

TEJAS: Mile stone project for English Language

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ABSTRACT

Just from 2016 – 2017 Maharashtra Government started a project with the help of two organizations TATA TRUSTS and BRITISH COUNCIL. The project was started in only nine districts of Maharashtra. Now from last year spread all over working in all the districts of Maharashtra. The initial districts are Beed, Aurangabad, Hingoli, Nashik, Nandurbar, Nagpur, Gadchiroli, Amravati and Yawatmal. It is long planned program means thirty months and forever. The best thing is that, it has positive feedback and not only a training but also self-learning and language development. Every month the fixed Saturday or Wednesday the tag is conducted by Tag coordinator. The person as coordinator is selected from the teachers by the British Council with oral interview and written exam. What the teacher discussed in TAG meeting that they will have to implement those activities in their classes till upcoming tag meeting. In the tag meeting, the topic will be chosen by the teachers by democracy method. There is one facilitator in the TAG. As the given subject teacher learn by asking each other and develop their skills and vocabulary.

Keywords: -English, ativities, Language, Development, Teachers, TAG, Tata Trusts and British Council.

I. INTRODUCTION

State Institute of English (SIE) Aurangabad works for teachers Continuous Professional Development. It organized different trainings for teachers. ELIPS 1, ELIPS 2 are some examples of that. To improve the basic skills of English language Technology enabled Education through Joint Action and Strategic initiatives (TEJAS) project is implemented in Maharashtra. This is the only one training module which going to hand in hand. Nobody is ideal teacher or master trainer in this meeting. Only one coordinator conducts the TAG meeting. The selection of the teachers is on the basic of their interest. They participated as volunteer and not any burden or tress on their mind. The teachers choose the time and place for the meeting by democracy method. Every school has its participant teacher in meeting for his professional as well student improvement. There are thirty to forty teachers from two different clusters.

This is the face-to-face training and good combination of activities. Help of the networking platforms teachers learn from each other. The program improves skills, practice and success of their students. The main purpose of the project is to improve the quality of students' learning of English in primary school. The TAG coordinator plays a vital role in this training. He is only the facilitator for TAG meetings and online group. This project is quite different and light challenging but most important thing is it's an opportunity to develop skills- listening, speaking, reading, writing and conversation. It is helpful to gain knowledge and experience to every participant in the meeting.

Cluster head helps the coordinator and completes the attendance sheet every TAG meeting and sent it to authorities.

Each Tag coordinator has to take three TAG meetings in his cluster and neighbour clusters. There is a facilitator, who facilitates TAG meetings after the TAG well established. The participants share their ideas, experiences, thoughts, emotions and practices.

II. WARMER

In this session tag coordinator takes an activity and participant teachers are involving in this activity. In this activity there are different types of games, poems, rhymes and chants. Everyone likes game because there is fun as well as creativity. Teachers take part very interestingly and contribute their role. This warmer activity develops all language skills, daring, activeness and ready for next work.

III. LANGUAGE DEVELOPMENT

For language practice in this session there are different types of worksheets and each meeting we have to complete one worksheet. While filling the worksheet teachers talk to each other as group activity, pair activity or individual. Teacher should have to use this activity with their learners so they participated enthusiastically and take interest in learning. This session takes thirty minutes, If needed they can take more time. For practicing Speaking English and developing confidence this session is very useful. Teachers learn new words, phrases and language structures. The worksheets included with role play, some dialogues, some practice of drawings and much more. All that worksheets are related to

daily life from early morning to the evening. Teachers enjoy that topic very much.

IV. LEARNING BY READING



Fig.1 Teachers take part in learning by reading section

There are some articles used in that section for the reading practice. All the participant teachers sit in a circle and they choose one member. The member reads one paragraph of the article. After reading they discuss on the particular paragraph. The tag facilitator asks some questions to the teachers to clarify the meaning of new words phrases. If some questions are asked by teachers the answers are coming from participants. After finishing the article, the coordinator asks teachers' ideas and discusses how they can relate that topic to their Learners. All that articles are related to their classrooms. Loud reading is also speaking, so that helps teacher to develop their speaking skill. Any participant gives gist the paragraph after reading they also learn skimming and scanning while reading and that is very important thing for the teachers.

V. LEARNING BY WATCHING

We learn more from our eyes than other organs. 83 percent knowledge, we learn from our eyes. The tag teachers choose any one video from the list. There is discussion about before watching the video. The coordinator shows a video to the teachers and after watching the video they also discussed. The teachers note down the ideas while they are watching the video. They must have to make such type of videos in their classrooms and post them on WhatsApp group or other media. All the videos are so useful for the teachers and made by the teachers for their learning.



Fig 2 Learning by watching from different videos.

VI. REFLECTION

Tag has a recap at the end. All participants has to reflect on all 3 sections. They have to write down about the language development, reading by learning and Learning by watching.

Main and important part in the tag meeting is reflection. In reflection teacher tells what he learned in this meeting and what is the planning about the next meeting.

VII. ACTION PLAN

The process of turning your strategy and goals into action is called action planning. Planning is very important thing for the teacher. Planning saves time and energy. All tag teachers understood what they have to do in the whole month in their classrooms. They have to make report about what s/he did in that whole month, what worked well and didn't work well. What challenges and difficulties he had faced in that whole month. S/he has to be share and complete the task in the workbook.

VIII. CONCLUSIONS

After this, teachers learnt and motivated in tag meetings. They knew about the resource book of different years. Teachers learnt different skills as listening, speaking, reading and writing the language. They found most significant change in themselves. They learnt monitoring and evaluation of each other as well as their students. They learnt new ideas, techniques and implemented them in their classrooms. They overcame of their problems and difficulties about the English language.

ACKNOWLEDGMENT

English is second language in primary schools from first to fourth and third language from fifth standard and onwards. Language skills are the basements of any language so practice of that skills are most important. Using these ideas and methods teachers develop their skills. That tag meeting helps continuous professional development. All steps warmer, language development, learning by reading, learning by watching and reflection with action plan are very useful to learn English language.

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