



# Teacher Training Programme

## Endline Assessment Report

Endline Assessment Year: Financial Year 2025–2026



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## Disclaimer

- This report has been prepared solely for the purpose set out in the Memorandum of Understanding (MoU) signed between Renalysis Consultants Pvt Ltd. (CSRBOX) and Pehlay Akshar Foundation, dated August 2023, to undertake the Endline Assessment of their “Teacher Training Programme”.
- This report shall be disclosed to those authorised in its entirety only without removing the disclaimers.
- CSRBOX has not performed an audit and does not express an opinion or any other form of assurance.
- Further, comments in our report are not intended, nor should they be interpreted to be legal advice or opinion.
- This report contains an analysis by CSRBOX considering the publications available from secondary sources and inputs gathered through interactions with the leadership team of Pehlay Akshar Foundation, programme beneficiaries, and various knowledge partners. While the information obtained from the public domain has not been verified for authenticity, CSRBOX has taken due care to obtain information from sources generally considered to be reliable.
- Specific to the Impact Assessment of the programme, funded through the Pehlay Akshar Foundation, CSRBOX has relied on data shared by the Pehlay Akshar Foundation’s team.

### With Specific to Rapid Assessment of “Teacher Training Programme”

- CSRBOX has neither conducted an audit nor due diligence nor validated the financial statements and projections provided by the Pehlay Akshar Foundation.
- Wherever information was not available in the public domain, suitable assumptions were made to extrapolate values for the same.
- CSRBOX must emphasise that the realisation of the benefits/improvements accruing out of the recommendations set out within this report (based on secondary sources) is dependent on the continuing validity of the assumptions on which it is based. The assumptions will need to be reviewed and revised to reflect such changes in business trends, regulatory requirements, or the direction of the business as further clarity emerges. CSRBOX accepts no responsibility for the realisation of the projected benefits.
- The premise of an impact assessment is ‘the objectives’ of the project, along with output and outcome indicators pre-set by the programme design and implementation team. CSRBOX’s impact assessment framework was designed and executed in alignment with those objectives and indicators.

## Abbreviations

Abbreviations	Full form
AI	Artificial Intelligence
BBBP	Beti Bachao Beti Padhao
BMC	BrihanMumbai Municipal Corporation
BRSR	Business Responsibility & Sustainability Reporting
ER	English Room
ESG	Environment Social Governance
HM	Headmaster/ Headmistress
ICT	Information and Communication Technology
IDI	In-Depth Interviews
PAF	Pehlay Akshar Foundation
NEP	National Education Policy
NISHTHA	National Initiative for School Heads' and Teachers' Holistic Advancement
RTE	Right to Education
SDG	Sustainable Development Goals
SEBI	Securities & Exchange Board of India
SSA	Samagra Shiksha Abhiyan
TV	Television

# Executive Summary



## Executive Summary

The Pehlay Akshar Foundation, in collaboration with the Brihanmumbai Municipal Corporation (BMC), has implemented a Teacher Training Programme across various government schools in Mumbai. The initiative aims to build teachers' capacity by enhancing their English language skills, conducting workshops on activity-based learning, and establishing English Rooms, interactive spaces designed to help both students and teachers improve their communication skills and confidence in using English.

### Endline Assessment Findings

- The teacher training programme resulted in improvements in reading (91%), listening (88%), and speaking (85%) skills among teachers and increased their confidence and participation (84%).
- 71% of teachers knew the difference between a growth mindset and a fixed mindset, and this helped to shift the teachers' attitudes and approaches toward both personal and classroom growth.
- 72% of teachers reported improved vocabulary and expression through interactive methods, while 70% of them experienced growth in storytelling and comprehension skills.
- The workshops conducted led to increased collaboration and teamwork (86%), better concept clarity (76%), improvement in problem-solving (60%) and higher engagement (65%) among teachers.
- The Saathi Sessions helped 98% of teachers to improve their teaching skills, 71% of teachers in learning innovative strategies from peers and 64% teachers to discuss classroom challenges.
- 75% of teachers reported using the Pehlay Akshar Foundation's App for different purposes by the teachers, including activities and energisers (68%), worksheets (38%), lesson plans (36%), content of Saathi Session (30%) and other audio-video content (22%).
- 95% of teachers reported using the WhatsApp Bot content of Pehlay Akshar Foundation for worksheets (73%), audios or videos (63%), assessments (53%) and quizzes (49%).
- A significant shift in attitude was observed among teachers from a fear of making mistakes while speaking English to speaking the language with confidence and without hesitation.
- Teachers, especially those from vernacular-medium schools, reported improvement in their exposure and usage of the English language, which was previously limited.
- The activities conducted in workshops, such as the Workshop on Student Engagement, helped teachers build stronger bonds with students and incorporate fun-learning methods into their teaching practices.
- Exposure to the English Room, with its various resources including a library, English Room on Wheels, and audio-visual tools, led to improvements among teachers in language fluency, vocabulary development, familiarity with digital tools, self-confidence, peer learning, and the adoption of innovative teaching methods.

# Chapter 1

## Project and Background Overview



This section provides an understanding of the organisation, the programme pillars and principles, and an overview of the interventions.

## 1.1. About Pehlay Akshar Foundation

Pehlay Akshar Foundation was established in 2008 with the vision of transforming education in government schools by enhancing English literacy and fostering a learning mindset among students. The foundation believes that access to quality education should not be a privilege but a right, and it works towards bridging the gap for children from underprivileged backgrounds. Over the years, the Pehlay Akshar Foundation has collaborated closely with the BrihanMumbai Municipal Corporation (BMC) to implement structured, research-backed programmes that equip both students and teachers with essential 21st-century skills.

## 1.2. Pehlay Akshar Foundation's Initiatives

### In-school Programme / English Room (ER)

- The foundation works directly with the students from Government schools to address the need to communicate in English.
- Introduction of English Rooms (also known as Learning Rooms) in select government schools which are specialised interactive spaces designed to enhance English literacy and 21st-century skills. The English Rooms are equipped with Smart TVs, Digital resources, Games, English Room on Wheels and Libraries for blended learning.
- Conduct interactive sessions to enhance student engagement.
- Promote peer-based learning to build confidence among the students for speaking, reading and learning English.

### Teacher Training

- Enhancing the capacity of government school teachers by equipping them with English language skills, modern teaching methodologies, and classroom management techniques. The training sessions emphasise activity-based learning and the use of Functional English, ensuring that teachers can effectively engage students and improve learning outcomes. The initiative includes:
- Workshops on Safe Space, Magic Classroom, Functional English, Level-Based Learning, Student and Parent Engagement, Growth Mindset and interactive techniques.
- Saathi Sessions for Peer Learning and Problem Solving.
- Classroom Demonstrations to support teachers in real time implementation.



5 Lakh+  
Students



14,000+  
Teachers



4  
States

Through these initiatives, Pehlay Akshar Foundation has reached out to students and teachers across multiple states, as showcased below.<sup>1</sup>

### 1.3. About the Teacher Training Programme

The foundation's Teacher Training Programme is designed to empower government school teachers with **English language skills, modern pedagogical tools, and student-centric teaching methods**. The programme addresses critical gaps in teacher preparedness by providing structured training that enhances their confidence, improves classroom engagement, and promotes **activity-based learning**.

#### Objectives of the Teacher Training Programme include:

- **Enhancing Teachers' English Proficiency:** Helping teachers develop fluency in spoken and written English to improve instruction.
- **Equipping Teachers with Interactive Teaching Strategies:** Encouraging activity-based learning, student engagement techniques, and classroom management skills.
- **Creating a Safe and Inclusive Learning Environment:** Training educators to foster growth mindsets, motivation, and appreciation in their classrooms.

#### The Teacher Training Programme is divided into four key interventions, namely:

##### Teacher Training Workshops

- Interactive sessions covering workshops on Safe Space, Magic Classroom, Functional English, Level-Based Learning, Student and Parent Engagement and Growth Mindset.
- Hands-on activities to help teachers apply their learning in real-time classroom settings.

##### Saathi Sessions (Peer Learning Circles)

- Weekly peer discussions where teachers share experiences, revisit training concepts, and troubleshoot classroom challenges together.
- Helps in building confidence and collaborative problem-solving skills.

##### Classroom Demonstration & Support

- Trainers conduct live classroom demonstrations, assisting teachers in implementing interactive teaching methods.
- One-on-one mentoring is provided to guide teachers on effective lesson delivery and student engagement

##### Digital Learning Support

- The Pehlay Akshar App provides teachers with lesson plans, instructional videos, and self-paced learning modules.
- WhatsApp Bot based interventions enable continuous resource sharing, feedback, and support for teachers.



**3900+ Training Sessions Conducted**



**19000+ Saathi Sessions**



**5782 Active teachers on App**

<sup>1</sup><https://pehlayakshar.org/>


Since its inception, the Teacher Training Programme is expected to make a significant impact on both teachers and students, such as:



- Improved teacher confidence and use of interactive, English-based teaching methods.
- Greater student engagement and peer collaboration through activity-based learning.
- Sustained teacher development via digital tools like the Pehlay Akshar App and WhatsApp Bot support.

#### 1.4. Alignment with Schedule VII Activities.

Activities as per Schedule VII	Programme Alignment	Level of alignment
<p><i>Clause ii: Promoting education, including special education and employment-enhancing vocational skills, especially among children, women, the elderly, and differently abled, and livelihood enhancement projects.</i></p> <p><i>Clause iii: Promoting gender equality, empowering women, and ensuring inclusive education</i></p>	The Teacher Training Programme enhances the teaching capacity of government school teachers, improving the quality of education and English literacy for students.	Complete alignment
	The programme ensures equal access to training for both male and female teachers, empowering them with effective teaching methodologies.	Complete alignment

#### 1.5. Alignment with Sustainable Development Goals (SDG)

SDG	SDG Goal	Programme alignment	Level of alignment
	Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.	By enhancing teachers' skills and methodologies, the programme improves the quality of education delivered in government schools, leading to better student learning outcomes.	Complete alignment
	Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.	The programme equips teachers with modern teaching methodologies and English proficiency, which are relevant skills that enhance their professional development and employability.	Complete alignment

SDG	SDG Goal	Programme alignment	Level of alignment
	<p>Target 4.c: By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States.</p>	<p>The initiative focuses on building teacher capacity through structured training, digital learning tools, and peer learning support, thereby increasing the number of qualified teachers.</p>	<p>Complete alignment</p>
	<p>Target 5.1: End all forms of discrimination against all women and girls everywhere.</p>	<p>The programme promotes equal access to training for both male and female teachers, empowering them with effective teaching methodologies and fostering an inclusive educational environment.</p>	<p>Partial alignment</p>
	<p>Target 10.2: By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.</p>	<p>The initiative fosters an inclusive learning environment by training teachers to adopt equitable teaching practices, thereby promoting the inclusion of all students.</p>	<p>Partial alignment</p>

## 1.6. Alignment with National policies and Schemes:

National Policy / Scheme	Programme Alignment	Level of alignment
<p><b>National Education Policy (NEP), 2020</b></p> <ul style="list-style-type: none"> <li>Transform school education by promoting experiential learning, multilingualism, and competency-based education.</li> </ul>	The programme aligns with NEP's emphasis on activity-based learning, teacher capacity building, and English proficiency.	Complete alignment
<p><b>Samagra Shiksha Abhiyan (SSA)</b></p> <ul style="list-style-type: none"> <li>Improve the quality of school education through teacher training, digital learning, and inclusive education.</li> </ul>	The initiative enhances teacher training quality, promotes digital learning tools (Pehlay Akshar App & WhatsApp interventions), and supports inclusive classroom practices.	Complete alignment
<p><b>National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA)</b></p> <ul style="list-style-type: none"> <li>Build teacher capacity to improve learning outcomes through training and professional development.</li> </ul>	The structured workshops and peer learning under the programme contribute to teacher upskilling and improved pedagogy.	Complete alignment
<p><b>Right to Education (RTE) Act, 2009</b></p> <ul style="list-style-type: none"> <li>Ensure free and compulsory education for all children aged 6-14 years with trained teachers delivering quality education.</li> </ul>	The programme supports the RTE's vision by enhancing teacher competency, leading to better student learning outcomes.	Complete alignment
<p><b>Digital India Initiative</b></p> <ul style="list-style-type: none"> <li>Promote ICT-based learning and digital literacy in schools.</li> </ul>	The Pehlay Akshar App and WhatsApp interventions provide digital learning resources and remote support for teachers.	Partial alignment
<p><b>Beti Bachao Beti Padhao (BBBP)</b></p> <ul style="list-style-type: none"> <li>Promote girls' education and empowerment by improving access to quality education.</li> </ul>	The programme ensures equal access to training for female teachers, indirectly impacting girls' education in government schools.	Partial alignment

## 1.7. Alignment with BRSR Principles

Pehlay Akshar Foundation's teacher training programme also aligns with the ESG Sustainability Report of the corporation. Particularly, concerning the Business Responsibility & Sustainability Reporting Format (BRSR) shared by the Securities & Exchange Board of India (SEBI), the teacher training programme can be covered under the following principles

### Principle 04

Businesses should respect the interests of and be responsive to all its stakeholders

### Principle 05

Businesses should respect and promote human rights.

### Principle 08

Businesses should support inclusive growth and equitable development

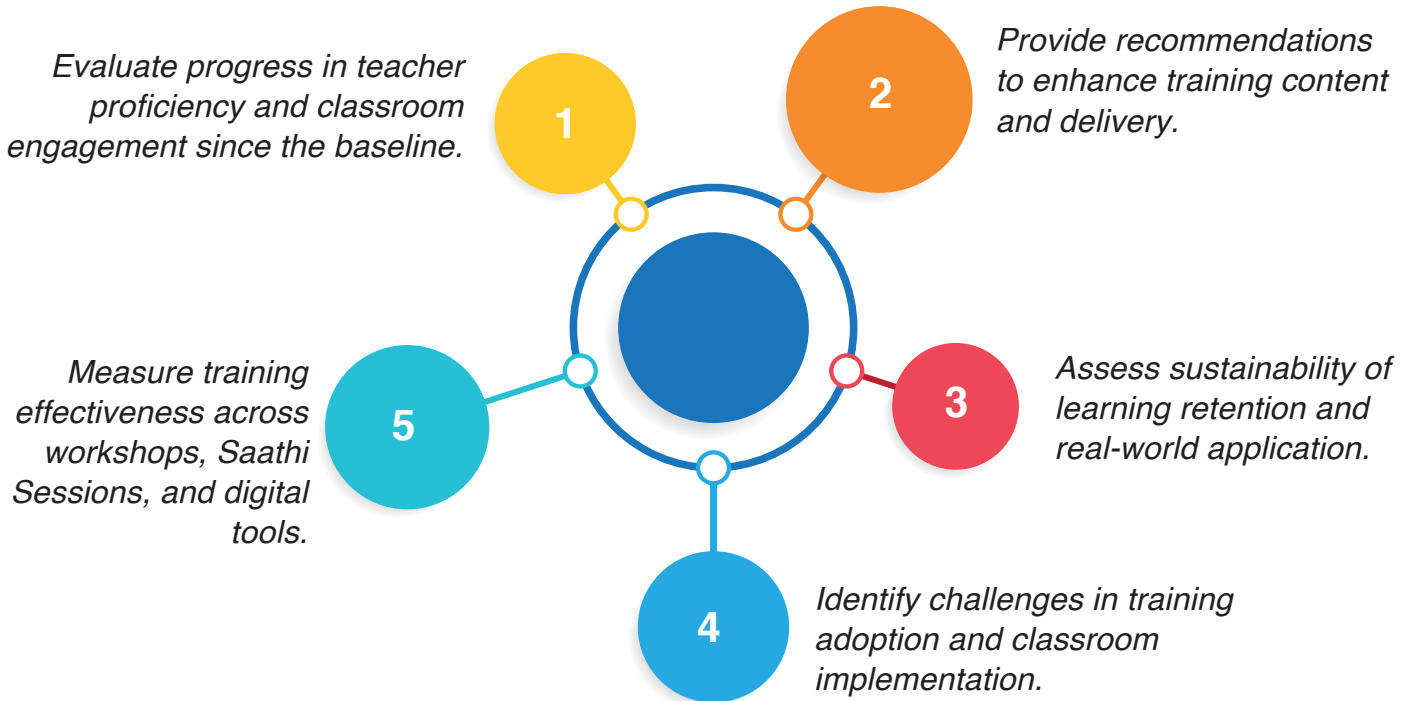
## Chapter 2

# Design and Approach for Endline Assessment



This section provides an overview of the objectives of the study, the adopted research methodology, and other details revolving around the study approach.

## 2.1 Objectives of the Study



## 2.2 Approach & Methodology

A mixed-method approach was used to evaluate the effectiveness of the programme, involving the collection and analysis of data from both primary beneficiaries and other stakeholders within the ecosystem. The data was gathered through a combination of qualitative and quantitative methods. In line with the study's objectives, a descriptive research design was adopted for this evaluation.



- Focused on capturing the impact & outcomes since baseline
- Capturing the concurrent on-ground condition
- Describing the present experiences of beneficiaries

### Tools used:

- IDIs and Semi-structured interviews
- IDIs and Semi-structured interviews

The assessment entailed a dual-pronged approach to data collection. The initial step involved the review of content and project documents provided by the Pehlay Akshar Foundation's team. This process aided in the development of tools to comprehend the implemented programme and capture the perspectives of the teachers involved. Subsequently, primary data was gathered through a combination of quantitative and qualitative interactions with the teachers, trainers, facilitators from the programme, and the Pehlay Akshar team.



The study also involved adopting classroom observations, wherein the teacher-student interaction was captured in classrooms to map whether the best practices preached by Pehlay Akshar Foundation were adopted.

## 2.3 Sampling Strategy

A stratified random sampling methodology was used to identify the sample population covered under the study. The study sample was spread across all 24 Wards of BMC.

### Quantitative Sampling

Beneficiaries	Mode of Data Collection	Universe	Sample
BMC Government School Teachers	Quantitative Survey	5060	575
Teachers accessing the English Room			55
<b>Total</b>			<b>630</b>

## Geographic Sampling

The representation of teachers is evenly distributed across all 24 Wards of BMC, determined by the proportionate representation of teachers from each ward. The survey covered interacting with teachers from across 70 schools.

Sl. No	Ward	No. of teachers (Target)
1	A	16
2	B+C	6
3	D	9
4	E	57
5	FN	36
6	FS	12
7	GN	68
8	GS	16
9	HE	39
10	HW	23
11	KE	8
12	KW	23
13	L	57
14	ME	65
15	MW	37
16	PN	42
17	PS	12
18	RC	42
19	RN	11
20	RS	16
21	S	10
22	N	11
23	T	14
	<b>Total</b>	<b>630</b>

*P.S. – Out of the 70 schools visited, 8 had an ER, with 55 teachers from the total sample belonging to these ERs. Qualitative questions were asked of the 55 ER school teachers.*

## Classroom Observations

With consent from teachers and the school principal, the team ensured silent observations to assess the performance of students and teachers in the classroom.

Observation Checklist	Stakeholders
Oral Language development Reading and pronunciation Supportive learning environment for students Extent of participation from students	BMC government school teachers

## Qualitative sampling

To get a holistic overview of the training programme, the team interacted with the trainers, facilitators, principals from schools, and Pehlay Akshar Foundation's team for their perspective on the programme.

Stakeholders	No. of Interactions	Mode of Interactions
School Principals (HM)	25	IDI
BMC School Teachers	38	IDI
Facilitators (Pehlay Akshar Team)	15	IDI
<b>Total</b>	<b>78</b>	

## Sampling Strategy

The diagram explains the various stages of the assessment process.

Study Design		
Purpose of the assessment	Availability of Resources	Plan for engaging with stakeholders
↓		
Determining the Criteria		
List of criteria for selection of schools	Evaluation of priorities based on criteria	Preparing priority-wise issues and matrix
↓		
Plan for Data Collection		
Interaction with PAF's team	Tool finalization & training for data collection	Interaction with teachers across BMC schools

## 2.4 Ethical Considerations and Limitations

- During the assessment study, the team diligently adhered to ethical considerations, aligning with school guidelines and the best practices established at CSRBOX. Before initiating interactions with teachers, they were informed about the confidentiality of any shared information. The survey commenced only after obtaining explicit consent from the teachers.
- Given that the questionnaire delved into personal information and challenges faced by teachers, instances of conformity bias were noted.
- The interaction with teachers prioritised establishing a secure space for them to freely share relevant information.
- Although the study faced minimal challenges, a few teachers involved in the programme opted not to provide consent for participating in the survey.
- The ongoing Balak Utsav and Annual Day functions resulted in teacher unavailability or rushed responses, potentially affecting data completeness and accuracy. However, clubbed questions were asked to the teacher.

## Chapter 3

# Findings of the Endline Assessment



The outcomes are based on the assessment of the Teacher Training Programme and its alignment with the stated objectives. Insights were gathered through a 360-degree approach, including one-on-one interactions with BMC school teachers who participated in the teacher training Programme facilitated by the Pehlay Akshar Foundation.

### 3.1 Relevance of the Teacher Training Programme

This section of the report examines the relevance of the programme, highlighting the challenges faced by teachers and their views on its necessity.

The following are the self-assessment ratings provided by teachers on **English Speaking and Reading Skills**;

Self-Assessment Ratings v/s English Skills	Exceptional	Met/Exceeds Expectations	Scope of Improvement
Speaking Skills	11%	76%	13%
Reading Skills	36%	57%	7%

The data from the above table highlights that **87%** of teachers rated themselves as exceptional or meeting/exceeding expectations in terms of **English-speaking skills**. This indicates that most of the teachers felt confident in their spoken English abilities, which are crucial for classroom communication and student interaction. While **13%** of teachers suggest that additional support is required for improvement.

Similarly, the ratings for **English-reading skills** highlight that **93%** of teachers assessed their performance as exceptional or meeting/exceeding expectations, and **7%** teachers suggest that additional support is required for improvement. This reflects strong proficiency in reading and comprehension skills essential for effective teaching among students.

Overall, the findings highlight that most teachers possess strong English language competencies, particularly in reading and speaking. The data affirm the **positive impact and continued relevance of the teacher training programme**, while also indicating the need for **targeted follow-up support** for a small portion of teachers to achieve consistency across all skill levels.

## Perceived Importance of the Programme

The data highlights the need for the Pehlay Akshar training programme, as the majority of teachers perceive it as highly important (72%) for improving their English speaking, teaching and reading skills. The strong positive response suggests that teachers find the training relevant and beneficial to their professional growth, indicating a demand for such capacity-building initiatives. Even those who rated the programme as moderately important acknowledge its usefulness, pointing to a broader recognition of the need for continuous support in English language instruction. Overall, the teacher's perception reinforces the necessity of continuing and possibly expanding the Pehlay Akshar training, as it plays a crucial role in equipping teachers with the skills required to teach English more confidently and effectively.

### Ratings on Perceived Importance of Pehlay Akshar Training (N=575)

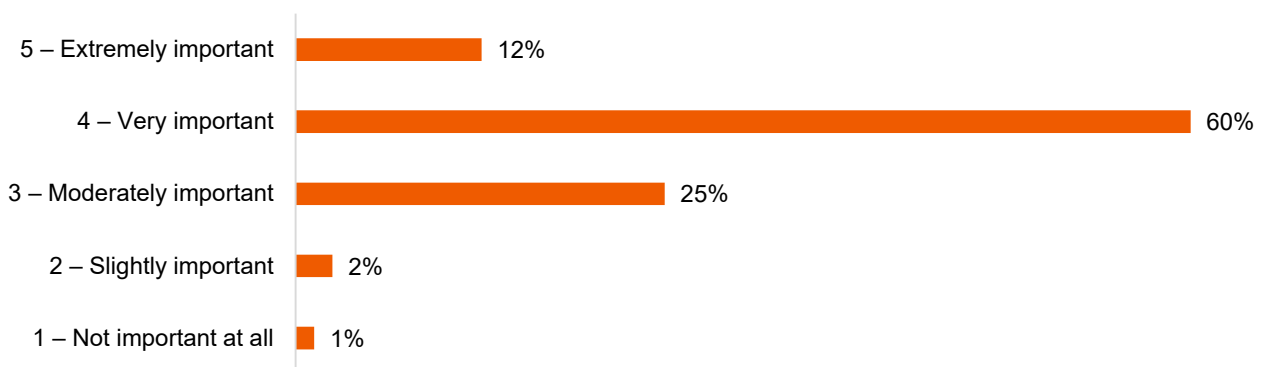


Figure 6: Ratings provided by teachers on the perceived importance of the teacher training programme

## Personal Challenges Faced by Teachers

Personal challenges are individual-specific and related to personal skills, mindset or background. The data reveal that a majority of teachers are facing foundational challenges in using English effectively in the classroom. The most significant concerns include limited exposure to spoken English in daily life, followed by a lack of fluency, hesitation while speaking, and limited vocabulary. The other challenges are listed below in order of priority;

Priority-wise Ranking	Personal Challenges Faced by Teachers
1.	Limited exposure to spoken English in daily life
2.	Lack of fluency/hesitation while speaking
3.	Limited Vocabulary
4.	Difficulty in framing sentences
5.	Inability to explain concepts clearly in English
6.	No formal training for the use of the English language
7.	Lack of self-confidence
8.	Difficulty in understanding English teaching materials
9.	Fear of making mistakes in front of the students
10.	Do not find English interesting

Therefore, this highlights the need for a teacher training programme to build English language proficiency and communication skills. Such initiatives empower teachers to overcome foundational challenges and enhance the classroom environment.

### Environmental Challenges Faced by Teachers

Environmental challenges are challenges arising from external conditions or surroundings in the teaching environment. The data shows the most significant environmental challenges faced by teachers include too much administrative work, time constraints within the curriculum for the teachers and a lack of parental support. The other challenges are listed below in order of priority;

Priority-wise Ranking	Environmental Challenges Faced by Teachers
1.	Burden of Administrative Work
2.	Time constraints within the curriculum
3.	Lack of parental support/involvement
4.	Language barriers
5.	Personal/social issues affecting the students
6.	Lack of motivation among students
7.	Cultural differences
8.	Limited attention span
9.	Inability of students to understand English
10.	Varying academic abilities
11.	Insufficient resources/materials
12.	Difficulty in making lessons relevant to students
13.	Classroom disruptions/behaviour issues
14.	Large size of class
15.	Resistance to new teaching methods

Therefore, these insights mentioning the environmental challenges emphasise the need for a well-designed teacher training programme to address these barriers and enhance teaching outcomes.

*“ Before this programme, neither we nor the students used to speak English. But now, we are able to speak and teach English confidently. The students get very excited when we ask them to participate in activities and energisers. They are always motivated and eager to learn.*

- **Shagufta Dafedar (54 years), Teacher, Tulshetpada Municipal School**

## Participation Duration in the Training Programme

The data reveals that a majority (56%) of teachers have been attending Pehlay Akshar Foundation’s Teacher Training Programme for over three years, indicating strong and sustained engagement. While only 10% of teachers were recent attendees, with a duration of less than a year. This suggests that the programme not only attracts new teachers but also retains them over time, reflecting its relevance, effectiveness, and the value teachers derive from continued participation.

**Participation Duration of Teachers for the Training Programme (N=575)**

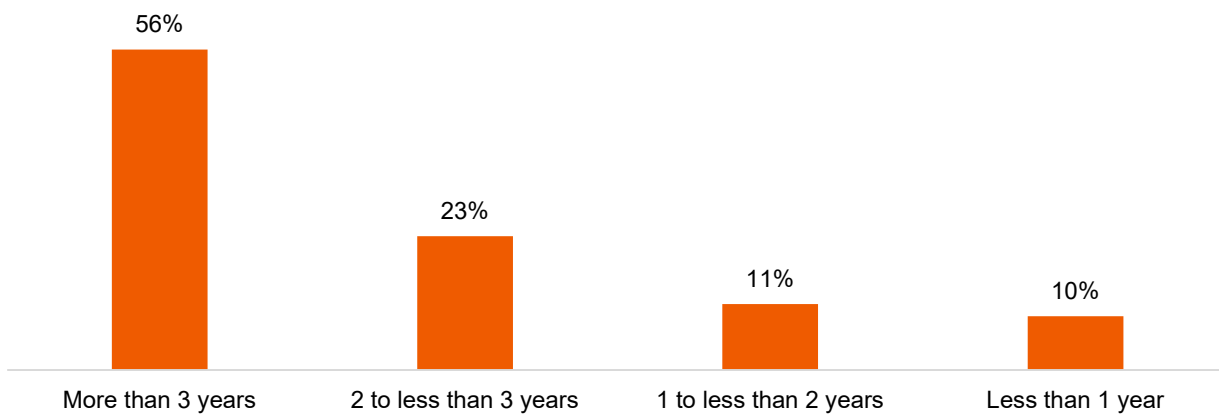


Figure 7: Duration of training attendance

## Workshops/Sessions Attended by the Teachers

Personal challenges are individual-specific and related to personal skills, mindset or background. The data reveal that a majority of teachers are facing foundational challenges in using English effectively in the classroom. The most significant concerns include limited exposure to spoken English in daily life, followed by a lack of fluency, hesitation while speaking, and limited vocabulary. The other challenges are listed below in order of priority;

Name of the Workshops/Sessions	Teachers Attending the Workshops/Sessions
Functional English & 21st Century Skills (2023)	37%
Level-Based Learning Workshop (2023)	30%
Student and Parent Engagement Workshop (2023)	33%
Growth Mindset for English Workshop (2024)	42%
Learning and Teaching Functional English Workshop (2025)	58%
Saathi Sessions	79%

## 3.2 Workshops and Their Impact on Teachers

This section highlights the perceived impact of Pehlay Akshar's teacher training programme, which has been implemented in BMC schools since 2018. The programme conducts ward-wise workshops, bringing together teachers from multiple schools to enhance their teaching methodologies. These sessions cover a diverse range of topics, equipping teachers with practical strategies to integrate into their daily teaching. As a result, teachers have refined their instructional approaches, contributing to improved student learning experiences.

### 3.2.1 Functional English & 21st Century Skills Workshop (2023)

#### Activities Covered under the Functional English & 21st Century Skills Workshop

This workshop demonstrated a well-rounded and activity-rich approach to language instruction, effectively blending theoretical concepts with practical engagement. High participation rates among teachers in interactive strategies such as **Picture Talk (95%)**, **Crossword (91%)**, and **Flash Cards (91%)** reflect the workshop's focus on experiential learning to enhance language comprehension and retention. Core instructional areas were well covered, with over 80% of teachers engaging in foundational literacy, functional English elements, lesson planning, and theme discussions, indicating alignment with key language development goals. **Therefore, overall, the data suggest that the workshop successfully fostered both skill-building and creative engagement in English language teaching.**



*Image 1: Image of Jenga Game played as a part of the Functional English Workshop*



*Image 2: Image of Crossword Game played as a part of the Functional English Workshop*

## Activities Covered under Functional English & 21st Century Skills Workshop (N=211)

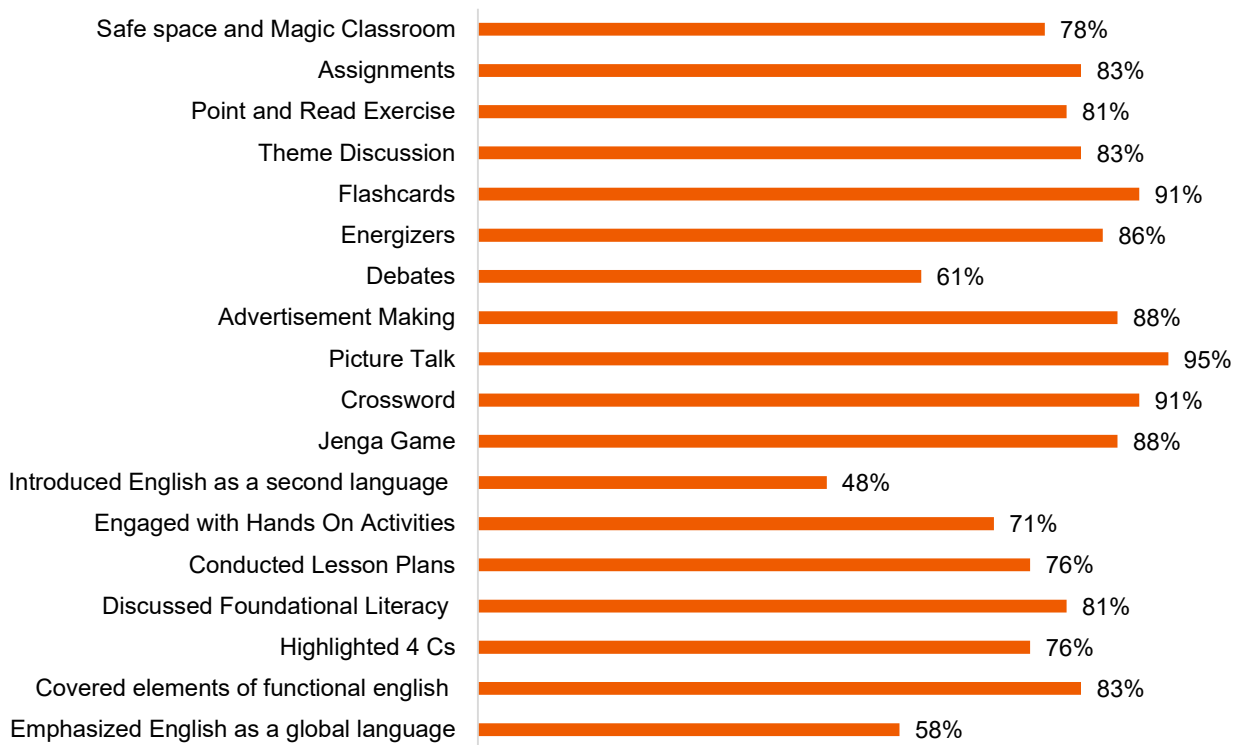
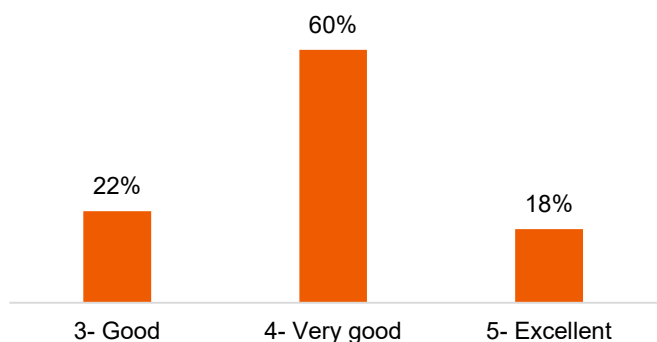


Figure 8: Functional English Workshop activities

### Ratings on Functional English & 21st Century Skills Workshop

The Functional English sessions were well-received, with 78% of teachers rating them as Very Good or Excellent. This indicates strong satisfaction with the content, delivery, and overall effectiveness of the sessions. The 22% rating them as Good suggests opportunities for further enhancement.

### Ratings on Functional English & 21st century Skills Workshop (N=211)



### Improvements among Teachers due to the Functional English & 21st Century Skills Workshop

The Teachers Training Programme, particularly through the Functional English Workshop (2023–2024), has shown a strong impact in enhancing teachers' English language skills and classroom engagement. The training for teachers resulted in improvements in reading (91%), listening (88%), and speaking (85%) skills, alongside increased confidence and participation (84%) among teachers. Additionally, 72% of teachers experienced greater engagement due to interactive and fun activities, reflecting the effectiveness of the programme's experiential approach. Overall, the training programme is equipping teachers with essential language and pedagogical tools, laying a strong foundation for improved classroom outcomes.

## Improvements among Teachers after Application of Concepts related to Functional English & 21st Century Skills Workshop (N=211)



Figure 10: Benefits of Functional English Workshop to the teachers

### 3.2.2 Level-Based Learning Workshop (2023)

#### Activities Covered under Level-Based Learning Workshop

#### Activities Covered under Level-Based Learning Workshop (N=173)

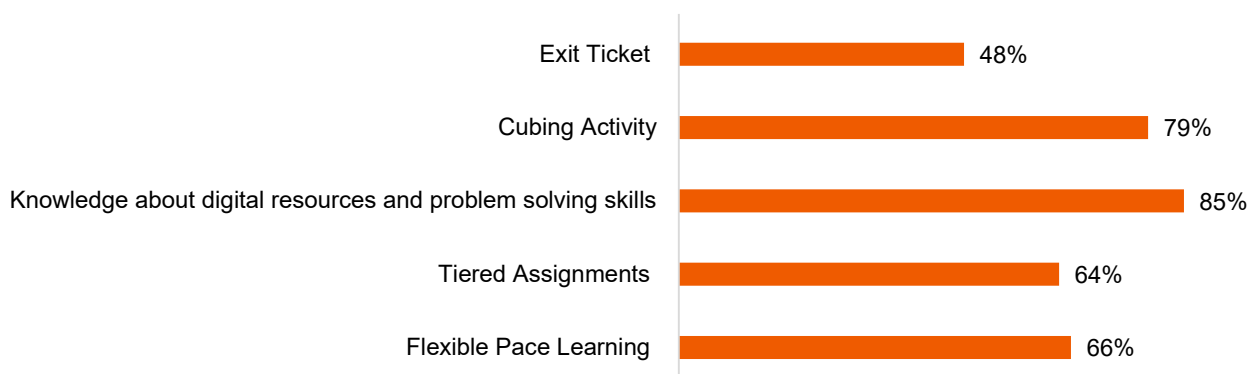


Figure 11: Level Based Learning Workshop Activities

The most common activity reported and acknowledged by teachers related to Level-Based Learning Workshop was a session on digital resources (85%), followed by Cubing activity (79%), Flexible Pace Learning (66%), Tiered Assignments (64%) and Exit Ticket activity (48%). Therefore, this workshop enhanced the skills of teachers by enabling digital resources and introducing diverse instructional strategies to support varied learner needs.

## Ratings on the Level-Based Learning Workshop

72% of teachers rated the Level-Based Learning Workshop sessions as Very Good or Excellent. This indicates that the majority found the workshop valuable and relevant to their teaching needs. However, there remains scope for improvement in content delivery or applicability to diverse classroom contexts for a few teachers who provided the rating as good.

### Ratings on Level Based Learning Workshop (N=173)

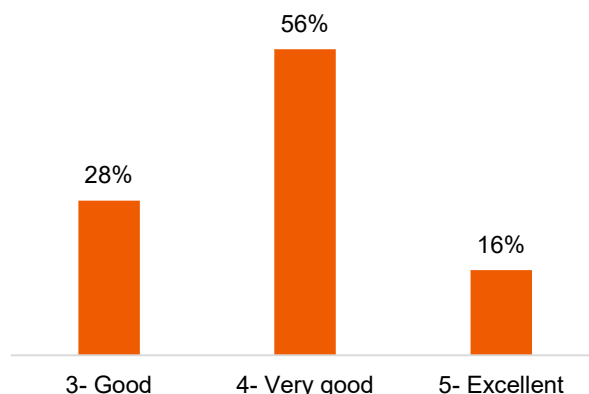


Figure 12: Level-Based Learning Workshop ratings

## Improvements among Students due to a Level-Based Learning Workshop

The Level-Based Learning Workshop resulted in noticeable improvements in student engagement and support for diverse learning needs. **Teachers observed greater collaboration and teamwork among students, along with increased confidence and more active participation across different learning levels.** The use of level-based assignments helped enhance concept clarity, and flexible learning strategies enabled students to progress at their own pace. Activities like Cubing and the integration of digital tools encouraged critical thinking and enthusiasm for learning. However, the use of Exit Tickets had a comparatively lower impact, suggesting a need to strengthen self-reflection and goal-setting practices through more effective strategies.

### Improvements among Students after application Level-Based Learning Workshop Concepts (N=173)



Figure 13: Benefit of the Level-Based Learning Workshop to the students

### 3.2.3 Student and Parent Engagement Workshop (2023)

#### Activities Covered under Student and Parent Workshop

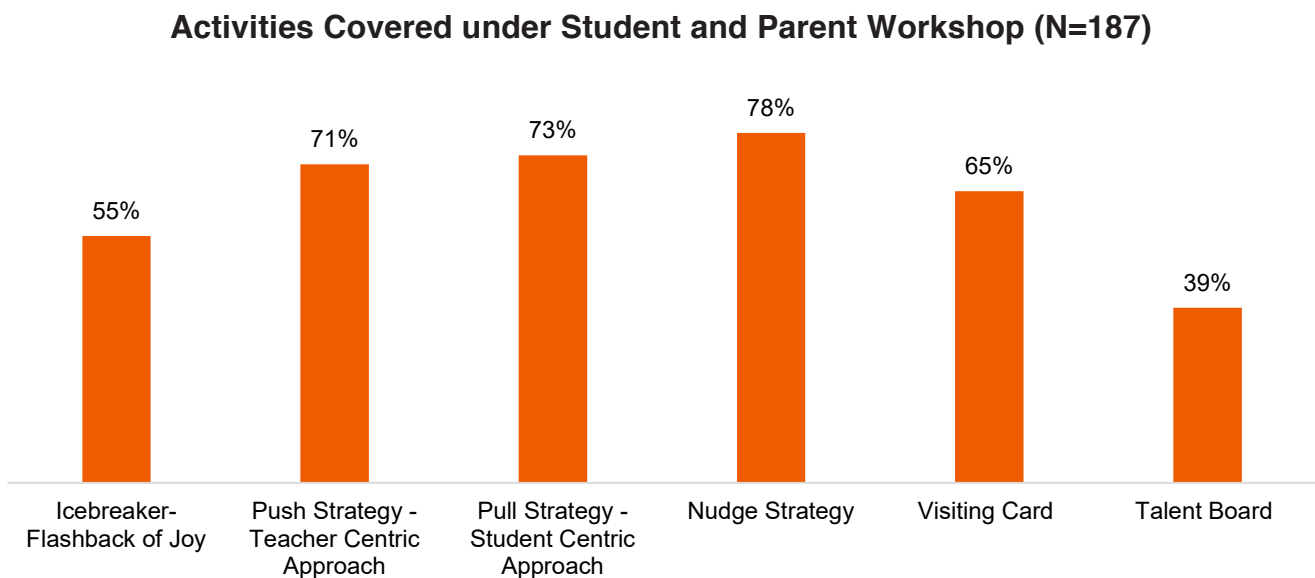


Figure 14: Student and Parent Workshop activities

The most common activity reported and acknowledged by teachers related to the Student and Parent Workshop was the Nudge strategy (78%) followed by Pull Strategy (73%), Push Strategy (71%), usage of Visiting Card (65%), Ice-breaker activity (55%) and usage of Talent Board (39%). Therefore, the workshop equipped teachers with effective engagement strategies to strengthen communication and involvement with students and parents.

#### Ratings on the Student and Parent Workshop

The data shows that **72% of teachers rated the workshop as Very Good or Excellent**, indicating strong satisfaction with the workshop's relevance and impact. These findings suggest that the workshop was well-received and effectively supported teachers in fostering stronger connections with students and parents, though there remains some room for further enhancement.

#### Ratings on Student and Parent Engagement Workshop (N=187)

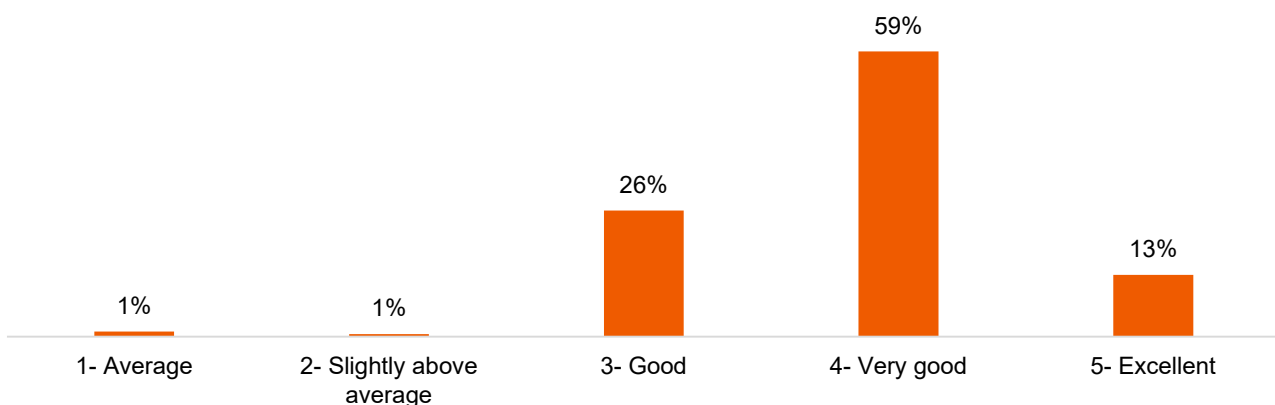


Figure 15: Student and Parent Workshop ratings

### Improvements among Students and Parents due to a Student and Parent Workshop

The Student and Parent Engagement Workshop led to several positive outcomes, particularly in enhancing student motivation and family involvement. **The most significant impact was seen in improved student motivation and goal-setting, followed by increased ownership of learning and better decision-making skills, suggesting the workshop effectively empowered students to take more responsibility for their academic journey.** Parental engagement and pride also improved, reflecting stronger involvement in their children’s education. Therefore, the programme effectively enhanced teaching practices, student engagement, and parent involvement, fostering a collaborative learning environment.

#### Benefits of Student and Parent Workshop (N=187)

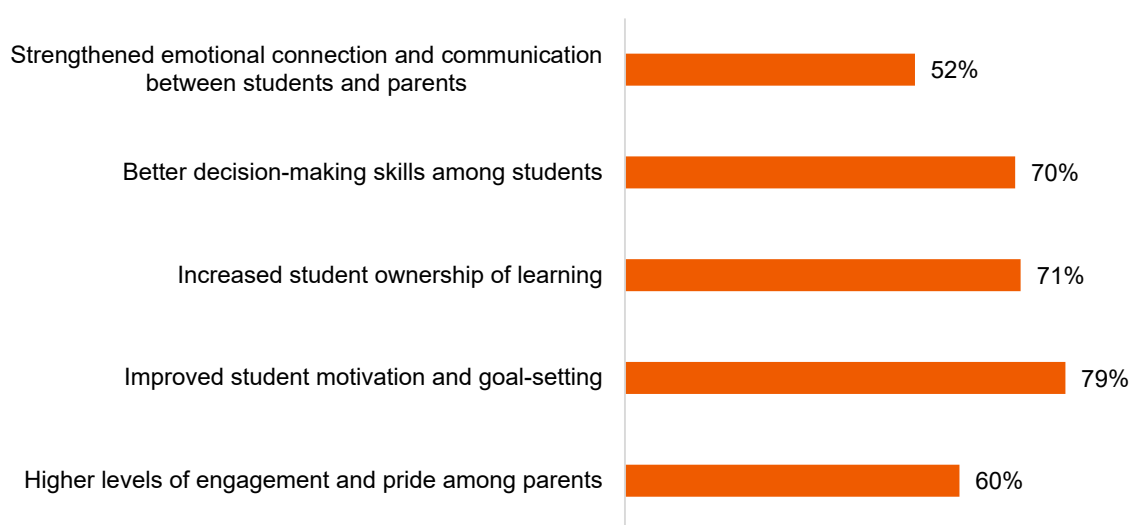


Figure 16: Benefits of Student and Parent Workshop

### 3.2.4 Growth Mindset Workshop (2024)

#### Activities Covered related to Growth Mindset Workshop

The most common activity reported and acknowledged by teachers related to Growth Mindset Workshop was Pat your Back exercise (72%) followed by Shuffle Challenge (65%), Case Studies discussion (56%), usage of teacher’s Vision and Progression Boards (52%), Circle of Pride activity (49%), Obstacle Race (42%) and the Power of Yet (40%). Hence, the Functional English Workshop effectively supported teachers by providing engaging activities to help them improve student participation and enhance language learning outcomes.

## Activities covered under Growth Mindset Workshop (N=239)

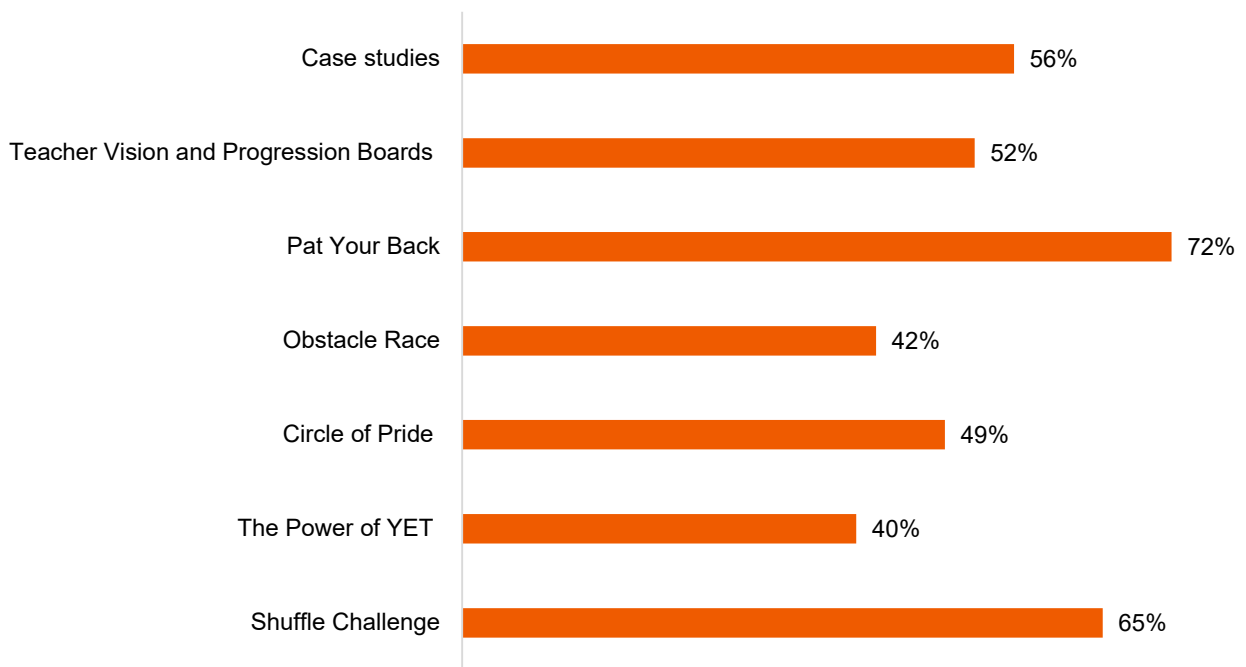


Figure 17: Growth Mindset Workshop activities

### Ratings on the Growth Mindset Workshop

The Growth Mindset Workshop received overall positive feedback, with **71% of teachers rating it as Very Good or Excellent**. This indicates strong satisfaction with the training and its relevance to their professional growth, though there remains some room for further enhancement.

### Ratings on Growth Mindset Workshop (N=239)

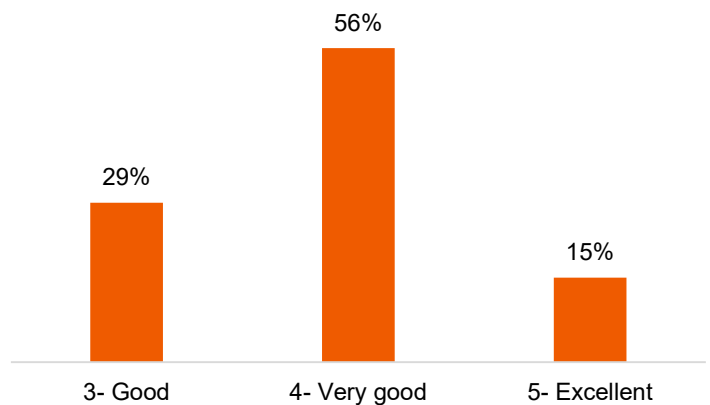


Figure 18: Growth Mindset Workshop ratings

### Improvements among Teachers due to the Growth Mindset Workshop

**71% of teachers knew the difference between a fixed mindset and a growth mindset.** The Growth Mindset Workshop proved impactful in shifting teachers' attitudes and approaches toward both personal and classroom growth. **Teachers reported a better understanding of how to apply a growth mindset and felt more confident in improving their English skills.** The workshop also supported goal-setting, motivation during challenges, and introduced practical tools like the Vision Board and Circle of Pride. While collaboration and case study-based problem-solving were moderately impactful, the **overall feedback indicates that the workshop successfully fostered self-belief, motivation, and peer support among teachers.**

### Benefits of Growth Mindset Workshop (N=239)

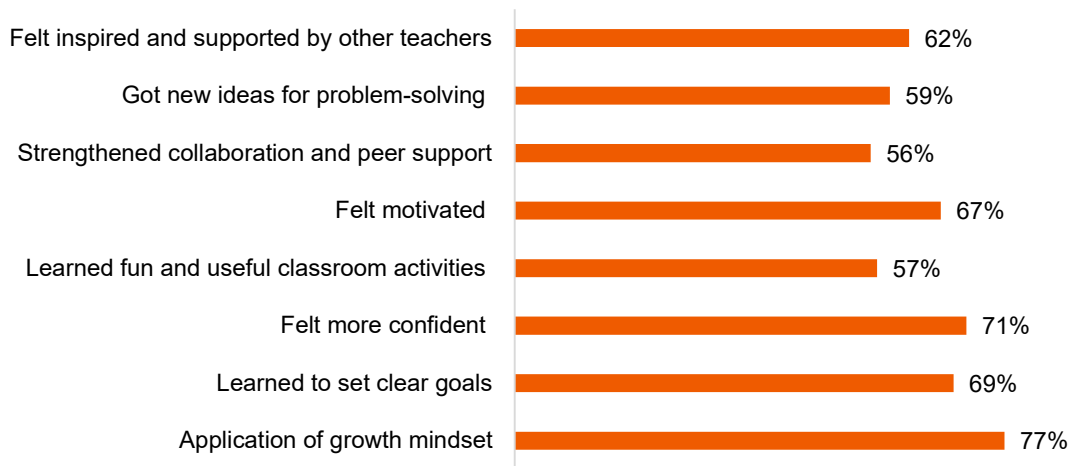


Figure 19: Benefits of the Growth Mindset Workshop to the teachers

### Application of Concepts in the Classroom

The data suggest that teachers have actively adopted several positive classroom practices following the training. The majority of teachers make it a point to appreciate students by name and offer mental and emotional support, showing a strong emphasis on building student confidence and well-being. Many teachers also give specific, personalised feedback, which indicates a commitment to individual student growth. Practices like involving students in decision-making and guiding their energy effectively are also widely implemented, reflecting student-centred and inclusive teaching approaches. While fewer teachers provide digital certificates or frequently collaborate with parents, these practices are still present, highlighting areas for potential growth and deeper engagement. **Therefore, the teacher’s training programme has been effective in promoting student-centred, emotionally supportive, and inclusive classroom practices.**

### Application of Growth Mindset Workshop Concepts in Classroom (N=239)

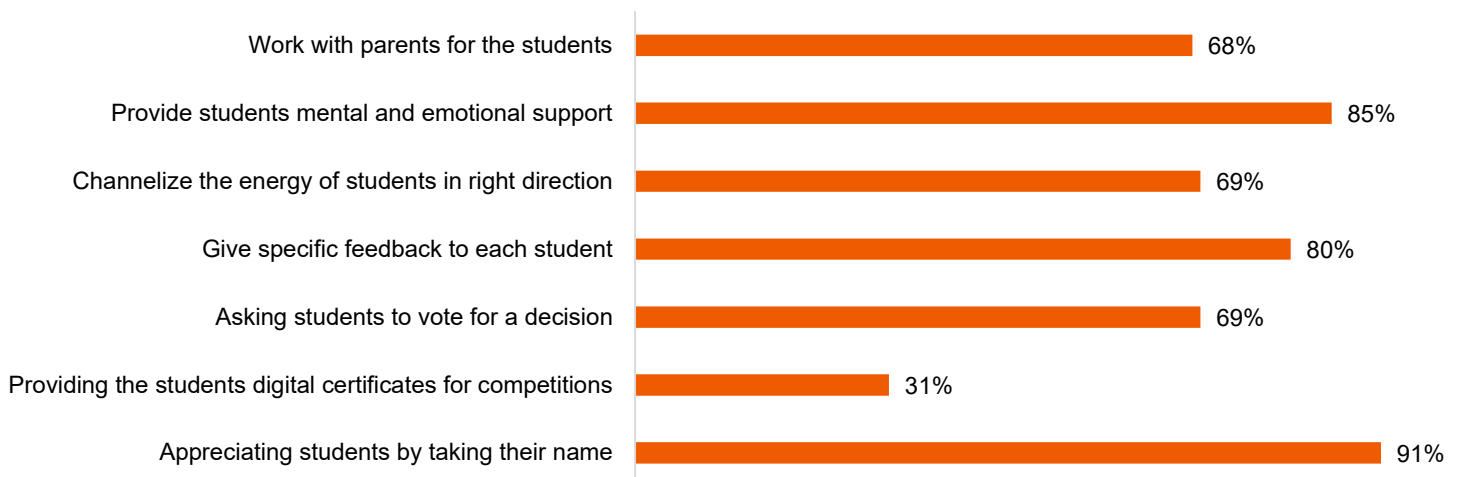


Figure 20: Application of Growth Mindset Workshop concepts in the classroom

“I am satisfied with the work of the Pehlay Akshar Foundation. We learn new ideas from them for conducting activities, which are especially helpful for students who are slow learners. Out of all the activities, my favourite is one that was performed as a play without using speech or voice. These activities have also benefited the students, they have gained confidence, and their teamwork skills have improved.”

- **Farhat Golandaj (52 years), Teacher, Cama Municipal School**

### 3.2.5 Learning and Teaching Functional English Workshop (2025)

#### Activities Covered under Learning and Teaching Functional English Workshop

Activities covered under Functional English Workshop (N=332)

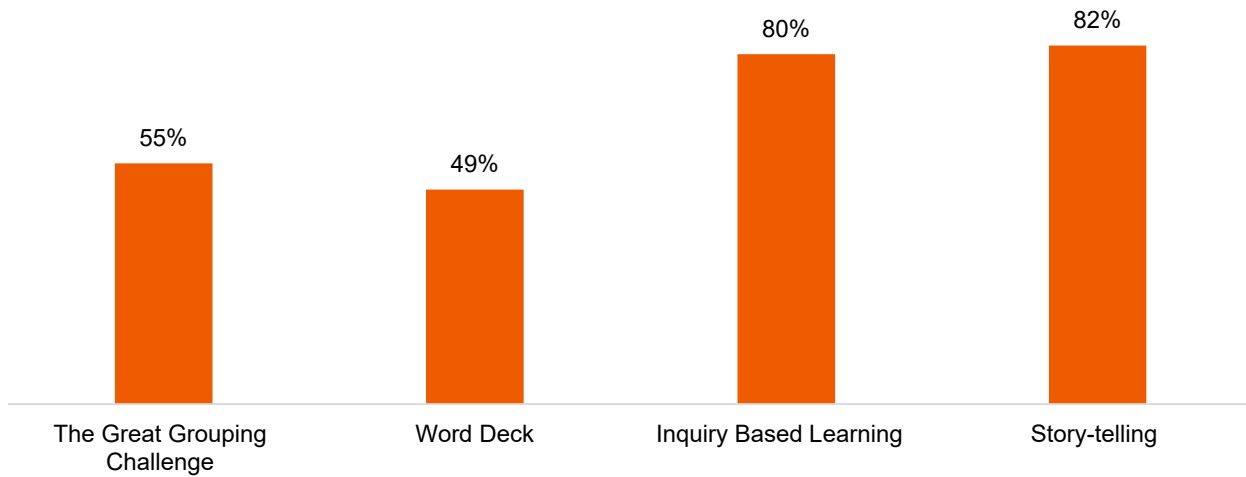


Figure 21: Functional English Workshop activities

The most common activity reported and acknowledged by teachers related to the Functional English workshop was storytelling (82%), followed by inquiry-based learning (80%), the great grouping challenge (55%) and word deck (49%). The Functional English Workshop effectively supported teachers by providing engaging activities to help them improve student participation and enhance language learning outcomes.

#### Ratings on the Learning and Teaching Functional English Workshop

The Learning and Teaching Functional English Workshop was highly appreciated by teachers, with 80% of them rating it as Very Good or Excellent, indicating strong satisfaction with its content and delivery. Overall, the ratings suggest the workshop was effective, well-received, and aligned with teachers' professional development needs, though there is room for improvement.

### Ratings on Functional English Workshop (N=332)

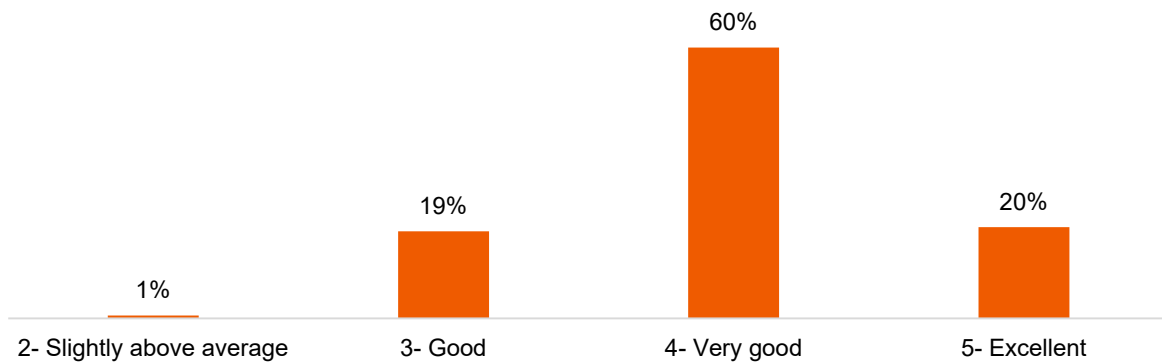


Figure 22: Functional English Workshop ratings

### Improvements among Teachers due to the Learning and Teaching Functional English Workshop

#### Benefits of Learning and Teaching Functional English Workshop (N=332)

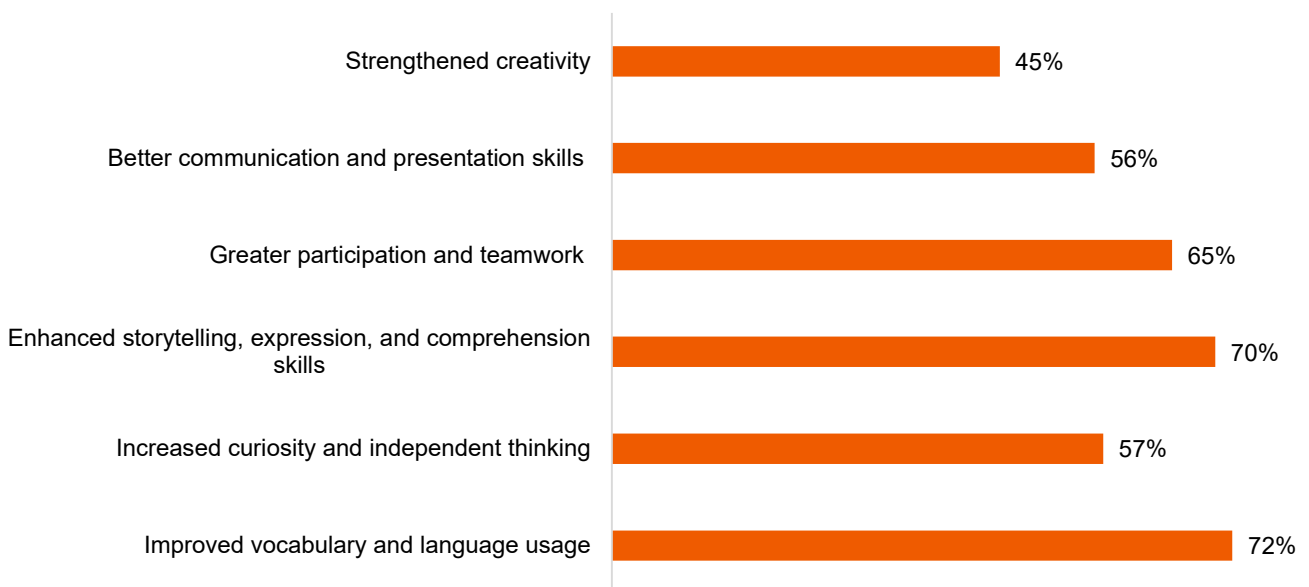


Figure 23: Benefits of Functional English Workshop to the teachers

The Functional English Workshop had a positive impact on teachers by **enhancing their language proficiency, teaching strategies, and classroom engagement**. Many teachers reported **improved vocabulary and expression through interactive methods, while others experienced growth in storytelling and comprehension skills**. The workshop also encouraged **collaboration and active participation**, helping teachers create more engaging learning environments. **Inquiry-Based Learning sparked curiosity and independent thinking**, and some teachers reported improvement in communication, presentation, creativity, and critical thinking through role-play and research activities. Overall, the training supported holistic professional development and enriched classroom practice.

### 3.2.6 Saathi Sessions

#### Activities Covered under Saathi Sessions

The most common activities reported and acknowledged by teachers who attended the Saathi session have been the energisers (88%), followed by self-reflection (71%), mental block (69%) and breakout room activity (65%). Therefore, the programme effectively engaged teachers through interactive activities, further enhancing their participation and learning experience.

Activities Covered under Saathi Sessions (N=456)

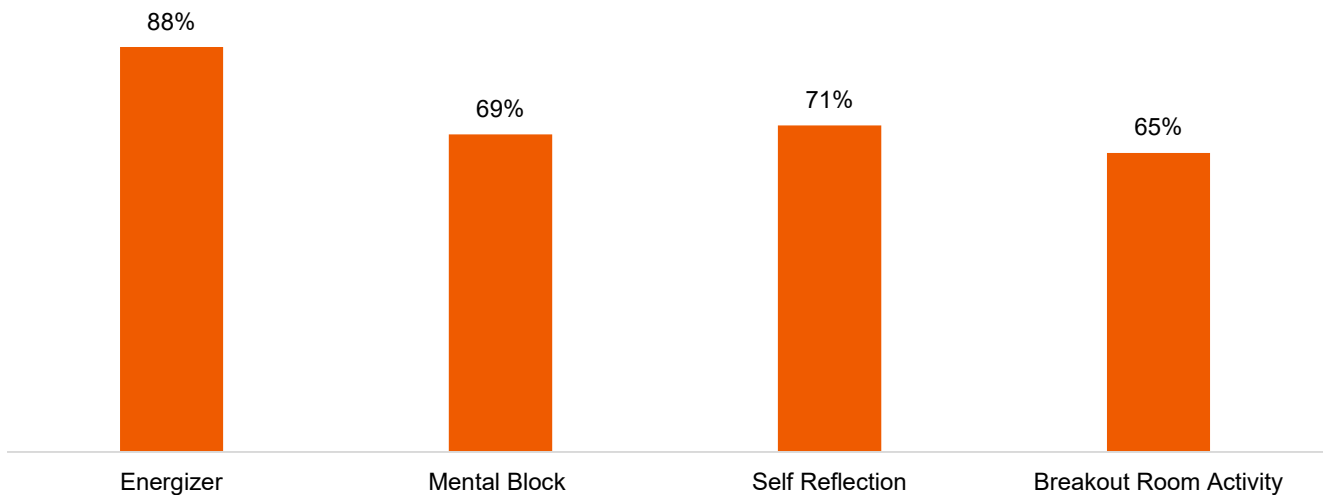


Figure 24: Saathi Sessions activities

#### Ratings on the Saathi Session

The Saathi Sessions were generally well-received by teachers, with **72% of them rating as "Very Good" or "Excellent."** This feedback reflects a positive response and affirms the effectiveness of the Saathi Sessions in supporting teacher growth and development.

Ratings on the Saathi Sessions (N=456)

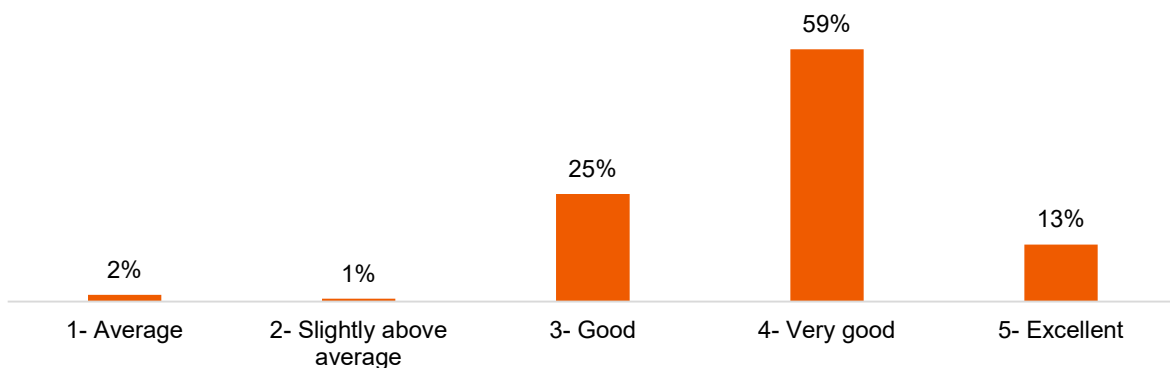


Figure 25: Saathi Sessions ratings

## Benefits of the Saathi Session to the Teachers

The Saathi Sessions provided meaningful support to teachers by reinforcing their training and fostering a collaborative environment. A majority of participants found value in learning innovative teaching strategies from peers, which suggests that peer-to-peer exchange was a key strength. The sessions also offered a supportive space for practising and improving English skills, helping boost teachers' confidence. Many appreciated the opportunity to openly discuss classroom challenges and co-create solutions, highlighting the sessions' role in practical problem-solving. Additionally, revisiting key training concepts helped teachers consolidate their learning and apply it more effectively in their classrooms. It was also found that 98% of teachers improved in their teaching skills due to Saathi Sessions. Therefore, the Saathi Sessions through the programme effectively strengthened teachers' skills, confidence, and collaboration.

**Benefits of Saathi Sessions to the Teachers (N=456)**

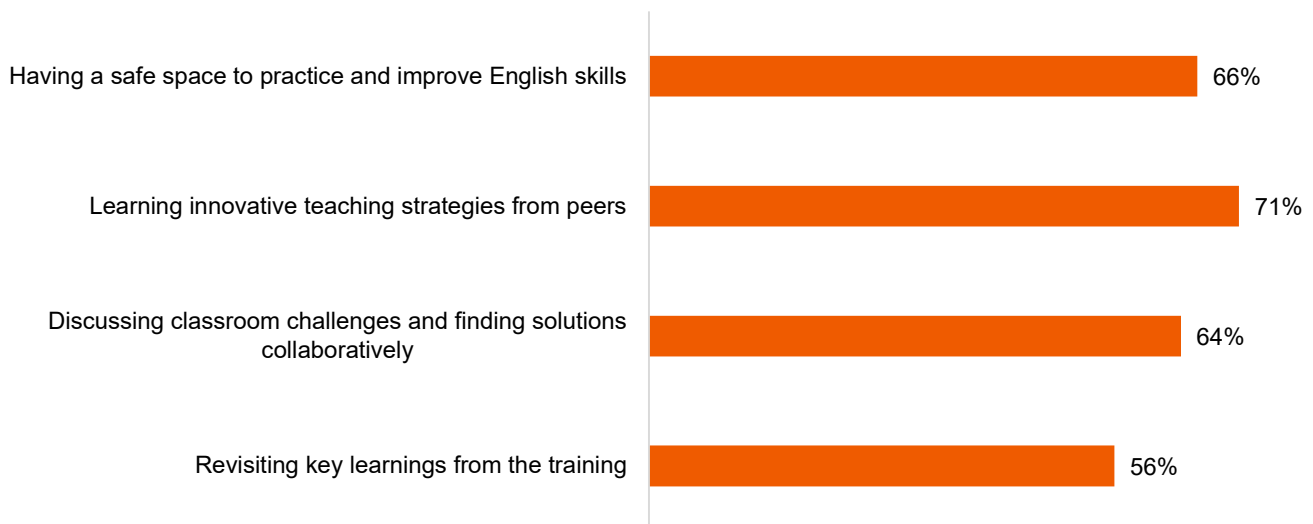


Figure 26: Benefits of Saathi Sessions to the teachers

## 3.3 Impact of Digital Interventions

### 3.3.1 Pehlay Akshar Foundation App

#### Usage of Pehlay Akshar Foundation App

**75% of teachers reported using the Pehlay Akshar Foundation's App.** The Pehlay Akshar Foundation's App was used for different purposes by the teachers, including activities and energisers (68%), worksheets (38%), lesson plans (36%), content of Saathi Session (30%) and other audio-video content (22%). Hence, the programme has been beneficial to the teachers by offering a variety of useful resources through the app.

**Usage of Pehlay Akshar App (N=575)**

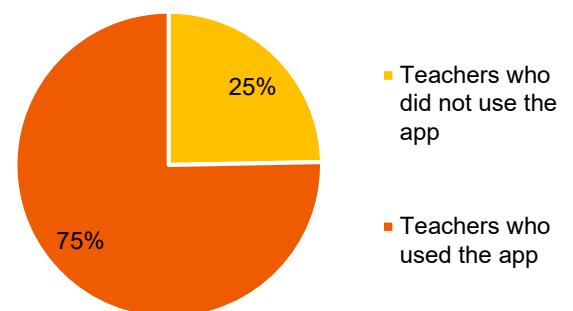


Figure 27: Pehlay Akshar App usage among teachers

## Reasons for not using Pehlay Akshar Foundation's App

25% of teachers reported not using the Pehlay Akshar Foundation's App, citing various reasons including time constraints for usage (28%), lack of awareness about the app (22%), lack of storage space in phone (17%), lack of its relevance to teaching needs (6%), issue of internet connectivity (4%), preferred using other teaching resources (4%), lack of training for its usage (3%), difficulty in navigating the interface of the app (2%), lack of access to smart phone (1%) and other reasons (9%) including changed the phone and shift to different board pattern. Therefore, to improve the programme's reach and effectiveness, increasing awareness, simplifying app usage, and addressing technical and training barriers are essential for better teacher engagement.

### Reasons for using Pehlay Akshar Foundation's App (N=433)

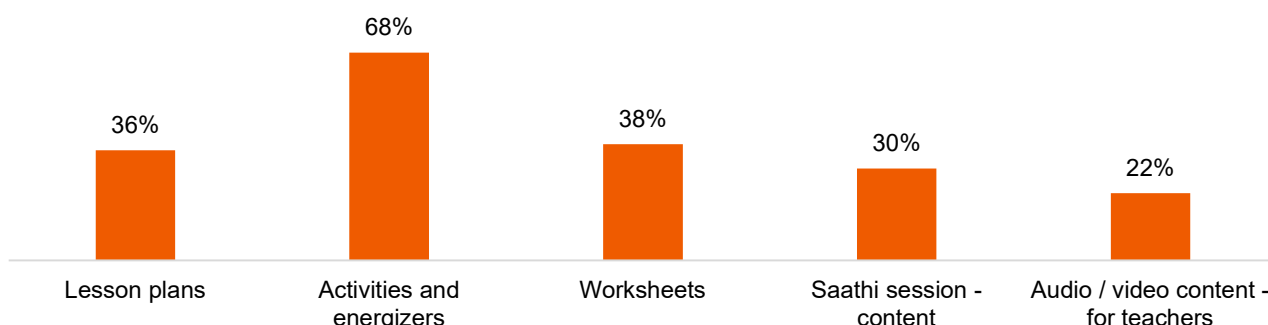


Figure 28: Purpose of using Pehlay Akshar Foundation's App

### Reasons for using Pehlay Akshar Foundation's App (N=433)



Figure 29: Reasons for not using Pehlay Akshar App

### 3.3.2 WhatsApp Bot Intervention

#### Usage of WhatsApp Bot Content

95% of teachers reported receiving the WhatsApp Bot content sent by the Pehlay Akshar Foundation. Among all the content sent by the Pehlay Akshar Foundation, worksheets (73%) were found most useful, followed by activities including audios or videos (63%), assessments (53%) and quizzes (49%). **The programme has benefited teachers by providing easily accessible and practical resources, with worksheets and interactive activities being especially valuable for classroom use.**

Usage of Whatsapp Bot Content by the Teachers (N=496)

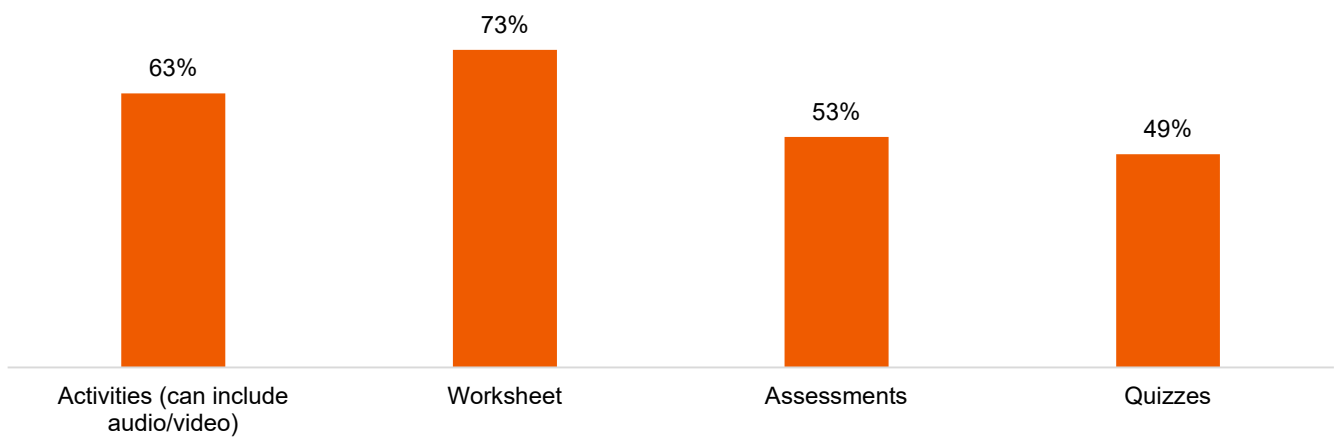


Figure 30: Types of WhatsApp Bot content found useful by the teachers



*There has been growth among teachers in their use of the English language. Through various activities taught in the workshops, they have learned new ways to interact with students and help them learn and grow in an enjoyable manner. I believe that, among all the activities, group activities are the most beneficial, as students receive feedback from their peers, which helps them improve.”*

- **Madhukar Shinde (54 years), Head Master, Goshala School**



## Reasons for not using the WhatsApp Bot Content

The primary reason for not using WhatsApp Bot content shared by the Pehlay Akshar Foundation is a lack of access, as **92% of respondents stated they had not been added to the WhatsApp Bot, and 88% reported that they had not received any messages from Pehlay Akshar Foundation.** This indicates a major gap in content delivery and outreach. Additionally, 20% of teachers mentioned that they already use other resources for teaching English, while 16% did not see the content due to time constraints. Some teachers (12%) expressed a preference for offline teaching, while other reasons included content misalignment with teaching needs (8%), difficulty in applying the content in classrooms (4%), lack of clarity on how to use the material (4%), and low student engagement with the shared content (4%). **Therefore, addressing access issues and aligning content with teacher needs can further help to improve the usage of the WhatsApp Bot intervention.**

### Reasons for not using the Whatsapp Bot content shared by Pehlay Akshar (N=25)

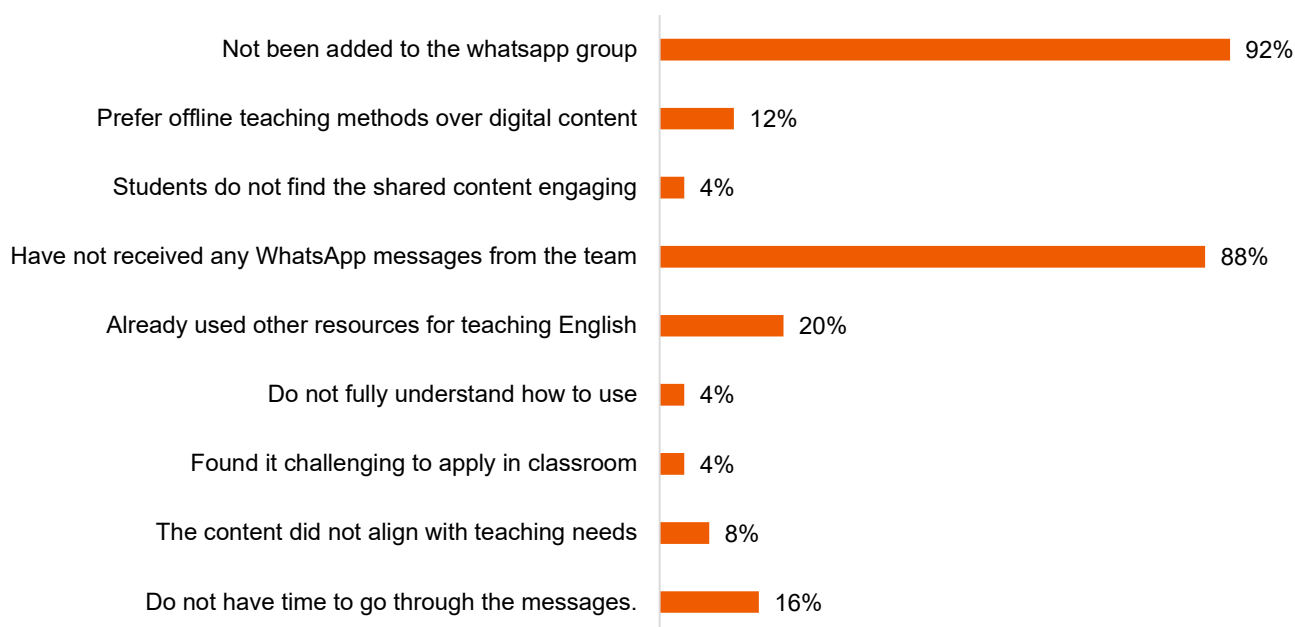


Figure 31: Reasons for not using the Pehlay Akshar shared WhatsApp Bot content by the teachers

### 3.4 Overall Impact of the Programme

The programme had the following significant positive impact on teachers, as revealed through qualitative insights and field observations;

- It was found that teachers, especially those from vernacular-medium schools, expressed that their exposure to the English language in daily life was limited. However, workshops such as the Workshop on Functional English **expanded their exposure and usage of the language.**
- A significant **shift in attitude was observed among teachers from a fear of making mistakes while speaking English to speaking the language with confidence and without hesitation.**
- Teachers reported that their vocabulary was limited before attending the workshops. However, the **sessions sparked their interest and increased their willingness to improve their vocabulary.**
- The activities conducted in workshops, such as the Workshop on Student Engagement, **helped teachers build stronger bonds with students and incorporate fun-learning methods** into their teaching practices.
- Workshops like the *Growth Mindset Workshop* **enabled teachers to understand the difference between a fixed and a growth mindset**, encouraging them to embrace and adopt new teaching methods.
- Saathi Sessions supported **peer learning and provided a platform for teachers to discuss classroom challenges and share solutions.**
- Additionally, the **programme enhanced teachers' digital literacy, increasing their confidence in using technology and digital tools in the classroom.**

Overall, this programme played a transformative role in shaping teachers' perspectives, promoting professional growth, and equipping them with essential linguistic and digital skills.

### 3.5 Expectations from the Programme

#### Expected Frequency of the Workshops/Trainings

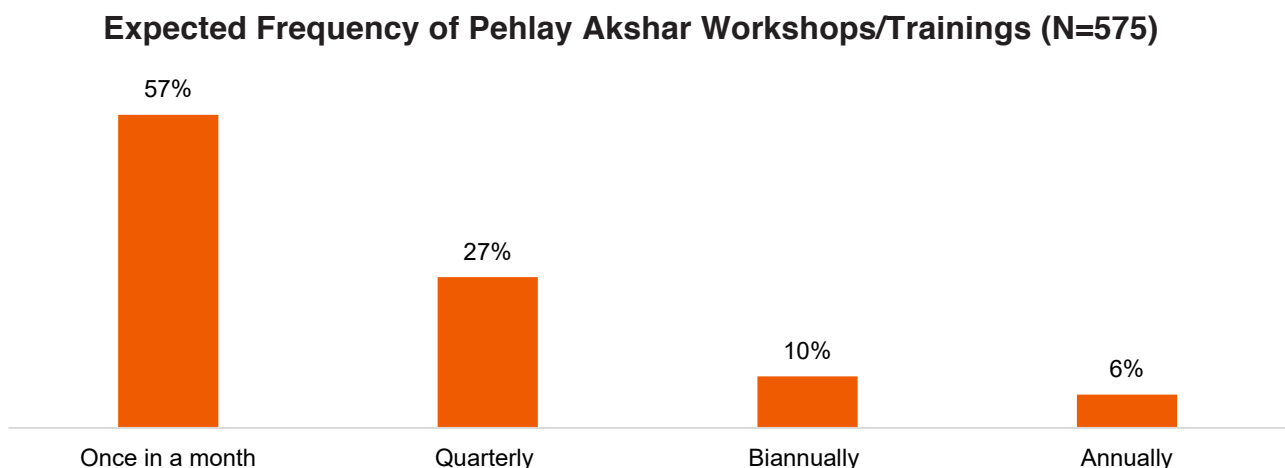


Figure 32: Workshop frequency suggested by teachers

The data indicates that **most teachers (57%) prefer training sessions to be held once a month**, highlighting their strong interest in the continuous improvement of teaching skills. Additionally, the **majority of teachers (79%) expressed a preference for half-day workshops lasting 3–4 hours**. This shows that teachers value training that is concise and manageable within their busy schedules, allowing them to stay engaged without it being overly time-consuming. Therefore, the teachers prefer regular, time-efficient training workshops/sessions that support continuous learning without overwhelming their busy schedules.

### Overall Rating of the Teacher Training Programme

The overall feedback on Pehlay Akshar trainings is highly positive, with **75% of teachers rating the sessions as either very good or excellent**. This reflects a strong level of satisfaction among teachers and suggests that the training sessions were well-received and effective in supporting their professional growth.

**Overall Ratings of the Teacher Training Programme (N=575)**

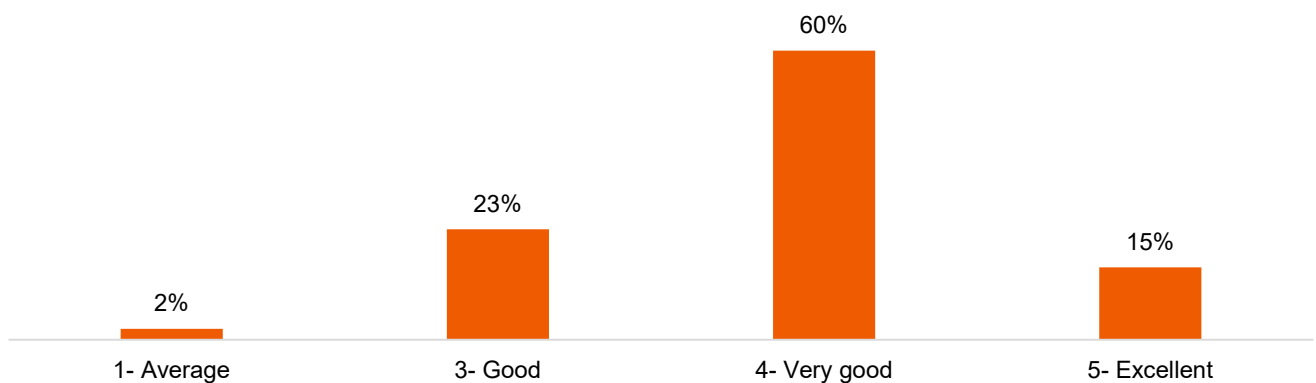
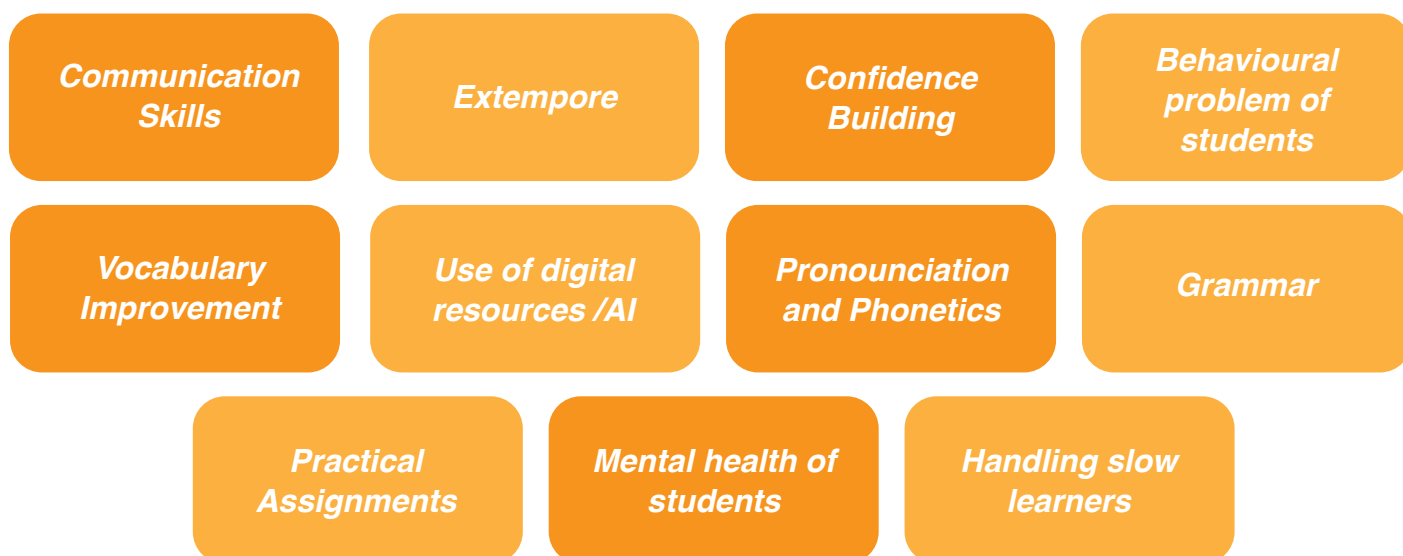


Figure 33: Overall ratings provided to Teacher Training Programme

### Suggestions for Improvement

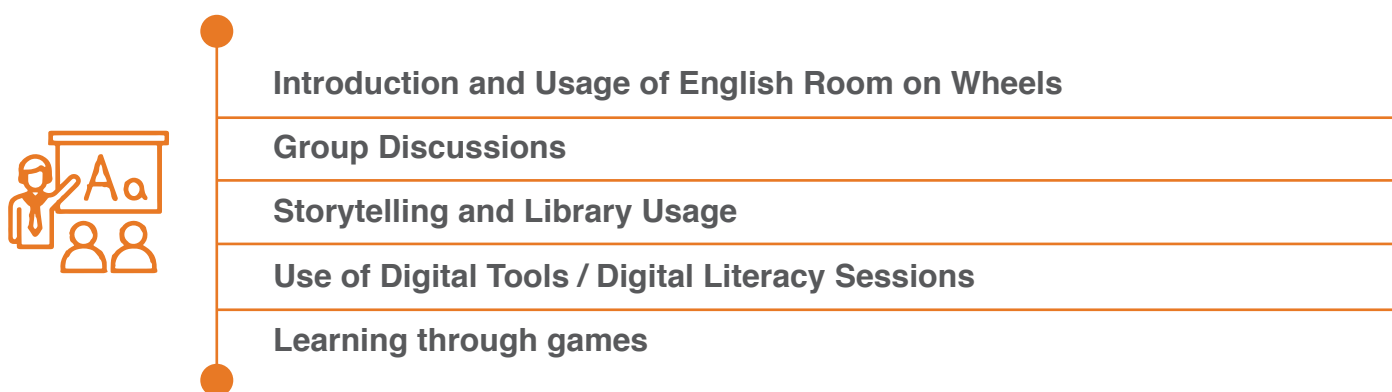
In order to enhance the effectiveness of the teacher training programme, teachers suggested making sessions more accessible and context-specific by tailoring them to grade levels and conducting them at the school classroom level with students. Emphasis was placed on interactive components like grammar-focused activities, classroom discussions, and regular recaps. Teachers highlighted the importance of practical resources such as detailed lesson plans, worksheets, and video content. Additionally, they recommended vernacular translations and easy sharing of materials through platforms like WhatsApp Bot to ensure wider reach and understanding.

Some of the topics suggested by teachers to be included in future sessions were:



### 3.6 Effectiveness of the English Rooms

#### Implementation of English Room Techniques in Classrooms



#### Insights into Teachers' Most Liked Aspects of the English Room

The qualitative insights from teachers accessing the English Room revealed that they appreciated a wide range of features in the English Room, with a **strong emphasis on activity-based learning, including the use of chits, quizzes, energisers, and emotional engagement.** The **English Room on Wheels** and audio-visual tools like **Smart Television** were also **highly valued for their time-saving and long-term impact on students.** Teachers also highlighted the **peaceful and motivating environment, the freedom to express ideas, and the supportive rapport with facilitators as key strengths.** Other appreciated elements included **books with pictures, digital learning, AI and games, grammar sessions, and the overall development of digital skills, reflecting a comprehensive and engaging learning space.**

Hence, teachers found the English Room to be an engaging, supportive, and resource-rich environment that enhances both teaching effectiveness and student learning experiences.



*Image 3: Library at English Room*



*Image 4: English Room on Wheels*



*Image 5: Students having fun at the English Room*

## Impact of the English Room on Teachers

<b>Gained Peer Inspiration and Motivation</b>	Teachers felt inspired by their colleagues during sessions, which helped foster a stronger work ethic and professional drive.
<b>Increase in Self-Confidence</b>	Regular exposure to spoken English increased teachers' confidence in using the language in daily life and classroom settings.
<b>Increased Familiarity with Digital Resources</b>	Teachers became more comfortable using digital tools and learned how to better understand and correct students' grammar mistakes.
<b>Improved Teacher-Student Interaction</b>	Sessions encouraged teachers to become more interactive and engaging with their students during lessons.
<b>Vocabulary Development</b>	Exposure to new terms and language structures led to a richer and more varied vocabulary for teachers.
<b>New Teaching Techniques</b>	Innovative strategies and creative methods introduced in the sessions enhanced overall teaching quality.
<b>Improved English Fluency</b>	Regular practice and exposure led to noticeable improvement in teachers' fluency in English.
<b>Use of Props</b>	Teachers began incorporating props into lessons, making learning more visual, interactive, and effective.



*Image 6: Students performing a Group Activity at English Room*



*Image 7: Students practicing Artwork at the English Room*



*Image 8: Activity performed by Teachers*

## Impact of the English Room on Students

- **Comfort and Familiarity with English:** Students became more comfortable using English in daily life, gaining exposure to reading, speaking, and writing skills.
- **Improved Reading, Writing, and Speaking Skills:** Regular engagement led to noticeable improvement in core language skills, including reading fluency and sentence formation.
- **Enhanced Vocabulary and Pronunciation:** Students expanded their vocabulary and improved pronunciation through consistent practice and exposure to audio-visual content.
- **Increased Confidence and Reduced Fear of English:** Learners gained confidence in using English and overcame their initial fear or hesitation to speak the language.
- **Interactive and Enjoyable Learning Environment:** The English Room's calm ambience and engaging materials made learning enjoyable, reducing boredom and improving focus.
- **Active Participation and Enthusiasm:** Students became more excited about learning, participated more actively, and even showed a reduction in absenteeism.
- **Development of Communication Skills:** Through group activities and storytelling, students practised conversation, improving their ability to communicate in English.
- **Boost in Attention Span and Focus:** Energisers and interactive sessions helped students become more attentive and mentally active during learning.
- **Improvement in Pronunciation and Accent:** Exposure to spoken English through digital content contributed to clearer pronunciation and improved accent.
- **Support for Diverse Learners:** Group reading and varied teaching strategies allowed even lower-performing students to follow and engage effectively.
- **Long-Term Concept Retention:** Activity-based learning and visual aids helped students retain concepts better over time.
- **Teamwork and Logical Thinking:** Activities fostered teamwork, cooperation, and the development of logical thinking skills.
- **Increased Use of English in Conversations:** Many students started trying to speak in English regularly, regardless of mistakes, showing increased initiative.



*Image 9: Student reading story at English Room Library*



*Image 10: Students playing Jenga Game in the English Room*

## Challenges faced by Teachers of the English Room

*Language Barrier*

*Difficulty in forming sentences*

*Lack of exposure to English language*

*Training timings clashes with class timings*

*Handling slow learners*

## Suggestions for Improvement

Teachers suggested that sessions conducted in the English Room should provide special attention to weaker students. They emphasised the need for providing training on the use of digital tablets to both students and teachers. Additionally, they recommended increasing the number of sessions held in the English Room to enhance language exposure and engagement.

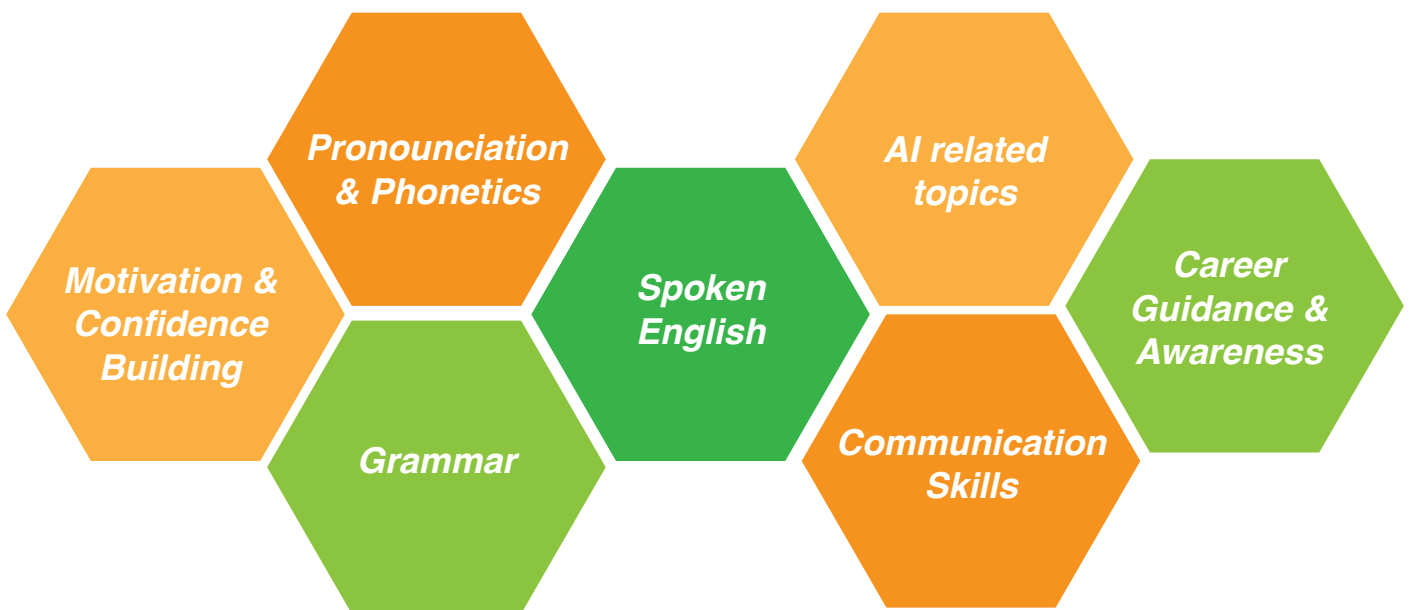


Image 11: Teachers learning through English Room

### 3.7 Classroom Observations

Category	Field Observations
English Medium Teachers	English medium teachers were <b>able to frame sentences and speak in English, but they lacked a strong vocabulary.</b>
Vernacular Medium Teachers	Vernacular medium teachers did not use English at all. They preferred to speak in Hindi, Marathi, or other languages commonly used by the students. <b>Although these teachers understand English, they face difficulties in forming sentences and pronouncing words fluently. They often feel underconfident while using the English language and fear making mistakes while speaking.</b>
Teachers accessing the English Room	<b>Among teachers accessing the English Room, it was observed that they are willing to speak in English, although they still lack fluency.</b> They make conscious efforts to improve their command of the language by making productive use of the library available in the English Room. These teachers were seen speaking in English without hesitation and with growing confidence.

# Chapter 4

## Impact Stories



This section of the report encompasses testimonials and impact stories detailing how the training programme has been beneficial and impactful in the lives of teachers across BMC schools

### **Urmila Deshmukh**

a dedicated English medium teacher at Goshala School, shared how the teacher training programme transformed her classroom experience. She expressed that the training introduced her to a variety of engaging activities, which not only enriched her teaching methods but also helped foster confidence and teamwork among her students. By incorporating energisers and interactive tasks, she noticed changes in students who became more open, built stronger peer connections, and developed a deeper emotional bond with her. The programme, she said, empowered her to create a more inclusive and joyful learning environment.

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### **Rakesh Kalyani**

a Kannada medium teacher at Sodawala Lane School, shared how the Pehlay Akshar training programme brought a remarkable change in his teaching journey. Initially unfamiliar with English, he now feels confident enough to hold basic conversations, thanks to the training. He has actively used Picture Talk and Flash Card activities in his classroom, which his students found enjoyable and engaging. These methods boosted their confidence and classroom participation. Rakesh highlighted the impact of Inquiry-Based Learning and storytelling sessions from the workshop, noting that his students have shown noticeable improvement in their communication and presentation skills.

---

### **Munawar Karbelkar**

an Urdu medium teacher at Jai Maharashtra School with over 25 years of experience, shared her continued enthusiasm for learning through the Pehlay Akshar workshops. Having attended every session so far, she emphasised how each one offers fresh ideas and contributes to her professional growth. However, she also highlighted the need for more sessions focused on Spoken English, especially for vernacular medium schools like hers, where teachers have limited exposure to English in daily life. Her feedback reflects both the value of the programme and a thoughtful suggestion for its future enhancement.

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### **Tanvi Bhoir**

a teacher from RS Nagar School, shares that her confidence and English-speaking skills have significantly improved thanks to the training sessions. She notes that her students, who were previously hesitant, have now begun to speak in English more comfortably. She expresses particular appreciation for all aspects of the English Room, highlighting the English Room on Wheels, the library with its collection of storybooks, and the Smart TV equipped with digital content. She feels satisfied with all the facilities provided and finds each component of the English Room extremely useful.

## Chapter 5

# Recommendations to the programme



## **Increase Frequency of Sessions to be Conducted**

Currently, the sessions are conducted quarterly for all teachers, with each lasting for half a day. The teachers suggested that the sessions be organised once a month for 3–4 hours (half a day), preferably on Saturdays, to avoid academic and time loss for students on regular school days.

*This will ensure continuous professional development and consistent reinforcement of teaching practices among teachers.*

---

## **Batch-Wise Training Preference**

At present, the training sessions are conducted for all teachers of a school at a scheduled time and place during regular school hours. The teachers recommended that, when conducted on regular days, the training be organised in batches to ensure that while one group attends the training, the other continues supervising students in school.

*This approach will maintain the smooth functioning of the school while ensuring that every teacher benefits from training.*

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## **Provision of a Classroom Session with Students**

Currently, the training sessions are conducted by the facilitator exclusively with teachers. The teachers suggested that certain sessions be conducted within classrooms with the present students, to help them better understand the practical implementation of classroom activities.

*This approach will enhance experiential learning for teachers and improve the direct application of training strategies in real classroom settings.*

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## **Provision of Training Session with Parents**

Currently, the student and parent workshops are conducted with teachers. The teachers recommended including parents in these workshops to help them understand effective communication strategies and to encourage greater parental involvement in their children's overall growth and development.

*This will build stronger school–parent partnerships and promote holistic student development through collaborative engagement.*

---

## **Provision of Training Material**

At present, the training materials from the workshops are shared via the Pehlay Akshar App in PDF format. The teachers suggested that the materials also be shared through the WhatsApp Bot for easier access and that one printed copy of the booklet be provided to each school.

*This will improve accessibility and retention of learning materials, enabling teachers to refer back to resources as needed for application in the classroom.*

## **Grade and Intelligence-level-wise Bifurcation of Activities**

Currently, a common set of activities is introduced during the training sessions for all teachers. The teachers recommended that the activities be differentiated according to the grade and intelligence levels of students, enabling teachers to provide more focused attention to students who require additional support.

*This will equip teachers with different strategies to ensure inclusive and effective learning among all students.*

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## **Provision of a Recap of Every Session**

Currently, the workshops are conducted quarterly, with different topics covered in each session. The teachers recommended including a brief recap of the previous session at the beginning of each new session, as they often tend to forget the concepts and techniques covered earlier.

*This will reinforce prior learning and strengthen the continuity of skill development across sessions.*

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## **Provision of More Sessions on Digital tools**

Currently, the workshops include topics such as the use of Meta AI and the Pehlay Akshar Foundation App as digital tools. The teachers suggested expanding the scope of digital learning by including additional topics related to the effective use of various digital tools in teaching and classroom management.

*This will enhance teachers' digital literacy and enable them to integrate technology more effectively into the teaching-learning process.*

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## **Provision of Additional Topics**

At present, the training sessions cover activities, group discussions, storytelling, and classroom management. The teachers recommended the inclusion of additional topics such as "Speak on Any Topic" activities, vocabulary development, phonetics, grammar, and other subjects aimed at enhancing communication skills.

*This seeks to broaden the communication effectiveness.*

# Annexure



## Profile of the Teachers Interviewed for Endline Assessment<sup>2</sup> :

- The majority of the participating teachers were from **Urdu-medium schools (37%)**, followed by **English (31%) and Hindi (25%) medium schools**.
- The age distribution of participating teachers reveals a **strong presence of mid-career (31–40 years) and experienced (51–60 years) teachers**.
- The data reveal that the majority of teachers in the teacher training programme are highly experienced, with **70% having more than 15 years of teaching experience**.
- The data on the qualifications of teachers reflect a strong academic and professional foundation among BMC teachers. **92% of teachers have completed graduation or post-graduation**, demonstrating highly qualified professionals.

Thus, these well-qualified teachers provided a strong base for conducting the Endline Assessment of Teacher Training Programmes that focus on innovation, language development and confidence-building among teachers.

### Gender-wise Distribution of Teachers (N=630)

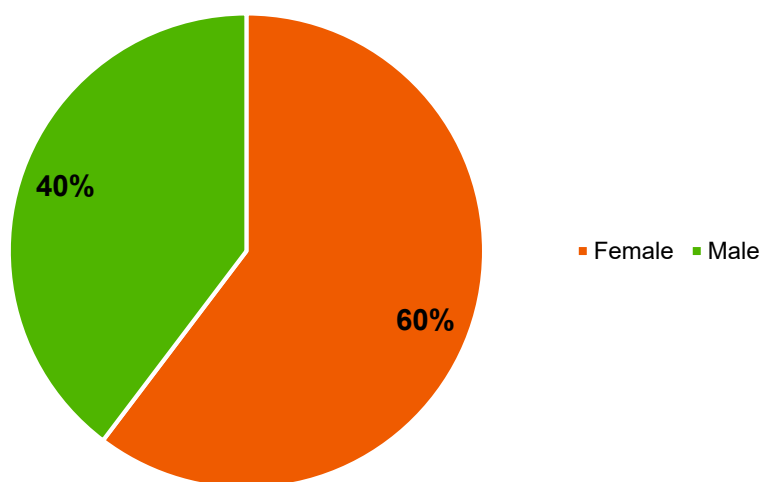


Figure 33: Overall ratings provided to Teacher Training Programme



## **CSRBOX & NGOBOX**

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