

Report on Language Training

A two days training was conducted on Language for the Education Volunteers of Muniguda, Bissam Cuttack, Kotagarh, Lanjigarh and Th. Rampur blocks by the Resource Team of Sikshasandhan from 23rd Oct to 11th Nov 2017 as per the following schedule.

Sl No	Block	Date
1	Kotagarh	25 – 26 October
2	Muniguda	30 - 31 October
3	Lanjigarh	1 – 2 November
4	Bisham Cuttack	5 – 6 November
5	Thuamul Rampur	10 – 11 November

As per the CSSL report and majority of the participants' experience, their children can write somehow looking into texts, but cannot read a line or passage. Hence the team decided to focus on the basic element of Language teaching, i.e. Listening, Speaking & Reading. The emphasis was on development of Early Grade Reading. The aim was to enable the teachers to develop curiosity and self-learning attitude among the kids at an early age and building their confidence to read. Beside this another major focus was given on how to transact government text books to enhance language competencies among children.

The training was conducted as per the following agenda.

Sl.	Time	Subject	Points To Be Discussed
DAY-1			
1	10.00 – 11.00	Introduction and pretest for Base line assessment	<ul style="list-style-type: none"> National Anthem In this session participant will be asked to introduce themselves by indicating their Name. They will express themselves by drawing a Picture which they will draw and will asked to express how they connect themselves with that picture. A base line assessment will be done focusing on competency basis.
2	Tea break		
3	11.15- 1.30	Clear understanding on language	<ul style="list-style-type: none"> Participant will be provided the book "Prathmika Starare Bhasa O Ganit" and an article from that book of Dr Mohit Mohan Mahanty "Prathamik Bidyalayare Bhasa O Ganit Sikhya: ketek bikhista chinta" will be discussed in this session. This will provide an overall idea of how to understand kids, what to focus while teaching, how to develop the listening, speaking, reading and writing competencies in students.
4	Lunch Break		
5	2.30 – 2.45	Energizer	Game on language
6	2.45 – 5.30	Reading	<ul style="list-style-type: none"> After that participants will be divided in to four groups (based on competency mapping) and they will prepare Picture Books for children. Demonstration will be given on transacting the Picture book.

			<ul style="list-style-type: none"> Each participant will demonstrate the transaction in their respective groups under the guidance of Resource Person.
DAY-2			
7	9.00-9.30	Morning Assembly	<ul style="list-style-type: none"> National Anthem Recap of previous day learnings
8	9.30 – 10.30	Text Book transaction Demonstration by Resource Person	<ul style="list-style-type: none"> In this session a classroom demonstration will be provided by the resource person focusing on how to teach alphabet to primary children focusing to LSRW competencies.
Tea break			
9	10.45 – 01.30	Group work	<ul style="list-style-type: none"> Each group will sit separately and will be mentored by one of the resource person. Here the participants will be assigned chapters from text book (Class-1-3) randomly Each Participant demonstrate the transaction using required TLM.
Lunch Break			
11	02.30 – 4.30	Group Work	<ul style="list-style-type: none"> Continuation of the individual practice under the mentorship of the Resource Person. Here the focus will be as instructed in the text books, how the volunteers can transact a chapter meeting its objectives.
12	4.30 – 5.30	Conclusion	<ul style="list-style-type: none"> Post test Feed back

The training sessions started with National Anthem. This was followed by baseline assessment of the participants. The assessment question was given below.

୧) ଉତ୍ତରଟି ଠିକ କି ଭୁଲ ଲେଖନ୍ତୁ।

- I. ପିଲାଟି ପ୍ରଥମଥର ବିଦ୍ୟାଳୟକୁ ଆସିବା ସମୟରେ ତା ମନଟି ଏକ ଶୂନ୍ୟ ପାତ୍ର ସଦୃଶ ଥାଏ।
- II. ଯେଉଁମାନେ ବିଦ୍ୟାଳୟକୁ କେବେ ଆସିନଥାନ୍ତି ସେମାନେ ଅଶିକ୍ଷିତ ଅଟନ୍ତି।
- III. ଭାଷା ପଢ଼ାଇବା ବେଳେ ପ୍ରଥମେ ‘ଅ’ ‘ଆ’ ‘ଇ’ ‘ଈ’ ରୁ ଅକ୍ଷର ଶିଖାଇବା ଦରକାର ।
- IV. ପାଠ୍ୟ ପୁସ୍ତକ ବିଷୟ ବସ୍ତୁ ଆଧାରିତ ପ୍ରଶ୍ନ ଦ୍ଵାରା ହିଁ ପିଲାମାନଙ୍କର ଜ୍ଞାନ ଉପଲବ୍ଧିର ପରିମାଣ ମପା ଯାଇପାରେ।

୨) ସବୁଠାରୁ ପ୍ରଯୁଜ୍ୟ ଉତ୍ତରରେ ଠିକ ଚିହ୍ନ ଦିଅନ୍ତୁ।

- I. ଚିତ୍ରପାଠ ପଢ଼ାଇବା ଦ୍ଵାରା ପିଲାଟିର କଣ କଣ ବିକାଶ ହୋଇଥାଏ ?
(କ) ଶ୍ରବଣ (ଖ) ଲିଖନ (ଗ) ପଠନ (ଘ) କଥନ
- II. ପିଲାର ଭାବନାତ୍ମକ ବିକାଶ ପାଇଁ କେଉଁ ବିଷୟ ପଢ଼ାଇବା ଆବଶ୍ୟକ?
(କ) ଗଣିତ (ଖ) ଅକ୍ଷର (ଗ) ଚିତ୍ରପାଠ (ଘ) ମାତ୍ରା
- III. ଭାଷା ଶିକ୍ଷାର ପ୍ରାରମ୍ଭିକ ସ୍ତରରେ କେଉଁ ଦକ୍ଷତାର ବିକାଶ କରାହେବା ଦରକାର।
(କ) ଲିଖନ (ଖ) ପଠନ (ଗ) ଶୁଭଲିଖନ (ଘ) ବାକ୍ୟ ଗଠନ
- IV. ପିଲାଙ୍କ ଅକ୍ଷର ଶିକ୍ଷା କେଉଁଠୁ ଆରମ୍ଭ ହେବା ଉଚିତ?
(କ) ‘ଅ’ ଠାରୁ (ଖ) ‘ଟ’ ଠାରୁ (ଗ) ଯେକୌଣସି ବହୁ ବ୍ୟବହୃତ ଅକ୍ଷରଠାରୁ
(ଘ) ଯେକୌଣସି ଅକ୍ଷର ଠାରୁ

୩) ପଠନ ଦକ୍ଷତାର ବିକାଶ ପାଇଁ ୩ଟି କାର୍ଯ୍ୟକ୍ରମର ନାମ ଲେଖ।

୪) “ସୁଖ ପରେ ଦୁଃଖ ଦୁଃଖ ପରେ ସୁଖ ଲାଗିଛି ସଦା ଏ ସଂସାରେ
ଦୁଃସମୟେ କେବେ ଦୁଃଖିତ ନ ହୋଇ ହସି ଅପରକୁ ହସାଏ”।

The questions were selected based on the inputs provided by the resource team to the participants during various past interactions with the participants. The questions were framed to assess the Attitude, Skill and knowledge of the participants with respect to teaching in general and language teaching in particular. Participants were given 15 minutes to complete the task. The results are provided at the end of this report.

The followed up session was introduction session. But here the task for the participants was to look within them and express themselves drawing the picture of any object that resembles their character. They were also asked to reveal a special quality in them that is unknown to others. This exercise was enjoyed well by the participants. They pasted the drawings drawn by them in a designated place on the wall. This was conducted with a aim to enable them to speak independently as well as to assess their thinking ability. It was surprising for the resource team that majority of them in all blocks could express themselves very innovatively. Even some participants got emotional while telling about them and their struggle in life.

The third session was book reading and the book was “Prathamik Starare Bhasa O Ganit” edited by Mr. Nilakantha Rath. Each participant was provided one copy. After a quick introduction to the book by the resource person, the participants were asked to read a chapter written by Dr. Mohit Mohan Mohanty i.e. “Prathamik Bidyalayare Bhasa O Ganit Sikhya: ketek bikhipta chinta”. This chapter was chosen on the basis of its relevance to the training subject. The author has beautifully highlighted the factors that influence teaching and specially language teaching and how children learn. The participants read one by one the highlighted portions of the chapter, which was discussed thereafter. The highlights of the chapter are as follows:

- Some common thinking on school and on children
- To understand a child
- Key components of Language(listening, speaking, reading, and writing)
- Activities to develop these skills between children.

The post lunch session was on developing the reading ability among children who have not started reading. The method adopted was learned by the resource team from their Chhattisgarh Exposure visit, where SCERT of Chhattisgarh is implementing the method in 100 selected schools in four tribal districts with the help of ICICI Foundation. As observed during classroom transaction in few schools, the result was satisfactory. The participants were divided into five groups. Each of the groups was provided a set of pictures that forms a popular story. The groups were asked to observe the pictures and write one to two lines for each picture so that the story is completed. Once the groups completed the writings they were provided A4 size papers to write down the lines in each of the one paper for one picture. Then they pasted the pictures and writings on the folded chart papers in the shape of a book. Once the big picture books were prepared the resource team member demonstrated the transaction method. This was then practiced by the groups in their respective groups.

The key element of this exercise was as follows:

1. The children will see picture and enjoy the story first.
2. Then the teacher will read it load putting his or her finger on the words while reading.
3. The students will imitate the teacher and will run their fingers through the texts while reading load with the teacher.
4. Gradually the students will remember the words and can read the words if asked to read from anywhere.
5. This will help the students to feel confident that they can read a book.
6. Next the teacher will filter out the words with most used the letters and will apply the methods to hep kids learn alphabets and matras.

Then come the methods of picture book preparation discussion. The participants were asked to see various picture books and story books provided to them under library. After going through various books published by NBT and Pratham, the following conclusion was drawn.

1. The picture text ration can be 70:30, 50:50, 90:10, 60:40, 40:60. In a sense this is to be decided by the teachers based on the story and text size.
2. The text can be on one page and picture on one page or text below the picture or above the picture.
3. Bilingual books can also be prepared as per the need of their centers.

In Kotagarh and Lanjigarh, each participants prepared one book each by choosing or writing a story, drawing pictures and writing the texts themselves as the task for the night. The books were really made well looking into their limited experience in this regard. However they were advised how to improve them.

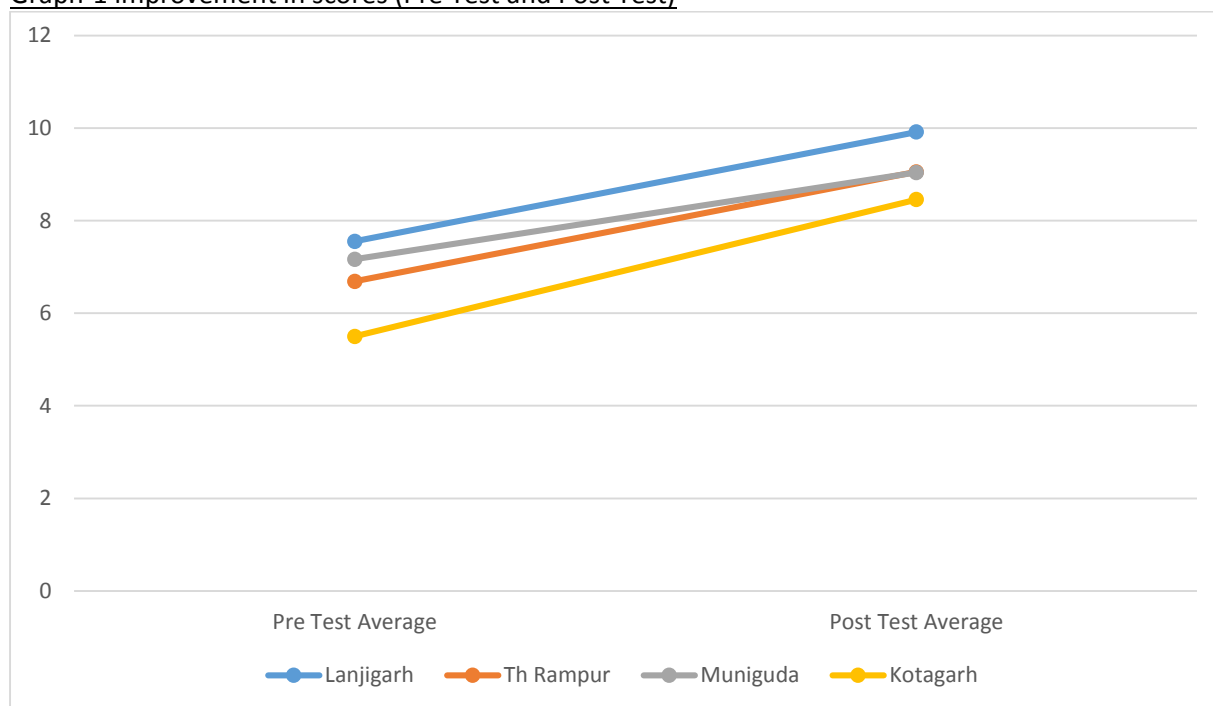
The session was followed up by the demonstration of transaction of a textbook of class 1 for language teaching by the resource team. The same thing was then practiced by the participants under the guidance of the resource team members.

During the two day training programme few games were played to be played with the students in their respective schools. One was making towers with the objects available to them in the training hall. This was played as a competition between two groups. Another game was played between two groups, where one blind folded person had to negotiate the human walls placed by the opponent group with the help of the verbal instructions of his or her group members and reach the end line successfully without touching any barrier. This was played several round with different conditions to make language learning process a fun.

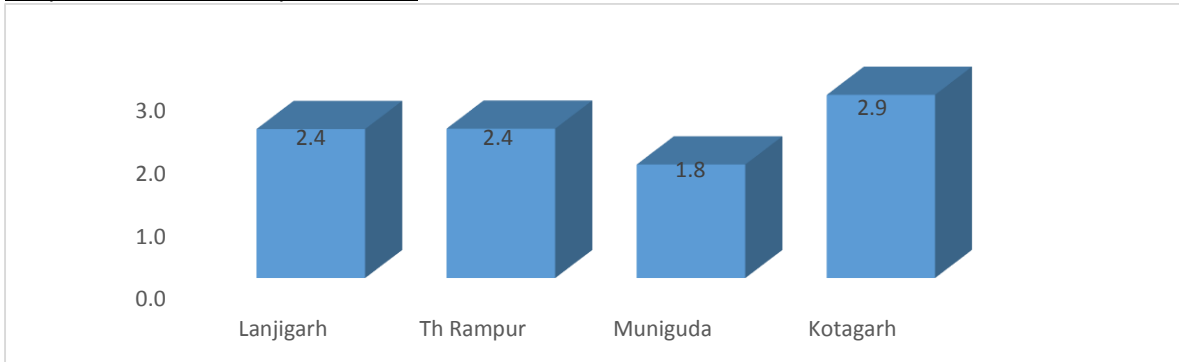
The training completed with a post training assessment and feedback session.

The results of the learning assessment and feedback sessions are presented in the following graphs.

Graph-1 improvement in scores (Pre Test and Post Test)



Graph-2: Block wise improvement.

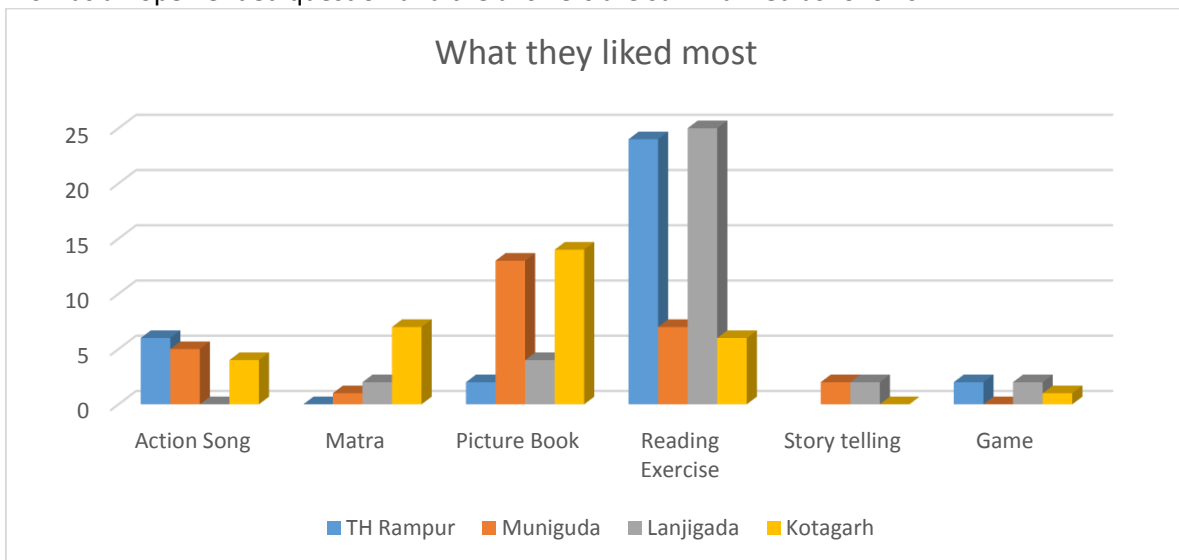


The question paper was carrying maximum 15 marks. Hence the average increment was 15% across the blocks.

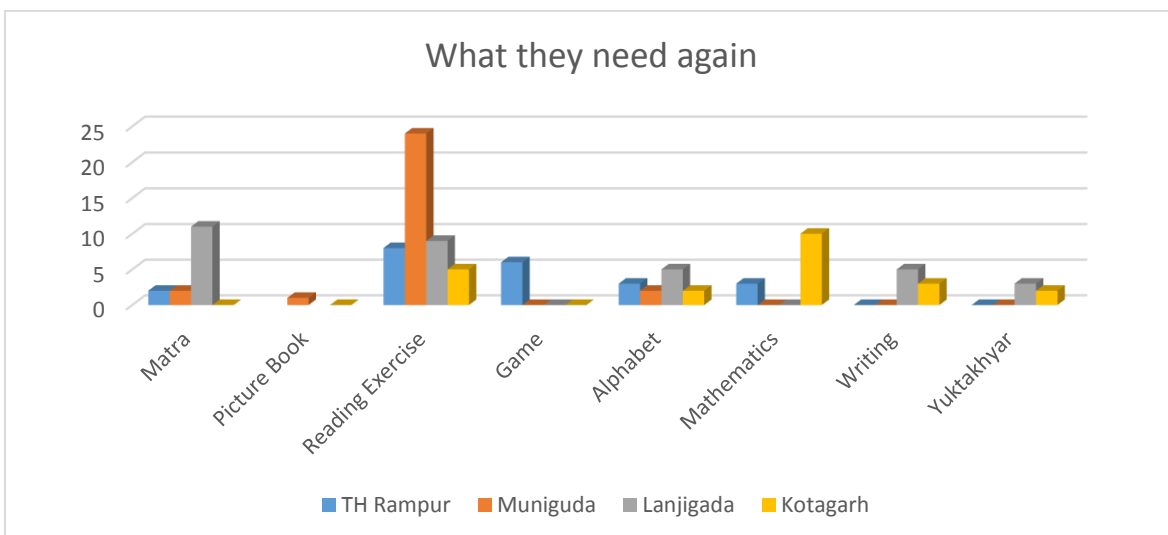
Similarly the feedback that was collected after the training sessions, where the participants were asked to provide feedback anonymously. The results of the feedback are presented in the following graphs.

Graph 3: What they liked most.

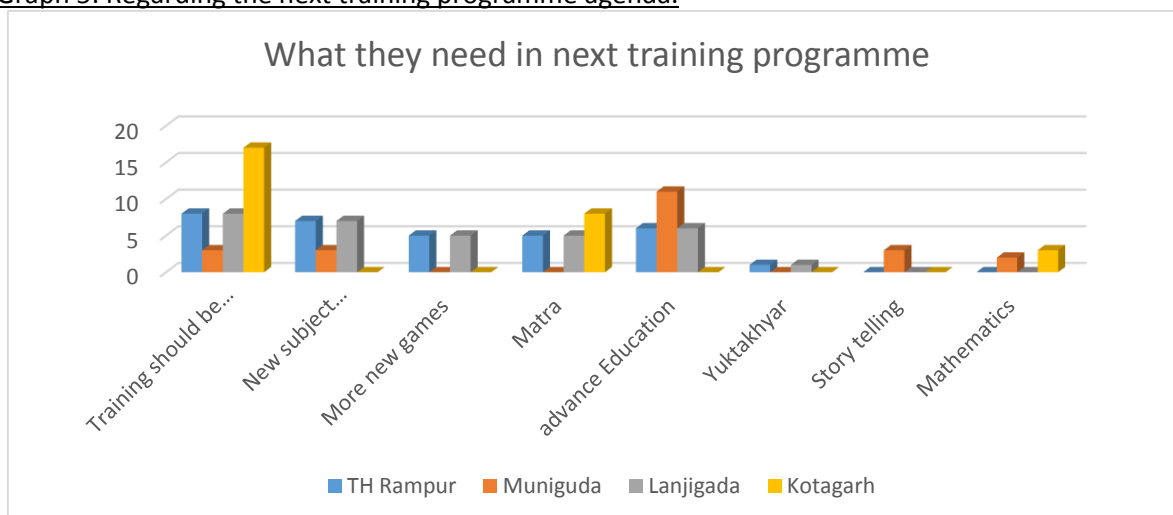
This was an open ended question and the answers are summarized as follows



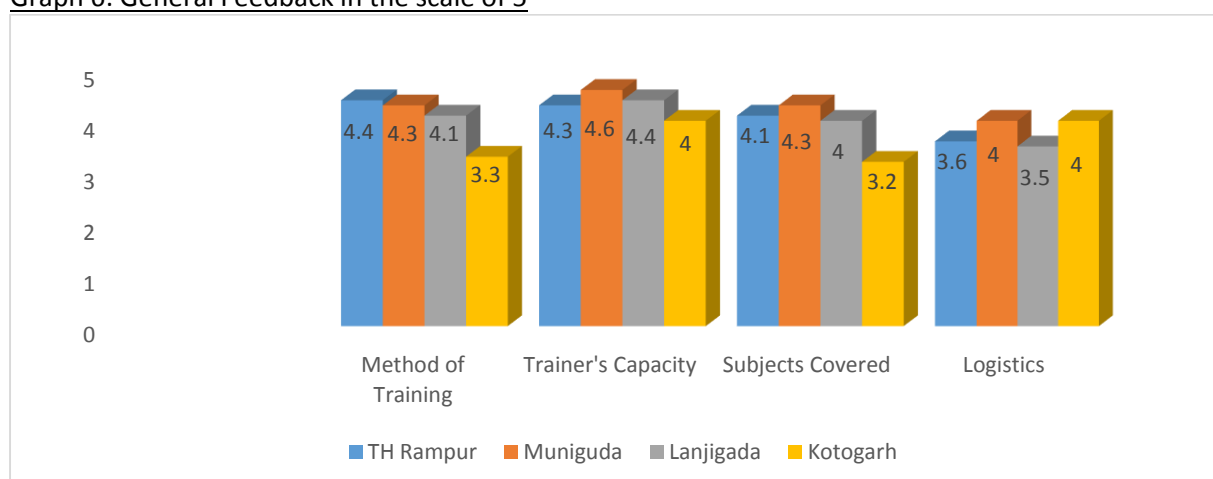
Graph: 4: What subject of the training session they need again ?



Graph 5: Regarding the next training programme agenda.



Graph 6: General Feedback in the scale of 5



Based on the two days training experience, the resource team expresses the following insights:

1. Instead of focusing on many things in a compact training schedule, focus on one thing worked well this time.
2. But looking into the varied competency levels of the participants, one training for all cannot satisfy the need of all participants.
3. Hence centralised long duration training programme for participants of one level from all blocks together will be more productive.
4. There should be at least four trainings for language itself spreading across the year. Each duration should be of at least four days.
5. Logistically the training of Lanjigarh volunteers was best, as the volunteers stayed for the second day as well. Hence only residential trainings should be arranged in suitable venues, where all participants and resource team can stay together.
6. Handholding support visits should be conducted after the training programmes to reinforce the training subjects and to help the teachers in real time transaction.



