been very useful for that reason as they encourage students to speak freely in class. I also learned that when we do such activities it is important not to interrupt students immediately to correct their errors. The speaking skills my students are developing will also help them be confident in future when they do exams or interviews.

A more confident teacher

Taking part in TAG meetings has given me the confidence to use such speaking activities regularly in my lessons. Another big change for me is that I also have greater confidence to speak English. Before I started attending TAGs I could

speak English but I was not very confident. The TAGs gave me the opportunity to speak English with my colleagues and now I am confident doing that. During lessons, too, I only speak English rather than Marathi. And I always tell my colleagues to speak as much English as they can with their students. With daily practice, students will get used to speaking English in class. A more confident teacher makes students confident too!



Using flashcards to teach vocabulary

Sharmila Mane (Teacher),
School - Jawaharlal Nehru Upper Primary
Municipal Council School
Cluster - Gadchiroli,
Block - Gadchiroli,
District - Beed

'If teachers don't speak English, our students won't either'

Azhar Mohammad has been teaching for eight years. He teaches the first and second standard in a multi-grade Urdu medium school in Nandurbar district.



Scan this QR code to watch Azhar talk about Tejas and its impact.



Students learning rhyming words

Activities I do

Before Tejas, I worried about the influence of the regional language on the way my students and I spoke English. After joining the TAG meetings, I have started focusing on listening and speaking practice more. For example, I use Chinese Whispers and pronunciation drills. The students sit in a circle. The teacher whispers a word, e.g. apple, in one student's ear and that student has to

pass on the word to the next. By the time the word reaches me the pronunciation has completely changed! Then I say the word aloud and students repeat after me individually or as a group. Chinese Whispers is usually done using sentences, but I have adapted it to use single words as my students' language level is low and this has really helped them while also being a lot of fun! The other activity I do is Roll the dice. In a box, I keep chits of



A teacher giving instructions for a reading task

paper with pictures of objects drawn on them. On the blackboard, I write questions to elicit a description of the object e.g. name, shape, colour and use. Each question has a number from one to six. Students take turns picking up pictures. One of the students picks a chit e.g. of an apple. Another student rolls the dice and answers the question – Number 3 - An apple is a red coloured fruit.

To improve their vocabulary, I use a separate 16-page book which has a list of 2/3/4/5 letter words. Some of them rhyme, for example, can, pan, fan, ran. I teach them the sound that rhymes and they find it easier to learn. Then I make three groups. I give one group alphabet dice, another laminated chits and the third an alphabet roller. This roller has letters in three columns to help children form small words. Students can move individual letters to form a word, for example C-A-T. Then I give them two letters like AT and they move the first column to make words like B-A-T, M-A-T, S-A-T.

While I'm teaching my students phonetics and when I discuss how to teach pronunciation in my TAG, I have an opportunity to improve the way I speak. Earlier I had no confidence to speak English, but now make it a point to consciously speak it whenever I get an opportunity. In my TAG I speak English most of the time and use the vernacular if I get stuck on a word. In my class too, I use simple English so that students get used to English instructions. If teachers don't speak English, our students won't either!

Azhar Mohammad (Teacher),
School - Nagar Parishad School No. 14
(Urdu medium)
Cluster - Nagar Palika Nandurbar,
Block - Nandurbar,
District - Nandurbar

‘I was a back-bench teacher’

Pundlik Deshmukh has been teaching for 17 years. He currently teaches standards three and four and participates in a TAG in Gadchiroli district.



Scan this QR code to watch Pundlik talk about Tejas and its impact.

Refer to page 84 to read about Pundlik's students and their experiences

Go to page 91 to know more about this activity.



Students participating in an action song

Before Tejas

Before attending TAG meetings, I was a back-bench teacher. I was passive and lacked confidence mainly because my spoken English was poor. To teach English, I used traditional methods. When I was introduced to Tejas and TAG meetings in 2016, I gradually started to become more interested in learning and teaching English using different techniques.

What I learned in TAGs

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. In fact, my confidence has improved so much that I took up the opportunity of facilitating TAGs! 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. Attending the TAG meetings also enabled me to discuss and reflect on my teaching and to design more effective lesson plans.

After Tejas

I teach third and fourth standard classes in a Marathi medium school in Gadchiroli. I have started a club for my students where we play games in English. I meet parents regularly to involve them and share my classroom videos on a YouTube channel.

A popular activity with my students is Slap the board/wall, which I learned from my TAG. The very first time I helped my students to draw pictures and make charts. Now these pictures of fruits and vegetables are put up on the walls of the classroom. I call out the names of fruits and vegetables and students run and place their hand on the correct picture. I also do this with words on the blackboard. It's a simple, fun way for students to increase their vocabulary.

In my class all the students, even the back-benchers, enthusiastically take part in such activities and enjoy the action. My

students are able to express themselves a little better now and complete activities at their own pace. Now they are confident and don't fear English. And I can say the same for myself!



Students participating in the 'slap the board' activity

Pundlik Deshmukh (Teacher),
School - Zilla Parishad Primary School Suvarnanagar
Cluster - Wardha,
Block - Armori,
District - Gadchiroli



Giving instructions before an activity

Interaction patterns for engagement and peer support

Dipali Deshmukh has 12 years of teaching experience. She currently teaches the third standard in Amravati district.



Scan this QR code to watch Dipali talk about Tejas and its impact.

Go to page 91 to know more about this activity.



Presenting new words to students

Encouraging interaction

One of the most important things I learned in TAGs is using a variety of interaction patterns in class to encourage the students to work with each other. I now pair and group my students regularly for discussions, role plays, solving questions, and feedback. To make it interesting, I give groups special names such as historical

personalities like Savitribai Phule. Pairing and grouping is especially good for students who take time to understand. I usually pair stronger students with those who need more support. Students find it easier when their peers explain the task and it helps bring everyone in the class to the same level of understanding. Over a period of time, the shy students become bolder and muster the courage to speak up or perform role plays for the



A student waiting for her turn to answer

in Row A says the name of an object and in Row B the partner has to say an adjective related to it. E.g.: sun - bright, flower - red etc. The pair that finishes first has to raise their hands to win.

More confident

Before Tejas, I did not speak in English much for fear of making mistakes but now I speak English with my colleagues at TAGs without worrying about my mistakes. I know that the more I speak and practise, the more confident and fluent I will become! I also use simple English with my students so that they become more confident too.



Asking students questions

A popular interaction pattern

I use an adapted version of the onion ring^ technique very often. It is one of my favourite interactive activities and I learned it in the TAG. The students form two concentric circles. I give them instructions

in English and check their understanding in their mother tongue. Let's say I'm teaching them names of fruits or flowers. I play music and one circle moves to the left and another to the right. When the music stops, the students have to stand in front of a partner. Then the students in the inner circle ask their partner to say the name of a fruit or flower. The pair that finishes has to raise their hands to win.

Another variation of the onion ring^ is where students stand in two straight lines (not circles) facing each other. Everyone

Dipali Deshmukh (Teacher),
School - Zilla Parishad Prathamik Shala, Talwel
Cluster - Jawla,
Block - Chandurbazar,
District - Amravati

Building vocabulary in a multilingual classroom

Kalyani Pandit has been teaching for seven years. She teaches first and third standards in a Marathi medium school in Beed district.



Scan this QR code to watch Kalyani talk about Tejas and its impact.

To see Kalyani conduct an activity in her classroom, go to page 87.



Narrating a story using props

and the activities I learned in the TAG have helped me do this. Using an activity called *shabd sakhali* in Marathi, the students make word associations like sugar-tea-hot. They learn the English spellings and repeat the English pronunciation and the meaning in Marathi, which helps retention. After doing this for a few months, the students have at least 30 words they know and use regularly. In the coming months I will start doing this for subjects like science, which I teach in Marathi. I have uploaded my students doing this activity on my YouTube channel and shared it in my TAG meeting and on the TAG WhatsApp group, and received positive feedback. This activity is a direct result of reflection and planning in the TAG meeting.

Stronger relationships with parents

Ever since I started sharing videos of classroom activities on YouTube, parents have been able to see how their children are progressing. This has built a strong relationship and they are more supportive. As some parents don't have smartphones, they watch the videos on other parents' smartphones, and this has also created a positive bond between parents. They enjoy seeing all the children learn and become more confident!

Kalyani Pandit (Teacher),
School - Zilla Parishad Prathamik Shala, Kasari
Cluster - Asthi No 1,
Block - Asthi,
District - Beed

Developing confidence in Tejas

In the early days of TAGs, I was a little shy. But after I started to take part in every activity, my confidence started growing. My initial challenges were to confidently speak English in the classroom and TAG meetings and explain new words through gestures. On the Tejas project, I am learning a lot of new activities, and am making children's classroom learning easy and fun.

Multilingual vocabulary building

In a multilingual environment, combining vocabulary-building activities in multiple languages helps the students' proficiency

Building confidence and fluency through speaking games

Swati Sawai has been teaching for 18 years. She is a seventh standard teacher in Amravati district.



Scan this QR code to watch Swati talk about Tejas and its impact.

Refer to page 83 to read about Swati's students and their experiences.

Go to page 91 to know more about this activity.

To see Swati conduct an activity in her classroom, go to page 87.

Using videos to motivate students

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.

Guessing, describing and learning together

One of the activities I learned in my TAG is called 'Mystery Bag' and I adapted it for my students. In a bag, I place some things like a water bottle, tiffin, pen, pencil, orange, apple and brinjal. Then I take an item out and the students have to describe its colour or shape and talk about its use. Some shy students would not come forward so I started asking them to take things out of their bags like pen and pencil and describing them. Slowly all the students caught on and we had fun as the children brought out things from their bags or picked up objects from the classroom and started describing them. After I shared a video of this activity on the TAG WhatsApp group, many of my colleagues appreciated my effort. Two teachers from my school who



Introducing a character in a story

attend the same TAG also tried it successfully in their class. This was very motivating for me!

Initially our confidence was not so high, but it has developed over the period the Tejas project has been running. Even when people come to observe our lessons, my students are enthusiastic and ready to speak up in English.

Swati Sawai (Teacher),
School - Nagar Parishad School Number 8
Yashwant Nagar
Cluster - Morshi,
Block - Morshi,
District - Amravati



Parents

In this section, we focus on parents' experiences and perceptions of Tejas. They talk about the impact a new way of learning has had on their children's proficiency in English, and the way teaching has changed in the classroom. All interviews were first conducted in Marathi and then translated into English.

Left: Students playing a language-learning game

Creating an English environment

Parent: Subhash Somde

Student: Aaditi Somde - Std. 5

(Priyanka Dalvi's student from Aurangabad)

My daughter Aaditi has shown considerable improvement in English. She now tries to speak in English with her friends and siblings. She uses English words like water, door, eating, and also tries to string together sentences. Sometimes, when we step out for a walk after dinner, she holds my hand and tells me, 'Let's go for a walk.' I'm very happy with the way her teacher is teaching her English. Often, when I go to school, I see that Dalvi Ma'am is busy conducting some interesting activity or the other. Once I saw her asking students to talk to puppets! I thought that she's just allowing students to have fun in school. However, when Aaditi returned home, she told me that they were actually practising speaking in English. It's indeed a great step for kids like Aaditi who don't have an environment to learn the language.

I'm learning English!

Parent: Nirguna Somde

Student: Ritu Somde - Std. 4

(Priyanka Dalvi's student from Aurangabad)

My daughter Ritu has always been a bright student and has always topped her class in her school exams. However, she has always been afraid of speaking in English. Recently I have noticed a vast change in her attitude towards learning English and using it.

Ritu now uses English to name all the vegetables, fruits and pulses grown on our farm. Sometimes, she tells me, I want to eat potatoes for lunch today instead of saying *batatyachi bhaji*. 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!

Equal opportunities to learn English

Parent: Satish Somde

Student: Rutuja Somde - Std. 5

(Priyanka Dalvi's student from Aurangabad)

My wife and I don't have a very strong educational background. But we always wanted Rutuja to excel in her studies and speak English fluently. I think it's extremely important to be able to communicate in English as it opens many other avenues for people. At first, I was very sceptical of enrolling her in a Zilla Parishad school, however, given my socio-economic background, this was the only feasible option then! Now when I look at other children in our area, who go to semi-English or private schools, I see that my daughter speaks better English than them! She's provided more opportunities to speak in school than her peers who go to private schools. Therefore, I'm very happy with my decision. I believe that projects like Tejas should continue to support teachers from Zilla Parishad schools so that students like Rutuja can benefit from it!

Confidence in English

Parent: Rekha Ghawale

Student: Vedanti Ghawale - Std. 7

(Sachin Inzalkar's student from Amravati)

My daughter has shown considerable improvement in English. She now tries to speak in English with her friends and siblings. She constantly tries to make me also speak in English but I just can't do it! Once when I came back home from the market, I heard someone speaking in English in our house. I was curious to know if someone from the city has come visiting. When I peeped inside the house, I saw that Vedanti was standing in front of the mirror and practising for an event at school!

My daughter teaches me English

Parent: Archana Lawange

Student: Ishwari Lawange - Std. 8

(Sachin Inzalkar's student from Amravati)

My daughter Ishwari has always been extremely focused and has always done well in her exams. My husband and I aren't highly educated; therefore, we always wanted to secure Ishwari's future by giving her a solid foundation of education. Given our financial conditions, we could only afford to enrol her in a Zilla Parishad school in our vicinity. However, today, when we listen to our daughter speak English, we feel extremely proud of her and of our decision.

Ishwari teaches me names of vegetables (tomato, potato, cauliflower, drumstick) and spices (turmeric, cloves) in English. She makes me repeat it after her and asks me to identify the ingredients by asking questions. In the evening, she practises speaking in English with other friends who go to the same school as her. They get together at a friend's house and conduct interviews in English. Sometimes, they pretend to be celebrities, while on some occasions they just like being themselves and speak. I'm very hopeful that if she gets the same guidance, my daughter will certainly learn English very well and also communicate very effectively!

Brothers help each other practice

Parent: Hemant Jagtap

Students: Sanket Jagtap and Sarthak Jagtap - Std. 4

(Sachin Inzalkar's students from Amravati)

Even though my sons, Sanket and Sarthak are young, their love for learning the language is unparalleled! They regularly speak in English, ask questions, and help each other while reciting poems and reading books. Having done my education in Marathi, I'm not very fluent in using English. I understand some basic words and phrases but can't carry out a conversation. Now my children help me if I don't know a word in English! Recently, when I asked them if they'd like to go for tuitions to improve their English, they said that their teacher teaches them very well, therefore they don't need any tuition!

Trained teachers make a difference

Parent: Sharad Dod

Student: Dnyaneshwari Dod - Std.7

(Swati Sawai's student from Amravati)

I wasn't very sure of the quality of teaching in Zilla Parishad schools and wanted my daughter to speak English fluently. Therefore, I'd enrolled Dnyaneshwari into a private school nearby. After a year of attending school, I noticed that there wasn't any considerable improvement in my daughter's English. She didn't try to even use basic English words at home. But she does that now – and she's studying in a Zilla Parishad school! I realised that the teachers here are better trained than those in private schools in our vicinity. I'm certain that under the guidance of teachers like Swati Sawai, my daughter will improve her English language communication skills and find herself a stable job in a metro city.

Building a vocabulary bank

Parent: Babasaheb Chavnke

Student: Devyani Chavnke - Std. 4

(Sameer Deode's student from Nashik)

I'm very satisfied with the way Devyani is learning English in school. She can already introduce herself, her family and answer basic questions about her school. She is very serious about learning English and is building her vocabulary bank by identifying familiar, everyday objects around her in English. She likes reciting songs and also likes listening to action songs. Sometimes, she listens to English rhymes on YouTube on my phone.

I'm certain that she'll be a fluent speaker of English by the time she completes her education and all the credit for this goes to her teacher!

We're proud of our daughter!

Parent: Prakash Raut

Student: Yashaswi Raut - Std. 3

(Pundlik Deshmukh's student from Gadchiroli)

My daughter Yashaswi is a bright and studious child. She recites poems, reads two and three letter words and tries to make sentences in English. Being illiterate, we don't really understand what she's saying in English but we're really grateful for her teacher's efforts in making our daughter speak in English!

Reading and speaking English

Parent: Ishwar Sayam

Student: Mayur Sayam - Std. 2

(Pundlik Deshmukh's student from Gadchiroli)

Mayur can identify familiar objects around him in English and can use basic phrases for greeting people. He tries reading short stories from his sibling's book and identifies pictures of animals, fruits, flowers and vegetables.

I'm sure that Mayur will speak English fluently if he continues to receive the same support and guidance that he's getting from his teacher.

Appendix

List of YouTube videos

Here's a list of videos uploaded by teachers and TAG Coordinators on their YouTube channels. In these videos they are conducting various activities to improve fluency in English in their classrooms.

Name of teacher	Links to the videos with QR codes	Description of video
Dnyaneshwar Gurukar Hands on my side, Gilli gilli boom!	http://bit.ly/2RE3FXV 	In this video, primary school students revise vocabulary through a fun song. The focus is on identifying parts of the body and the teacher promotes participation by including these target words in a song with actions and rhythm.
Dnyaneshwar Gurukar Collective nouns	http://bit.ly/2FE0977 	In this video, primary school students practise collective nouns in a fun activity using flashcards. The focus is on matching the collective noun with the appropriate word and then drilling it. The teacher promotes student involvement by asking students to elicit from their peers and lead the choral drill.
Jaya Eage English Saturday + Action song Boogie Woogie	http://bit.ly/2TT0DeY 	In this video, primary school students use English during their Saturday assembly meet before the classes begin. Students then participate in an action song where they practise following simple instructions in English. The focus is on developing students' listening skills through a fun and interesting action song. The teacher ensures total participation by asking students to stand in a circle and by performing the actions herself.

Appendix YouTube videos

Name of teacher	Links to the videos with QR codes	Description of video
Kalyani Pandit Easy English language learning game - Family Tree	http://bit.ly/2Rzhyqh 	In this video, primary school students practise describing their family using a family tree diagram they have prepared. The teacher leads in to the activity by asking some questions about the family tree in English. She uses the onion ring^ activity to get students to work in pairs and share about their families. Students develop their fluency by describing their families using simple sentences in English.
Swati Sawai Slap the board	http://bit.ly/2Hjp8AT 	In this video, primary school students revise vocabulary from a lesson in My English Book –6. The teacher divides students in two teams, appoints a student to keep score and conducts the activity. She then calls out words from the lesson; students identify the words and slap the board. The teacher promotes student engagement by maintaining the energy throughout the game.
Sameer Deode Chain drill	http://bit.ly/2RT0PxC 	In this video, primary school students practise specific language structures – 'What's your name', 'my name is..!', 'what's your father's name', 'my father's name is..!', etc. The students sit in a circle and take turns to ask and answer questions using the target language. The teacher uses chain drill to involve all the students.
Nisha Sonwane Guessing game	http://bit.ly/2FyamVd 	In this video, primary school students practise associating words with descriptions in a fun activity. The teacher describes something; students listen to the description and guess the word. The focus is on developing listening comprehension and associating words with their descriptions.

Appendix YouTube videos

Name of teacher	Links to the videos with QR codes	Description of video
Prashant Shinde	http://bit.ly/2RycYlW 	In this video, primary school students practise the question and answer structure, Do you like...? and I like/I don't like... through a chain drill activity. Using the context of fruits, the teacher sets up the activity with instructions and a demonstration before the students take over.
Khaja Moinoddin	http://bit.ly/2CvRaDg 	In this video, primary school students practise action words using miming and gestures. With a peer doing an action, students describe it using the present continuous tense, for example, Rahul is singing. The teacher promotes a student centred classroom by involving students to do the action instead of doing it himself.

The following YouTube videos were shared to disseminate information on the TAG structure, and how to use WhatsApp and Twitter.

Name of teacher	Links to the videos with QR codes	Description of video
British Council West India Team Teacher Activity Groups (TAGs) in Tejas	http://bit.ly/2ARoF2V 	TAGs, are a major innovation in Tejas. As part of TAGs, teachers meet once a month and use a range of teacher development resources for their Continuing Professional Development to help them make positive changes to their classroom practice. This film introduces the concept of TAGs and outlines the structure for TAG meetings.

Appendix Glossary (^)

Name of teacher	Links to the videos with QR codes	Description of video
Suyog Dixit How to participate in a Twitter chat	http://bit.ly/2DhWhZo 	In this video, Suyog Dixit, a TAG Coordinator, talks us through a step by step procedure on 'how to participate in the #Tejas4Ed Twitter chat'. This video talks about how to login to Twitter, search for #Tejas4Ed, check latest tweets, like tweets, re-tweet and reply to tweets. You can follow the steps in this video to develop your understanding on how to participate in the #Tejas4Ed monthly Twitter chats.

Glossary (^)

Activity	Link	QR Code
AARMS research project	http://bit.ly/2AQRH70	
ESA Approach	Engage Study Activate approach http://bit.ly/2VYwrRC http://bit.ly/2T31mKA	 

Appendix Glossary (^)

Activity	Link	QR Code
Multi-grade classrooms	A <i>multi-grade</i> classroom refers to a class that has students from two or more grades in one classroom	
PPP Approach	Present Practice Produce http://bit.ly/2FzMPTE	
	http://bit.ly/2FGubJ3	
Tejas Symposium	This event was held in 2018, in the second year of Tejas where SARPs, TAG Coordinators and teachers. It was an opportunity to share learning and solutions and thank stakeholders for their hard work and dedication to improving teaching and learning in the nine districts of the pilot project.	
Tejas training	SARPs and TAG Coordinators have attended extensive face to face training conducted by the British Council, and participated in online courses.	

Glossary of Activities (#)

Activity	Link	QR Code
Ball game	http://bit.ly/2FEQtuR	
Change places	http://bit.ly/2DhvvQZ	
Chain drill	http://bit.ly/2DheuWZ	
	http://bit.ly/2svUt97	
	http://bit.ly/2RB1RyP	
Chinese whispers	http://bit.ly/2U1Ri4V	

Appendix Glossary of Activities

Activity	Link	QR Code
Jigsaw reading	http://bit.ly/2TXAJ9U	
	http://bit.ly/2swqYnJ	
Mystery bag	http://bit.ly/2RRq97k	
Realia	http://bit.ly/2szhfx2	
	http://bit.ly/2T1gEzI	
Onion ring	http://bit.ly/2RyHhil	

Appendix Glossary of Activities

Activity	Link	QR Code
Planning	http://bit.ly/2TghcS8	
Role plays	http://bit.ly/2szh5FF	
Roll the dice	http://bit.ly/2S1mEVB	
Slap the board/ wall OR Run and touch activity	http://bit.ly/2REiJfF	
Snow ball	http://bit.ly/2DiAEby	
Using the blackboard	http://bit.ly/2Mgu9J7	

Appendix Glossary of Activities

Activity	Link	QR Code
Using flashcards	http://bit.ly/2VYZbJX	
	http://bit.ly/2VXXX1P	
Using dictionaries	http://bit.ly/2W9ukLO	
Word ladder race	http://bit.ly/2Cua5hU	

Abbreviations used (*)

AINET	All India Network of English Teachers
BRP	Block Resource Person
CPD	Continuing Professional Development
DIECPD	District Institute of Education and Continuous Professional Development
ELT	English Language Teaching
ESA	English Subject Assistant
HoD	Head of Department
ICT	Information and Communication Technology
KP	Kendra Pramukh
MOOC	Massive Open Online Course
PLN	Personal Learning Network
RAA	Regional Academic Authority
SARP	State Academic Resource Person
SEN	Special Educational Needs
SIE	State Institute of English
TAG	Teacher Activity Group