Gap Analysis Study for RPG Foundation

A Report by Sattva

Chapter 1: Overview

Introduction

Teacher Trainings in India are not sufficient to empower the teachers

Knowing English has become an essential skill in today's world. State Governments all over India are waking up to this need and are introducing English language in schools. With this in mind, MCGM too has embarked on a mission to convert many of its schools to English/ semi-English medium. In this context conducting a gap analysis in the existing English teaching and teacher training becomes crucial.

NCERT pointed out that degree programmes for aspiring teachers do not spend enough time preparing them for the realities of the classroom. The short duration of the programme also limits a candidate's ability to learn through self-reflection, understanding social realities, engaging in shared learning and gaining practical experience[1]. The 2012 Verma Commission report criticized the pre-service trainings saying that the curriculum and programme structure only provides teachers with basic skills and assumes that they will be able to apply their learning to any context. The curriculum also fails to address how children learn, i.e. the psychological aspects that contribute to better comprehension.

In-service teacher education, on the other hand, suffers from other issues. Contrary to popular perception, teachers undergo training throughout the academic year. The SSA has a provision for 20 days of in-service teacher training a year. However, it appears that little thought goes into the outcomes that these trainings are expected to achieve and given the variety of training, there is also very limited. The 2012 Verma Commission[2] report pointed out that 90 percent of teacher education bodies were, in fact, private, arguably reflecting the priorities of the government – at least with respect to pre-service education. Despite the SSA allocating the highest proportion of funds (64 percent) to funding teachers in 2013-2014, teacher performance has not significantly improved – stressing the need for greater investment in and the redesigning of in-service teacher training programmes.

REFERENCES

1 Teacher Education for Curriculum Revival, National Focus Group, NCERT, Position Paper 2.4. New Delhi

2 Vijaysimha, I. (2013), Teachers as Professionals: Accountable and Autonomous?

Dropouts soar year on year in Mumbai Schools

Mumbai's Educational Sector is created through the wide range of networks of primary, secondary and higher secondary schools.

With a little less than 1000 schools operated by MCGM in Mumbai, more than 10,000 teachers teach close to 3 lakh students across schools that cover 9 distinct mediums. As per a School Evaluation Dashboard released by 'Shaala Siddhi'[3], 56% of the schools operated by MCGM have a medium quality of teaching.

Contrary to what one would think basis the year on year infrastructural and technological improvements in MCGM schools, the class 1 enrolments have dropped by a huge margin of 49%, from 63,392 students in 2008-09 to 32,218 in 2016-17. Enrolment rates have fallen in every medium, except for English which has seen a marginal rise. The rate of rise in English medium enrolments has fallen (from 18.10% in 2012-13 to 3.89% in 2016-17) showing fallen preference for MCGM English schools as well. In order to mitigate dropouts, the MCGM introduced a system of semi-English schools, however, these schools too show a high dropout rate of 8% in 2016-17[4].

The learning outcomes of MCGM students have not been very encouraging. The average SSC pass percentage of MCGM school students in 2016-17 is 69% while that of private school students is 92%[2]. These statistics indicate that parents today are interested in having their children become better at English, and English Medium schools, predominantly schools that are privately run are preferred over MCGM schools possibly because of a better quality of teaching English.

Multiple government & independent training bodies were commissioned by the MCGM to provide teachers with the requisite English language and English teaching skills to be able to improve the effectiveness in teaching, thereby giving a boost to learning outcomes and subsequently helping improve the enrolments.

REFERENCES
3 Shaala Siddhi is an initiative by the Union government's Ministry of Human Resource Development (MHRD) designed by the National University of Educational Planning and Administration (NUEPA) in 2015 to evaluate accountability and transparency of a school's performance through a variety of parameters as a part of school self-evaluation. We have used the Shaala Siddhi data for the Teacher Evaluation and Continuous and Comprehensive Evaluation indicators.
4 State of Municipal Education in India, Praja

Infrastructure and scholarships continue to dominate the CSR funding in education

A report by India Data Insights on sector-wise CSR funding says that in a matter of 3 years after the inception of CSR Law in 2014, more than 10,000 crore worth of CSR funds have bene invested in education-based interventions. Even then, 75 percent of companies with the largest CSR budgets invested in creating infrastructure and scholarships in the education space[5], and not on capacity building of the stakeholders. While creating infrastructure and funding scholarships is critical, it is equally important to support other aspects of education, like teacher training, and work to fill in these gaps.

REFERENCES
5 According to Samhita's CSR in Education report

Methodology

Objectives of Study

- To understand the needs and aspirations of the stakeholders in BMC Schools, namely English Teachers and Headmasters/Incharge Teachers
  - To **understand the needs & aspirations of stakeholders towards English teachers learning to deliver** high-quality English subject classrooms
  - To **understand the training & handholding support** given to the teachers to be able to deliver high-quality English subject classrooms
  - To **understand the current resources available** for English teachers to be able to deliver high-quality English subject classrooms
- To bring in recommendations to develop strong CSR interventions for English teacher training to drive on ground impact in the BMC Schools
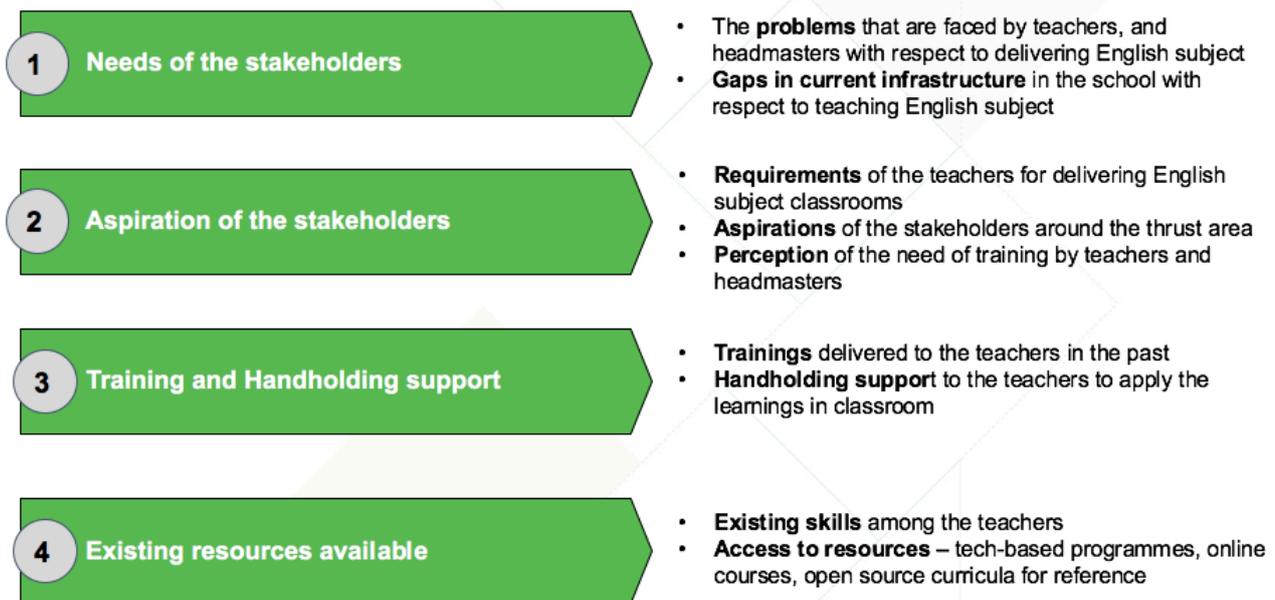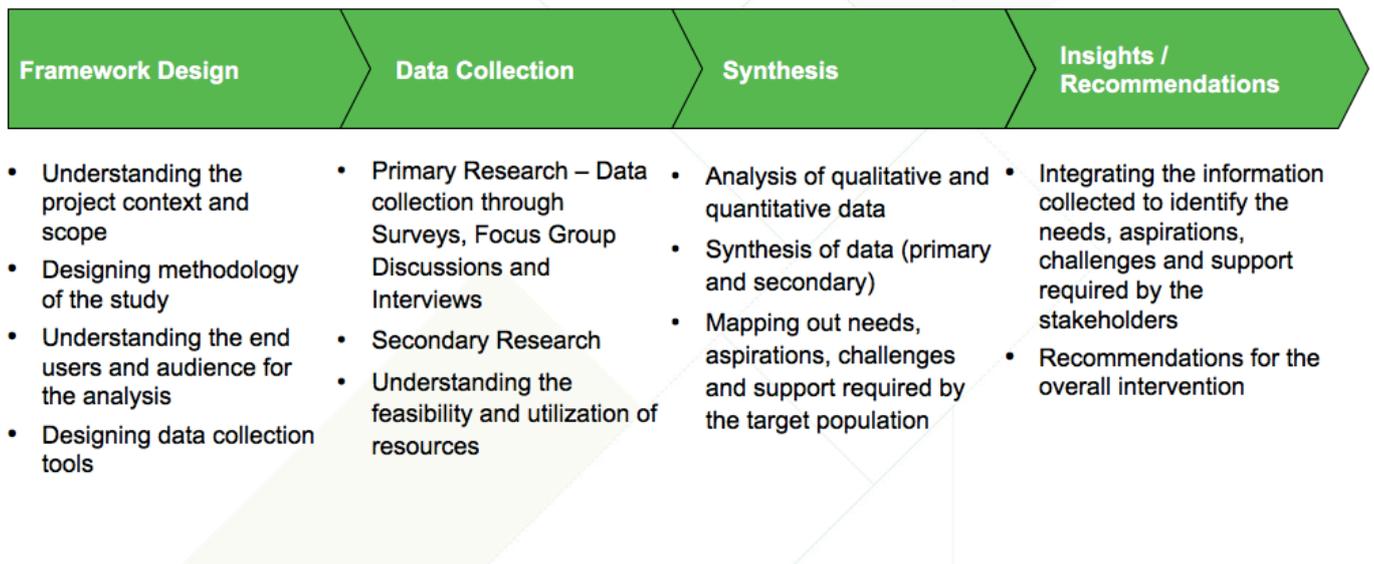
Overview of Sattva's methodology and approach

Sattva adopted a mixed methodology to successfully complete the rapid gap analysis exercise. The methodology encompassed developing a set of assumptions to draw evidence towards each of the objectives of the study. These assumptions formed the basis of the questions asked to the teachers and headmasters of BMC schools. The answers to these questions were then used to draw out insights and recommendations within the constraints of the time and availability of information. Towards this end, mixed methods research has been used by employing both quantitative and qualitative tools for data collection to achieve maximum interaction with the beneficiary groups and stakeholders within the stipulated period. The section below describes the approach and methodology followed by Sattva in conducting the study.

Gap Analysis

A gap analysis is a systematic approach to document the challenges in the current situation and see where improvements need to be made. The results of a gap analysis can help inform decisions to design interventions to increase impact.

Framework Design

Framework Design	Data Collection	Synthesis	Insights / Recommendations
• Understanding the project context and scope • Designing methodology of the study • Understanding the end users and audience for the analysis • Designing data collection tools	• Primary Research – Data collection through Surveys, Focus Group Discussions and Interviews • Secondary Research • Understanding the feasibility and utilization of resources	• Analysis of qualitative and quantitative data • Synthesis of data (primary and secondary) • Mapping out needs, aspirations, challenges and support required by the target population	• Integrating the information collected to identify the needs, aspirations, challenges and support required by the stakeholders • Recommendations for the overall intervention

1 Needs of the stakeholders
- The **problems** that are faced by teachers, and headmasters with respect to delivering English subject
- **Gaps in current infrastructure** in the school with respect to teaching English subject

2 Aspiration of the stakeholders
- **Requirements** of the teachers for delivering English subject classrooms
- **Aspirations** of the stakeholders around the thrust area
- **Perception** of the need of training by teachers and headmasters

3 Training and Handholding support
- **Trainings** delivered to the teachers in the past
- **Handholding suppor**t to the teachers to apply the learnings in classroom

4 Existing resources available
- **Existing skills** among the teachers
- **Access to resources** – tech-based programmes, online courses, open source curricula for reference

Sampling

Sattva adopted a convenience sampling approach to conduct this study. The focus was to talk to English teachers and Headmasters as per the sample size taken, instead of covering a particular number of schools. We spoke to teachers and headmasters in BMC schools spanning Worli, Mahim, Malad, Andheri and Bhandup in Mumbai. Sattva successfully completed the study in 5 days.

Target sample	• English Teachers • Headmasters/Incharge Teachers

Sample Size for the survey	**Survey (Quantitative)**
	A minimum of:
	  • 25 English Teachers
	
	Interview/Focused Group Discussion (Qualitative)
	A minimum of:
	  • 5 FGDs with English Teachers
	  • 5 Interviews with Headmasters/Incharge Teachers

Data Collection

Strategically, Sattva deployed 3 different teams to complete the field data collection. Each team comprised of one employee from Sattva and one data collector.

- The data collectors were selected based on their proficiency and expertise in English and Hindi and their ability to talk to stakeholders in government schools effectively.
- An orientation session was conducted by the team for the data collectors prior to the study, to explain the context of the study, the usage of data collection tools, and give other instructions.
- While the data collectors were involved in collecting quantitative data, Sattva employees were responsible for conducting the qualitative aspect of the study.
- All quantitative information has been collected through in-person surveys of 37 teachers.
- All qualitative information has been collected through 11 focus group discussions with English teachers and 10 interviews with Headmasters/Incharge teachers.

Limitations of the Study

1. A method of convenience sampling was adopted due to the following reasons:
   a) Short duration of the study
   b) A small sample size of the target group
   c) Less number of teachers/headmasters available during the end of the year due to exams and election duties

2. Limited time availability of teachers/headmasters for the survey and/or discussion due to classroom/administrative work.

Chapter 2: Study Findings

The findings of the gap analysis study have been categorized according to certain key assumptions to enable ease of navigation and readability. The assumptions have been taken on the basis of key objectives set at the beginning of the study and the data has accordingly been collected as a part of the survey, interview, and FGD exercises. While some of the data from the teachers is collected basis the quantitative survey, a major focus was given to qualitative interactions with the respondents due to the nature of study.

Socio Demographic profile of respondents

Teachers

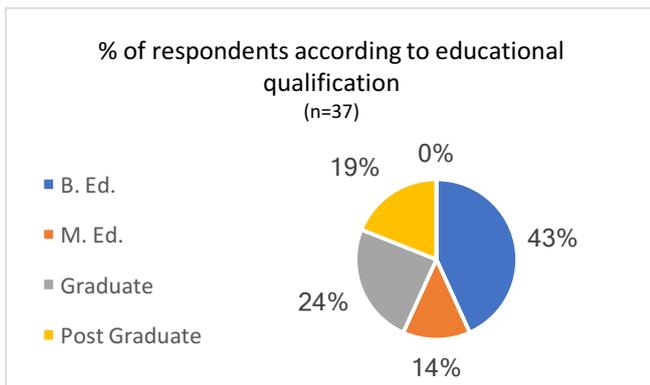A total of 37 teachers were surveyed as a part of the survey exercise across 11 schools in Mumbai.

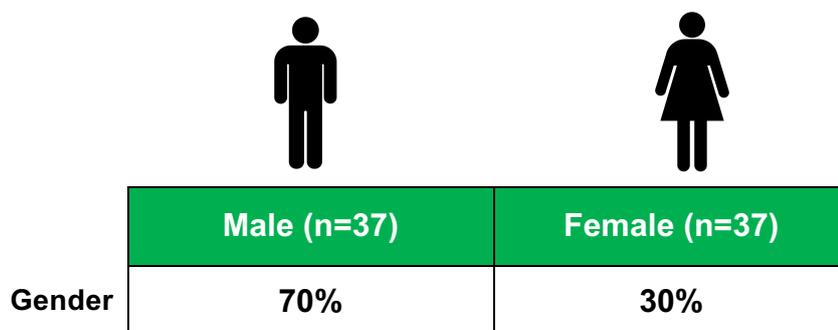|	Male (n=37)	Female (n=37)
Gender	76%	24%
Age Group	30 to 50	28 to 56

- **School Medium**: A majority of respondents were from English medium schools, and the least number of respondents reported that they were teaching in Semi-english schools.
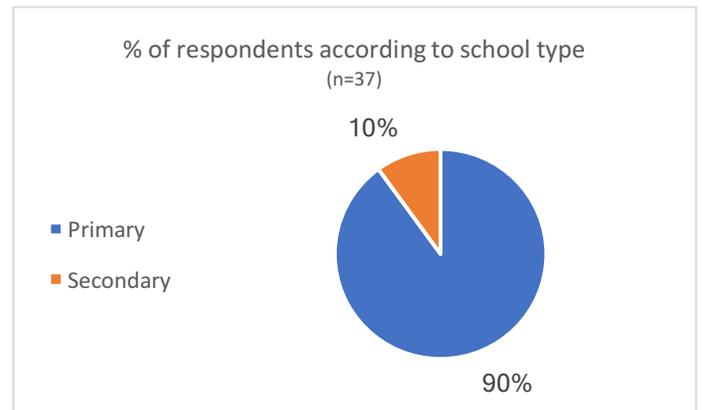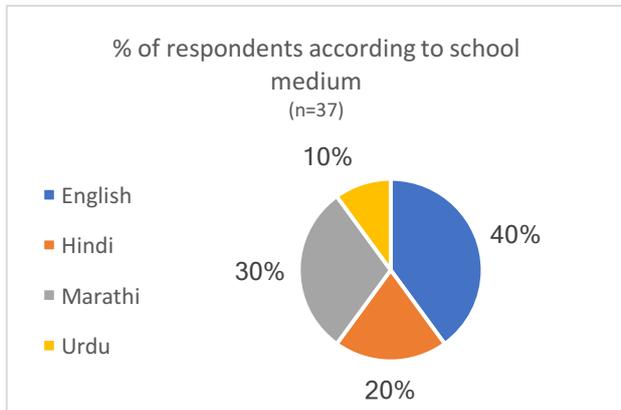
% of respondents according to school medium
(n=37)

- English
- Semi-english
- Hindi
- Marathi
- Urdu

22%
35%
14%
5%
24%
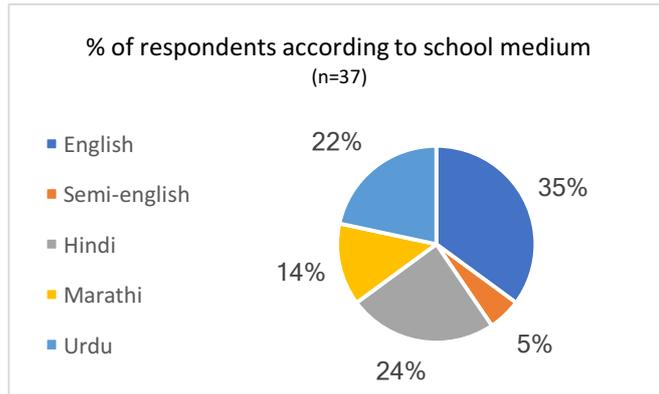
- **Educational Qualification**: Majority of the repondents surveyed came from a B. Ed. Background, while the rest were post graduates in multiple disciplines as well as form an M. Ed. Background.

- **Teaching Experience**: Most of the survey respondents had more than 20 years of teaching experience, followed by repondents having 6-10 years of teaching experience. There were no respondents with less than 5 years of experience surveyed as a part of this study.

% of respondents according to educational qualification
(n=37)

- B. Ed.
- M. Ed.
- Graduate
- Post Graduate

19%
0%
43%
24%
14%

% of respondents according to teaching experience
(n=37)

- 1 - 5 years
- 6 - 10 years
- 11- 15 years
- 16 - 20 years

0%
30%
46%
5%
19%

Headmasters / Incharge teachers

	Male (n=37)	Female (n=37)
Gender	**70%**	**30%**
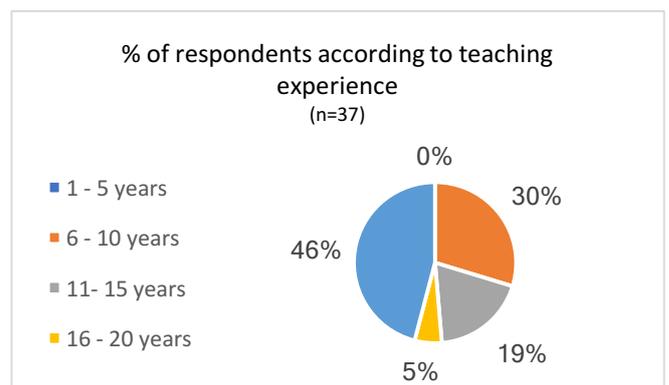
- **School Medium**: A majority of Headmasters/Incharge teachers spoken to were from English medium schools, and the least number of them reported that they were teaching in Urdu schools. None of the interviewees spoken were from Semi-english schools.
- **School Type:** 90% of the Headmasters/Incharge teachers spoken to were from Primary schools, and only 10% from Secondary schools.

% of respondents according to school medium (n=37)

- English — 40%
- Hindi — 20%
- Marathi — 30%
- Urdu — 10%

% of respondents according to school type (n=37)

- Primary — 90%
- Secondary — 10%

Interaction with the Teachers

NEEDS

*Key Assumption: The **teachers understand the need to have the requisite knowledge and capacity to deliver** high quality English subject classrooms.*

Teachers understand the distinction between knowing English and teaching English, however teacher themselves are not confident about their English language skills

- **62% teachers stated the need** for them to go through a specialized in-service training, and **87% of those teachers said that they would want to be a part of such a training**.
- Most teachers agreed that **understanding English**

Do you think that you need a specialized in-service English subject training? (n=37)

- Yes — 62%
- No — 30%
- Can't say — 8%
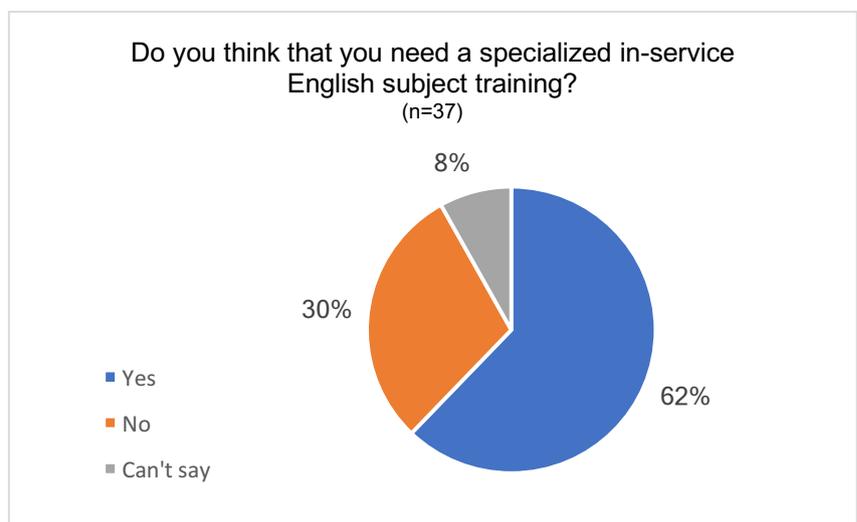
and being able to teach are different things, and that **it's important for a teacher to be able to speak/write** in English to be able to teach.

- The teachers reported that being good at English themselves doesn't translate into them being good teachers since teaching English is more than just knowing the language.

Teachers demand for specialized English teachers from outside, and might not want to take ownership of being the change agent themselves.

- Majority of the teachers agreed that they need a specialized in-service teacher training to be able to teach English more effectively.
- The study found that teachers supposed to teach other subjects (viz. Science, Mathematics) have been allotted English subject due to lack of English teachers.
- Some of the skills mentioned by teachers were **Empathy, Counselling and Conversational skills** which they feel are imperative for a teacher to have.

Need to go through an in-service training to cater to different learning levels of children is felt by all teachers who responded to the study.

- Teachers reported that teaching at an elementary level is difficult since **students speak multiple languages** and acknowledged the **need of specialised support** for teaching students in grades 1 to 5.

Teachers lack bandwidth and classroom management skills to teach students at different levels of learning.

- Most teachers reported that **administrative work (election, mid-day meal, documentation and other non-teaching duties) takes up a lot of their classroom time** that they would have otherwise spent teaching.
- Most teachers reported that **students in the same classroom are at different learning levels** and it gets difficult to teach them simultaneously, given that they are expected to complete the syllabus on time.

Lack of English speaking environment at home and irregular attendance in school hinders the language development of children.
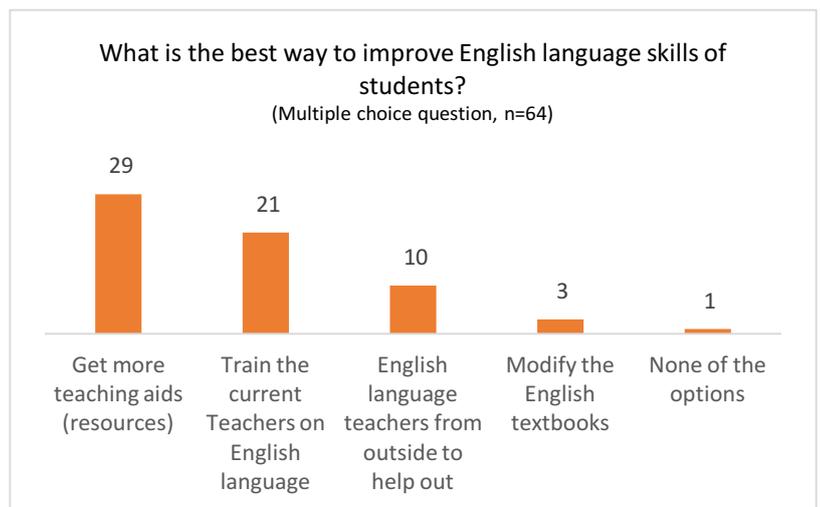
- Teachers reported that **students come from a background where English is not spoken in their households** and this takes a toll on their recall of what was taught to them previously.
- Most teachers reported that **students are intermittently absent from the classroom** and hence it gets difficult to help them get to the other students' level.

ASPIRATIONS

Key Assumption: *The **teachers aspire to have a high-quality understanding and the capacity to deliver** classes for English subject effectively*
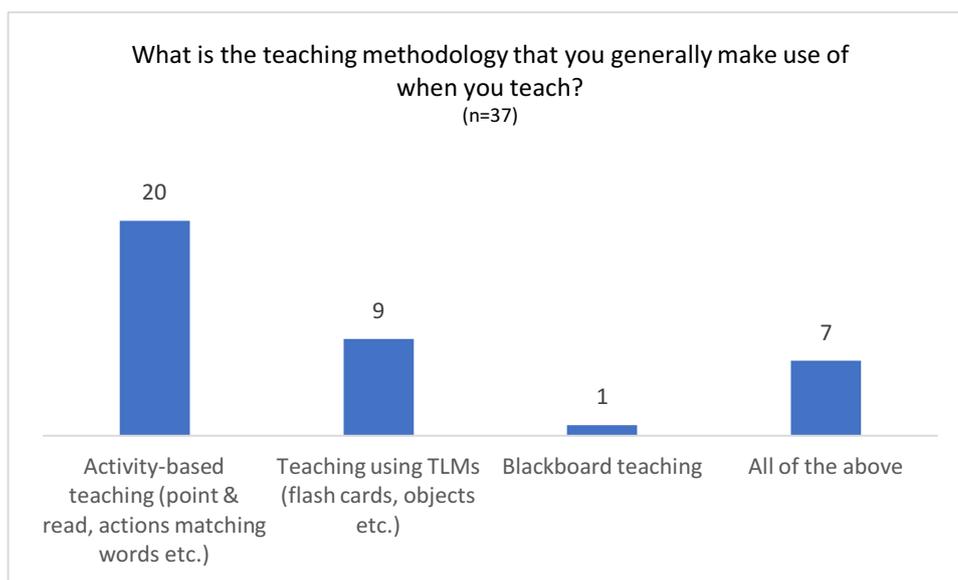
Teachers believe that they need support through training and resources to improve the English language skills of the students.

- Out of the total teachers surveyed, **78% believe they need more teaching aids** in order to improve English language skills of students.
- A total of **57% teachers suggest that there's a need to train the teachers** to teach more effectively, while **27% teachers believe there's a need to get specialized English language teachers** form outside to improve the skills of students.
- **62% teachers suggested that they would want to receive a specialized in-service teacher training** in order to be able to teach more effectively.

What is the best way to improve English language skills of students?
(Multiple choice question, n=64)

Option	Value
Get more teaching aids (resources)	29
Train the current Teachers on English language	21
English language teachers from outside to help out	10
Modify the English textbooks	3
None of the options	1

Would you want to receive a specialized in-service English subject teacher training?
(n=37)

- Yes — 62%
- No — 30%
- Can't say — 8%

Teachers believe that activity-based teaching makes classes interesting for children by capturing their attention

- Most teachers agreed that **teaching through activities** and **audio-visuals (digital content)** are the best methods to teach English.
- Some teachers stressed on the need to do **roleplays and drama** in the classroom, and use flash cards and other visual techniques to teach.
- Most teachers reported that **activities make learning fun for the students**, but it gets difficult to contain their enthusiasm once an activity gets over.

What is the teaching methodology that you generally make use of when you teach?
(n=37)

Activity-based teaching (point & read, actions matching words etc.)	Teaching using TLMs (flash cards, objects etc.)	Blackboard teaching	All of the above
20	9	1	7

- Majority of the teachers reported that they **use activity-based teaching methods** that were taught to them in the training sessions they attended
- Some of the activities used by teachers are **point and read, storytelling, competitive team games and drama**.

- TLMs used by teachers include **flash cards, newspapers, charts and worksheets**.

SUPPORT

Key Assumption: *Teachers are **getting specific training** to be able to enhance their knowledge & delivery skills to teach English*

97% of teachers have undergone an English teacher training at some point in their career

- Most teachers mentioned **British Council training** when asked which training programme they had attended.
- As reported by teachers, the training programmes include **English for all** (British Council), **Teacher Activity Groups (TAG) under the Tejas Project** (Govt. of

Have you received an in-service English teacher training? (n=37)

- Yes 97%
- No 3%

Maharashtra, Tata Trusts and British Council), **Learning by doing workshop for English Teachers** – Dnyan Rachana (BMC) and **Pehlay Akshar training** (RPG Foundation)
- Whenever there is any addition in the syllabus, the BMC conducts a special training for English teachers to take them through these new chapters.

46% of the teachers reported that they were very satisfied with the training sessions conducted in the past

(n=37)

| 0% Not Satisfied | 5% Slightly Satisfied | 24% Moderately Satisfied | 46% Very Satisfied | 22% Extremely Satisfied |

- **None of the teachers reported that they were not satisfied** while 1 teacher (3%) said that they had not been a part of any trainings in the past.

- *Interviews with teachers reveals that "Having gone through multiple training sessions, teachers have an understanding of their takeaways from these training and areas where they need more support"*

Activity based learning and game-based teaching are the key takeaways from the training
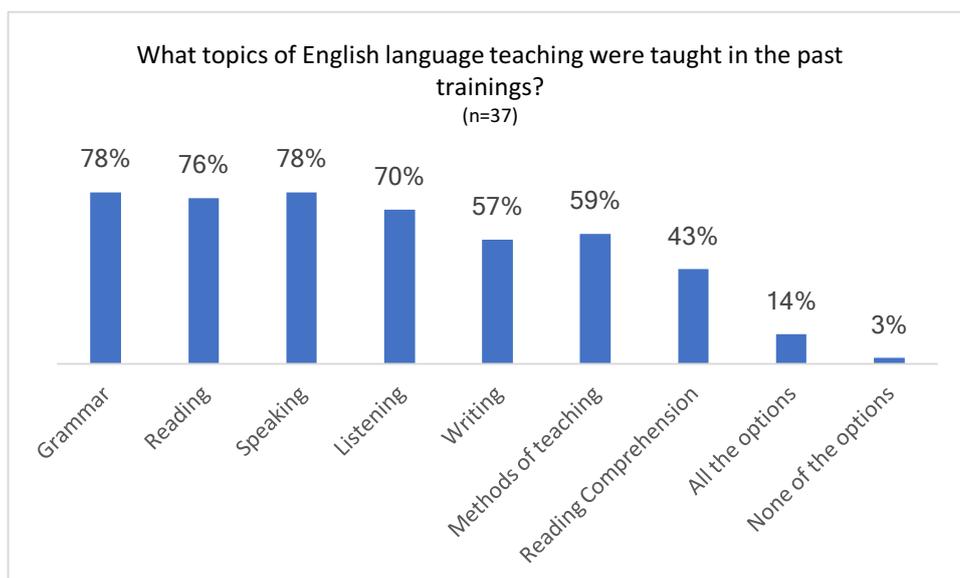
- Most teachers reported that they learnt about **activity-based learning** and **teaching through games** from the trainings they received in the past. Some of the teachers also mentioned **classroom management, increasing confidence & motivation of children and creating a healthy environment inside the classroom**.

- Teachers pointed out that they had to participate in these activities themselves, and that was an enjoyable experience.

Teachers perceive a need for activities and techniques that can directly be applied in the classrooms and are based on chapters than just skills in language since they have a syllabus to complete.

- Teachers reported that the trainings indeed stressed a lot on improving their own English language skills, but **they need more practice to be able to get better**.
- While the trainings gave a lot of activities that can be used inside the classrooms, **most teachers reported that they were able to apply the learnings from the training in the classroom to only a certain extent since the activities were skill-based rather than being chapter-based**.

Topics of English teaching taught in the past trainings

What topics of English language teaching were taught in the past trainings?
(n=37)

Topic	%
Grammar	78%
Reading	76%
Speaking	78%
Listening	70%
Writing	57%
Methods of teaching	59%
Reading Comprehension	43%
All the options	14%
None of the options	3%

- Most teachers selected **Grammar, Reading, Speaking and Listening** as topics that were taught in the past trainings.

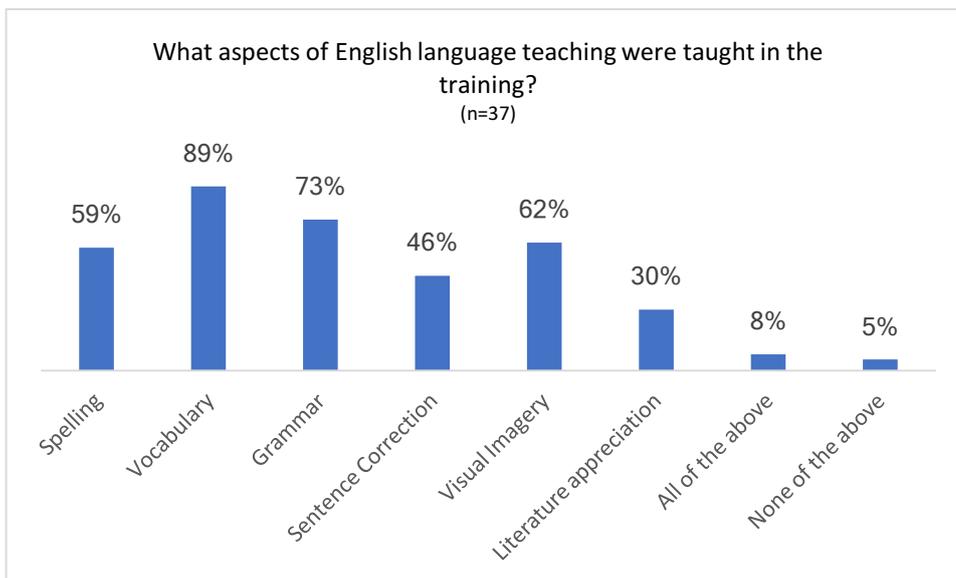**Topics of English teaching teachers need further support with**

What topics do you need further support with?
(n=37)
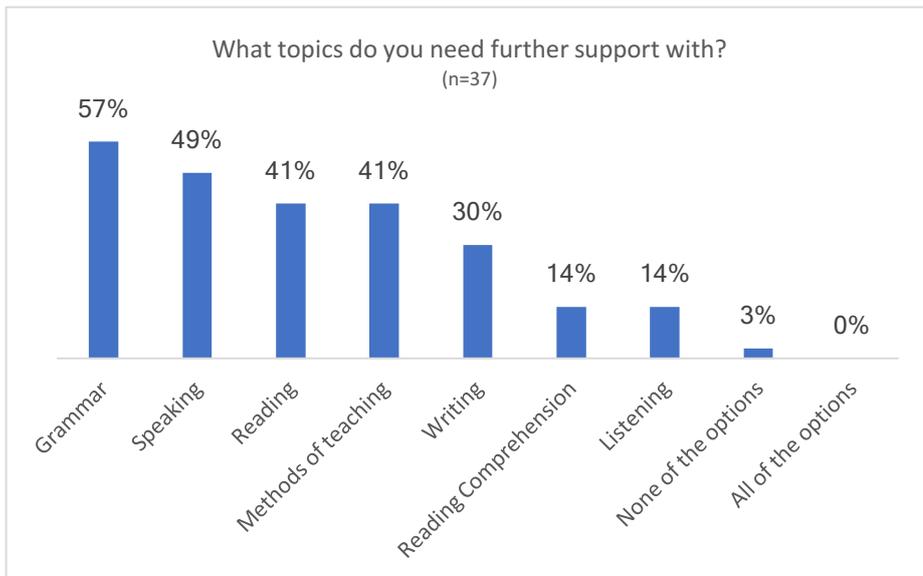
- Most teachers selected **Grammar, Speaking, Reading and Methods of teaching** as topics that they need further support with.
- Some of the teachers pointed out that while they need support with teaching these specific skills, they also need support with knowing how to teach English as a language in general.

Aspects of English teaching taught in the past trainings

What aspects of English language teaching were taught in the training?
(n=37)

- Most teachers selected **Vocabulary, Grammar, Visual Imagery and Spellings** as the aspects of English language that were taught in the past trainings.

Aspects of English teaching they need further support with

Which aspects do you need further support with?
(n=37)
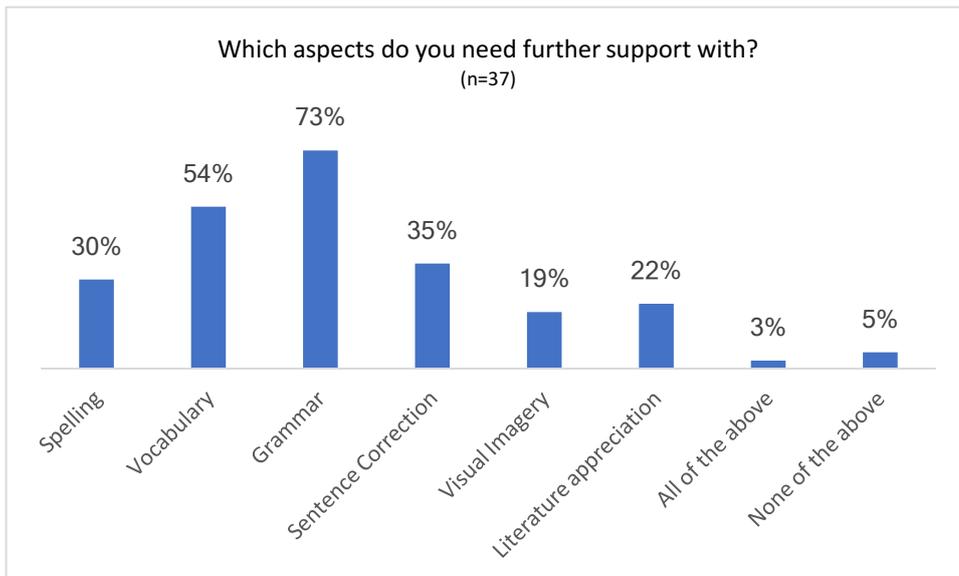
- When asked about the aspects of English teaching that they need further support with, most teachers selected **Grammar, Vocabulary, Sentence correction and Spellings** among other options.

SUPPORT

Key Assumption: *Teachers are **being given handholding support** to be able to apply their knowledge while teaching English*

Tools, techniques and resources received in the training

- When asked about the kind of resources received in the training, most teachers pointed towards **course books and audio visuals.**
- All teachers who had undergone British Council's 'English for all' training reported that they were given **2 course books (containing activities and worksheets), a CD, an Oxford Dictionary at the end of the training and they were told about mobile apps** that they can use. According to them, the course books and dictionary have proved to be very useful, but **most of them pointed they stopped using course books a few days after the training**.
- Most teachers reported that they were given **activities and techniques in the BMC and the Tejas Project trainings** that they can use inside the classroom. According to the teachers, **only the BMC training provided them with chapter-based activities and techniques**.

- All teachers agreed that having resources such as **books & videos help them teach the basics better in class and generate curiosity among students** which can help improve their learning outcomes.

Teachers have a paucity of time and hence they should be provided with resources such as ready videos & mobile apps that can directly be used in the classroom.

- Most Teachers agreed that the techniques taught in the training were helpful but some of them pointed out that **they get confused while choosing which one to apply in what situation**.
- Most teachers reported that **they get very less effective classroom time (around 3 days in a week)** in order to teach. The rest of the time is spent in doing administrative work.
- A lot of the Primary and Upper Primary teachers **mentioned that they only have the bandwidth to stick to the syllabus** since that takes a significant amount of time, and **hence can't pay the required attention to English language**.
- Additionally, some teachers mentioned that the **activities taught in the training need to be customised and made simpler for smaller children** and this takes time. This is because the name and context given in these activities is according to the British ecosystem, and students in BMC schools can't relate to them (British Council's 'English for all')

Teachers perceive the need of workbooks/worksheets that should be designed keeping the children in mind and will help children practice what is taught.

- Most teachers mentioned that **workbooks help children practice** and during revision too.

The support given to teachers in terms of activities and resources needs to contextualised basis the children & the ecosystem they live in.

- Some teachers mentioned that having the **activities designed according to each chapter and the skills taught in that chapter would be more beneficial**, and that such activity books can be designed for children rather than for teachers.

SUPPORT

Key Assumption: *There is **a discussion & feedback mechanism** for Teachers improve their knowledge & delivery skills to teach English*

Post training support provided to the teachers was mostly in the form of tech-based platforms

- Almost all teachers stated that they were provided with support post the training sessions that they attended. When asked about support, most teachers pointed towards **Mobile apps, Helpline and WhatsApp groups**.
- Teachers were added to the **WhatsApp groups made by British Council and the Tejas Project teams** during the course of the training. According to them, other teachers and facilitators (British Council)/teacher coordinators (The Tejas Project) **post multiple activities on the groups which are helpful**.
- In addition, **some of the teachers reported that the British Council facilitators visited their school once a month** to do class observations, understand challenges and provide solutions/feedback.
- A few teachers also mentioned that **a Helpline number was shared by the British Council** for post training support for teachers.

While there is no formal feedback mechanism in place inside the schools, the teachers perceive the need of such a mechanism to be able to improve their teaching skills on a day-to-day basis.

- Majority of the teachers stated that **they do not receive feedback on a regular basis**.
- Some of them reported that **Headmasters/Incharge teachers in their schools do classroom observations once in a while** and give them feedback.
- A few teachers pointed out that there are mobile apps available, but they do not make use of these apps to solve their doubts/seek answers to their questions on a day-to-day basis.
- **Most of the teachers agreed that having a review/feedback process would help them improve their teaching skills.**

Section 2: Interaction with the Headmasters/Incharge teachers

NEEDS

> **Key Assumption:** *The **headmasters understand the need to have teachers who are skilled at delivering** high quality English subject classrooms*

Headmasters/Incharge teachers perceive knowing English and teaching English as different things and believe that it is influenced by a teacher's age.

- Most HMs felt that **it is possible that some teachers might know how to speak English really well but might not know how to teach English** effectively.
- Some of the HMs mentioned that it is **knowing English and being able to teach the same are influenced by the teacher's age**. A senior teacher might not have as much knowledge of English language as a younger teacher and this influences their teaching ability.
- Some of the skills they feel are imperative for a teacher to have were **Facilitation, Communication skills, Tolerance and Approachability**.
- **Majority of HMs said that they think English teachers should be trained regularly**.
- One HM also stated the need to bring in expert teachers from outside so that it will bring in innovation in the school and increase the interest in children, which will help improve their learning outcomes.

Headmasters/Incharge teachers believe that the background of a child plays a major role in their learning, and it is therefore important to reinforce an English speaking culture in school. They perceive the need of dedicated English teachers in the school to teach the subject.

- Almost all of the HMs for Primary and Upper Primary schools (Grades 1-8) said **they did not have any dedicated English teachers** as all teachers taught all the subjects.
- Majority of the HMs stated the non-conducive environment at home and low interest of parents in their child's education as major hurdles in students' learning.
- Almost all HMs expressed their concerns about **English not being used by students as a medium to converse** and stated that most students prefer to use their mother tongue while speaking in school.

- Some HMs also mentioned that despite training many of their **teachers were still not comfortable in speaking in English**, primarily because of their poor vocabulary. This in turn made it difficult for them to teach English.

ASPIRATIONS

> **Key Assumption:** *The **headmasters aspire to have skilled teachers** who can teach English subject effectively*

Headmasters/Incharge teachers believe that using non-traditional methods of teaching English engages students better.

- **Majority of the HMs and the teachers in their schools attended** the British Council's 'English for all' training organized by BMC.
- Almost all HMs emphasised on the **need to use activities, games, flash-cards, stories and audio visuals** to teach English effectively. HMs felt using these methods **captures the attention of students** and **increases their understanding of the subject** subsequently improving their learning outcomes.
- All HMs felt that the British Council training was very useful to the teachers. It covered areas of grammar, phonetics, and vocabulary among other things. The **highlight of the training was the activity-based teaching methods** that were taught to the teachers.

Headmasters/Incharge teachers perceive the need to have ready support for teachers in terms of activities/techniques that they can readily implement in their classrooms.

- Some of the HMs felt that **they couldn't apply what they had learned in the training directly and had to customize it** to apply in classrooms.
- A few of them said they couldn't implement activities-based teaching in classrooms **due to the paucity of time**.
- All HMs agreed that **teachers are overburdened with non-teaching work** which in turn leaves less time for teaching students.

Chapter 3: Recommendations

The insights were used to generate recommendations which can be used to develop interventions for English teacher training to drive on ground impact in the BMC Schools.

Key Recommendations	Rationale	Potential Actions
Support teachers in catering to students with different levels of learning in classrooms.	Discussion with teachers revealed top challenges they face in teaching English to students is their inability to cater to students with varying learning levels in the same class. Further, previous English trainings have not focused on this aspect.	• Support with chapter-wise lesson planning for slow learners and fast learners.
Reduce planning workload of teachers to implement activity-based teaching techniques.	Most teachers said activity-based teaching was amongst the best methods to teach students English. However, due to the paucity of time they are unable to implement them.	• Provide pre-designed chapter-wise and skill-wise activities and resources (TLMs/ audio visuals) required to implement activity-based teaching techniques. • Provide workbooks which can be given to children for home work practice and worksheets for regular practice in classrooms.
Inculcate English speaking culture in schools among both, teachers and students through targeted reinforcements.	Headmaster as well as Teachers pointed out that lack of a conducive environment to speak English is one of the main hurdles in improving English speaking skills among students.	• Schools should include elements such as word of the day, newspaper reading, story-telling in their daily routine in a structured manner.
Promote a feedback culture among school staff members and institute a regular feedback	Teachers believe that regular feedback helps them improve their teaching on a day-to-day basis, while agreeing that there	• Institute weekly/fortnightly/monthly formal feedback process in school

mechanism while providing them the necessary tools.	was no formal process to help them track their performance and get inputs on their teaching.	• Define the indicators on which the performance of a teacher in class will be measured. HM/senior teachers/outside experts can be accountable to measure the performance of teachers on a regular basis. • Introduce active peer interaction and learning sessions (daily/weekly debrief sessions).
Provide a long-term active platform for teachers to discuss learnings and challenges while teaching English in classrooms.	Platforms provided to the teachers are only provided for a limited period of time. A top-down engagement ensures active participation from teachers to help them learn from each other.	• Engaging WhatsApp groups/ app/ web-based forums driven by dedicated personnel.

Chapter 4: Conclusion

RPG Foundation commissioned Sattva to conduct a Gap Analysis study in BMC Schools in Mumbai The objective of the study was to understand the needs, aspirations, challenges and support provided to English teachers in BMC schools. Using a mixed methods approach, quantitative surveys and qualitative discussions were held with multiple stakeholders.

The study revealed that teachers understand the need to have the requisite knowledge and capacity to deliver high quality English subject classrooms. The teachers also aspire to have a high-quality understanding and the capacity to deliver classes for English subject effectively which is revealed from their interest in receiving regular training. Teachers are getting specific training to be able to enhance their knowledge & delivery skills to teach English. Even though most Teachers described the training helped improve their own English language skills and provided interesting activity-based learning methods, implementing their learnings from trainings remained a challenge due to a wide variety of reasons. This includes paucity of time, differential learning levels of students amongst other things. The investigation also brought to light the fact that teachers are being given only limited handholding support to be able to apply their learnings. There is no formal feedback mechanism for Teachers improve their knowledge & delivery skills to teach English.

Discussions with Headmasters reflected understanding of the need to have teachers who are skilled at delivering high quality English subject classrooms. The Headmasters also aspire to have skilled and dedicated English teachers.

Headmasters and teachers believe the background of a child plays a major role in their learning, and it is therefore important to reinforce an English-speaking culture in school. They also think that using non-traditional methods of teaching English engages students better and perceive the need to have ready support in terms of activities/techniques that they can readily implement in their classrooms.

MCGM has taken several measures to improve English learning outcome in schools. However, translation of these efforts in the form of improvement in students' English language skills is yet to be seen. Inculcating a culture of English being used as a medium of communication in schools on a regular basis is likely to be the biggest hurdle for MCGM.