



District Centre for English

DIET KOTTAYAM

2023 - 24



The District Centre for English is a resource centre facilitating training to the teachers of English in the district. Language learning is not the same as learning any other subject. It is not confined to writing an examination and getting a degree or award. The four skills of reading, writing, listening and speaking have to be practised. Being able to communicate well is the most important factor while engaging in an English classroom. Communication involves one's ability to listen carefully so as to grasp the meaning and to respond in turn with apt words and clarity of pronunciation. A language laboratory is set up with this end in the District Centre for English.



Programmes – 2023 – 2024

- ✓ **Continuous Professional Empowerment Programme for Resource Pool Members**
- ✓ **English Language Proficiency Enhancement Programme for Newly Appointed Primary School Teachers LP & UP**
- ✓ **Orientation Programme for Newly Appointed High School Teachers of English**
- ✓ **Empowerment Programme for D El Ed Students**
- ✓ **District Level Dissemination Seminar**
- ✓ **Language Lab Renovation**

I. Continuous Professional Empowerment Programme for Resource Pool Members

Objectives

- To create a pool of resourceful teachers in English in all the districts.
- To make use of their expertise for the various training programmes in English.
- To empower the teachers of English in modern trends in ELT.
- To facilitate collaborative professional development

Sessions:

- Teaching of grammar & Editing
- Teaching of Poetry
- Assessment
- Public speaking
- Literary Tourism
- Teaching of Prose
- Soft Skills
- Art integrated language teaching
- Interaction with Expert
- Training skill (TOT- Training of trainers) empowerment.

Continuous Professional Development (CPD) is an ongoing process that empowers individuals to expand and refine their skills, knowledge, and expertise within their professional field. In the context of education, CPD is particularly crucial for educators, ensuring they stay abreast of the latest teaching methodologies, educational technologies, and pedagogical advancements. The dynamic nature of various professions demands a commitment to lifelong learning, and CPD serves as the means to achieve this. For teachers, CPD goes beyond initial training and certifications; it encompasses a series of activities and experiences that contribute to their growth as educators throughout their careers.



In the realm of education, CPD for teachers involves participating in workshops, seminars, conferences, online courses, and other learning opportunities that focus on both subject matter knowledge and teaching methodologies. These activities are designed to foster reflective practices, encouraging educators to critically assess their teaching strategies, incorporate new approaches, and adapt to the evolving needs of students. Additionally, CPD promotes collaboration and networking among educators, facilitating the exchange of ideas, best practices, and innovative teaching techniques.



Continuous professional development is not only beneficial for individual teachers but also positively impacts the overall quality of education. As teachers acquire new skills and stay updated on the latest educational research, they are better equipped to create engaging and effective learning environments for their students. In essence, CPD is a cornerstone for maintaining the relevance and effectiveness of educational practices, ultimately contributing to the continuous improvement of the education system as a whole.



To enhance the learning experience in English classrooms, regular updates for English teachers are essential. A team of experts should be established in each district to achieve this goal and enrich the resourcefulness of English teachers. DCE successfully organized a similar program in the academic year 2022-23. The Resource Persons (RPs) selected from the previous year continued their participation, with the addition of a few more teachers to the list. The program was structured in two phases, consisting of a 3-day residential program for the first phase and a two-day non-residential program for the second phase.



Phase	Date	Venue		Number of Participants
1	2023 August 19 -21	Christeen Centre, Kottayam	3 days	46
2	2024 February 19 - 20	Christeen Centre, Kottayam	2 days	42

The initiative resulted in the establishment of expert teams in each district, dedicated to enhancing the resourcefulness of English teachers through ongoing professional development. This strategic move aimed to cultivate a culture of continuous learning among educators, ensuring their skills remained current and relevant.

The training sessions, which brought together Lower Primary (LP), Upper Primary (UP), and High School (HS) teachers, played a pivotal role in breaking down the compartmentalization between different sections. This integrated approach provided a platform for teachers to understand the methods and practices employed at each educational level. Furthermore, it facilitated the

valuable exchange of individual classroom experiences among educators, fostering a collaborative atmosphere.

Resource pool teachers had the unique opportunity to interact with esteemed experts in English Language Teaching (ELT), gaining valuable insights that fueled their enthusiastic participation in various Continuous Professional Development (CPD) activities. The program effectively created and nourished a pool of resourceful English teachers in each district, equipped with modern teaching trends and strategies.

The expertise of resource pool teachers was not only recognized but also effectively utilized for various training programs. This, in turn, contributed to the professional development of their peers and the overall enhancement of English language instruction. Empowered with knowledge of modern trends in ELT, teachers were equipped to stay abreast of new methodologies and approaches to teaching.

The program fostered a collaborative environment where teachers could freely share experiences, insights, and best practices, collectively enhancing their teaching practices. The inclusion of a Training of Trainers (TOT) session further strengthened the district-level expert teams, empowering teachers with the skills needed to effectively train and mentor others. In summary, the program made a significant and lasting contribution to the continuous professional development and empowerment of English teachers, ensuring improved learning experiences in English classrooms across districts.



II. English Language Proficiency Enhancement Programme for Newly Appointed Primary School Teachers LP & UP

Objectives

- To build up confidence among the teachers to use English language in primary classes.
- To improve the pedagogic and theoretic knowledge of teachers.
- To familiarize different methods and strategies of English teaching and learning

Sessions:

- Language Games
- Theatre Strategies
- Development of communication skills & Teacher talk
- LSRW
- Assessment of LSRW
- Processing a lesson & Discourses
- Evolving Text (Story)
- Editing
- Communication skill
- Language Proficiency

DCE Kottayam arranged specialized training sessions for recently appointed LPSTs and UPSTs to familiarize them with the pedagogy, classroom methodologies of English language teaching, and provide orientation on textbooks. The training, organized in two batches, consisted of two phases, each spanning two days. During the initial phase, participants engaged in hands-on practice, focusing on the implementation of various strategies for effectively delivering a text (specifically, a story) in their classrooms. The empowerment program delved into advanced strategies for English language instruction, encompassing key sessions on language boosters, technology-assisted learning, effective communication, teaching poetry in upper primary classes, and the application of total physical responses in classroom transactions. These sessions aimed to equip educators with innovative approaches and tools, enhancing their ability to impart English language skills to students.



Lower Primary

Phase	Date	Venue		Number of Participants
1	2023 June 22 - 23	DIET Kottayam	2 days	39
2	2024 January 5 - 6	DIET Kottayam	2 days	31

Upper Primary

Phase	Date	Venue	Duration	Number of Participants
1	2023 June 23 - 24	DDE Conference Hall Kottayam	2 days	41
2	2024 January 10 - 11	DIET Kottayam	2 days	35

Major Highlights

The training program was designed to meet the needs of teachers in different teaching situations. It took place in two phases, each lasting two days, allowing for a thorough exploration and practice of English teaching strategies. Teachers actively participated in practical activities, like teaching a story using different methods, giving them hands-on experience to use in their classrooms. The program aimed to boost teachers' confidence in effectively using English in primary classes, addressing a common challenge they face. Participants also had the chance to improve their knowledge of teaching English, gaining a deeper understanding of effective methods. The training covered various aspects of English teaching, including language games, theater strategies, communication skills, and different language skills (listening, speaking, reading, writing).

The training had positive results for teachers, including boosted confidence and improved skills in using English in the classroom. Teachers also developed better teaching techniques and learned various methods for teaching English, giving them a versatile set of tools to meet their students' different needs. The practical aspects of the training, such as teaching texts and managing lessons, provided valuable insights that helped improve classroom management and keep students engaged. In general, the training program played a crucial role in advancing the professional growth of recently appointed LP and UP level teachers. It equipped them with the necessary knowledge, skills, and confidence to provide top-notch English language instruction in primary schools.



III. Orientation Programme for Newly Appointed High School Teachers of English

Objectives

- To make the teachers aware of the recent methods, techniques and classroom process of English language teaching
- To encourage them with reflective and innovative approaches.
- Give them practice in different types of text formation, text transaction including digital and printed content.
- To boost up their confidence in using English in the classroom.
- To make them feel the teaching of English a joyful experience.

Sessions:

- English Clubs in Schools
- Discourse Development & Assessment
- Language Games for HS Classes
- Processing prose & poem
- Teaching of Language Elements
- Theatre
- Editing
- Art integrated language teaching
- Language Lab session
- Literary Tourism

This extensive three-phase training initiative was meticulously crafted to empower high school teachers with cutting-edge methods, techniques, and classroom methodologies designed specifically for English language instruction in high school classes. The primary objective of the program was not only to improve the teaching skills of educators but also to kindle their enthusiasm for adopting innovative and reflective approaches within the classroom setting. The program unfolded in three distinct phases, allowing teachers to progressively absorb and apply the acquired knowledge. Following each phase, educators actively incorporated the inputs and insights gained from the training into their teaching practices, putting into action the newly acquired strategies and methods within their own classrooms. This iterative process ensured a practical and hands-on integration of the training content into their day-to-day teaching routines.



Phase	Date	Venue	Duration	Number of Participants
1	2023 September 29 - 30	DIET Kottayam	2 days	27
2	2024 January 19 - 20	DIET Kottayam	2 days	21
3	2024 February 19 - 20	DIET Kottayam	2 days	25

Major Highlights

The program was exclusively tailored for high school teachers, ensuring that the methods, techniques, and processes imparted were directly applicable to their teaching context. It aimed not just to enhance teaching skills but also to stimulate creativity and adaptability among educators in addressing the diverse needs of their students. The sessions incorporated various engaging activities such as language games, processing prose and poetry, discourses, and theatrical elements, providing

teachers with hands-on experience and immediate applicability of the acquired strategies in their classrooms. An emphasis on technology integration was evident in the program, with dedicated sessions on digital content and language lab utilization. This empowered teachers to seamlessly incorporate technology into their teaching practices.

The training also involved practical exercises in different types of text formation, transactions, and the integration of art into language teaching. These activities served to refine teaching skills and expand the repertoire of teaching strategies for participating educators. In conclusion, the comprehensive program effectively equipped high school teachers with the essential skills, knowledge, and confidence needed to deliver impactful English language instruction, ultimately elevating the overall quality of education for their students.

Literary Tourism

Literary tourism is a unique and enriching form of travel that revolves around exploring destinations associated with literary figures, events, or works. It involves visiting places significant to renowned authors, poets, or the settings of famous literary works. Literary tourists seek to immerse themselves in the cultural and historical context that inspired literary masterpieces, gaining a deeper understanding of the narratives and characters they admire. These journeys often include visits to authors' homes, literary landmarks, book stores, and even participation in literary festivals or events. Literary tourism not only fosters a connection between readers and the literary world but also contributes to the preservation and promotion of cultural heritage. It provides an opportunity for travellers to engage with literature on a tangible and experiential level, turning the pages of stories within the landscapes that inspired them.



In the training programme there was a slot for literary tourism. A travelogue, presented by one of the participants is attached below.

The Incredible Literary Voyage

Twenty six voyagers along with the two navigators, Rajeev Sir and Johnson Sir embarked on a literary voyage from the Pampady DIET, hoping to collect the corals of literary pearls. Journey was looped within the bounds of Kottayam, the city of lakes, letters and latex. Though the humid and muggy weather turned our van to an oven, we profoundly altered the scorching heat into a musical beat.

Very soon we reached our first destination, the Benjamin Bailey Museum. Rev. Benjamin Bailey, the first principal of CMS college, a scholar and polyglot was the pioneer who brought printing to our land. He authored books on vernacular grammar, and developed the first dictionary in Malayalam. The Bailey Museum was truly a visual document that portrayed the milestones of printing, tracing its evolution from the Gutenberg era and pointing to its technological progress into the digital era. It also provided a display of antiques that reflected the cultural history of Kerala. It was definitely a port of cultural and historical significance. Within a short distance from the museum, the first printing press in Kerala can be sited, the CMS Press.

As instructed we boarded the bus to the press. Along with the scorching heat, a tiny spirited argument regarding the colloquialism of various districts lit up. Unfortunately the minimal distance subdued the discourse soon, hoping it to be continued in a favourable environment. Soon we reached our next destination. CMS Press was established in 1821 by the same profound scholar Rev. Benjamin Baily. The Press undertook printing works in the languages of Malayalam, English, Tamil, Sanskrit, Latin and Syriac. C.M.S Press was the first polyglot printing office as well as the



first book publishing house in Kerala. C.M.S Press published complete Malayalam translation of the Bible in 1842 and a Malayalam- English Dictionary in 1846. These are the historical facts we collected from the press. There were employees patiently indulged in book binding and printing. When approached, they delightfully showcased the process of binding and the functioning of heavy machinery used for printing books.

Bidding adieu to them, we soon left the premises and set sail to Aymanam, a small but yet famous hamlet of Kottayam district. On the threshold of Ampady, a tall, well built, middle aged man was eagerly waiting for our arrival. The very first glance of him reminded me of Mohanlal's character in Araam thampuran. He welcomed us all with a charming smile. He was none other than the prominent Kathakali artist Kudamaloor Muralikrishnan. He shared with us information regarding his personal as well as professional life. His father, Mathoor Govindan Kutty, was also a Kathakali artist. It was under the guidance of his father and grandfather that Muralikrishnan entered into the realms of Kathakali. Later on at the age of 8, he learned the classical art under Kalamandalam Ramakrishnan and continued it for 10 years. His expertise is in "Minukku" (Sthree) and "Pacha" characters. He spoke fluently about the four aspects of abhinaya- angika, aharya, vachika and satvika. Demonstrations were rendered upon the 24 mudras and the Navarasa. Very ardently he spoke of Manipravala, the language style applied in this art form. The coordination of his eyes, hands, the face, infact the whole body was undoubtedly enchanting. It elevated us all to a mesmerizing artistic world. Even many among us unconsciously followed him according to the rhythm of his expressions. Not only a Kathakali artist but also a Malayalam teacher, he balanced both his duties in a magnificent manner. We thanked him wholeheartedly for sparing his time for us even under his hectic schedule.



Until then, no one bothered to peep the time machine. But once we entered the boiling van, the clock of starvation rang vigorously. Our navigators were well aware that the four bottles of water alone wont satisfy our teeny tiny tummies, hence the nearest food spot was marked. The sumptuous meal served from Food Park drove away the hunger. Thanks to Johnson Sir who handled everything so well from ordering our meals and also serving them. The owner himself doubted if he was the real owner.

Our voyage to Sri. N N Pillai abode was exceptionally the cherry on the cake. The hospitality expressed by Vijaya Raghavan Sir was beyond words. His humility, lack of pride are really praiseworthy. He introduced us to the final resting place of N N Pillai, the Indian playwright, actor, theatre director, orator, screenplay writer, lyricist, I.N.A Freedom fighter and moreover his father. His love and utmost respect towards his father was evident through the words and emotions. Without any inhibition he showed us the literary manuscripts of his father. Shared with us the need for preserving them. A detailed life history of his father was opened up before us. It was well reflected in his words that he was a proud son. Before returning to the DIET, he ensured that each one of us had quenched our thirst.

Athithi devo bhava.



IV. Orientation programme for D El Ed students

Objectives

- To develop students' awareness of the importance of English as a means of international communication.
- To acquire the linguistic competence required for second language teaching.
- To identify teaching strategies for second language teaching.
- To develop students' ability to teach second language using ICT

Sessions:

- Effective teacher talk
- Total Physical Response
- Activity oriented Constructivist class room
- Language games
- Theatre in language learning
- Discourse Oriented Pedagogy
- Interaction with the expert and
- Technology assisted teaching

DEIEd students, poised to become future educators, are in need of a comprehensive training in second language acquisition. Recognizing this imperative, the District Centre for English in Thrissur organized a mandatory 5-day orientation program for DEIEd students at DIET Thrissur. The program aimed to equip students with a solid grasp of both the theory and practical aspects of English language teaching. Covering essential topics such as current language teaching methodologies, language games, theatre techniques, text processing, teacher communication, LSRW (Listening, Speaking, Reading, Writing), and Techno-pedagogy, the orientation provided a holistic understanding of effective language instruction. Additionally, the program delved into crucial factors influencing language learning, including learning styles and motivation. Utilizing interactive lectures, group discussions, and activities, the students actively engaged with the material, gaining insights into the nuances and possibilities within the realms of learning and teaching theory and practice.



Phase	Date	Venue	Duration	Number of Participants
1	2024 February 02 - 07	DIET Kottayam	5 days	44

Throughout the program, students were immersed in an English-rich environment, fostering language acquisition and proficiency. The workshops on teacher talk played a pivotal role in enhancing students' communication skills, providing them with the tools to effectively engage with students in a classroom setting. The emphasis on hands-on application allowed students to actively apply and devise language games and innovative techniques, gaining valuable practical experience for implementing these strategies in real classrooms. The program also incorporated innovative

storytelling through theatrical performances, where students learned diverse creative techniques to convey stories, thereby enhancing their ability to captivate and engage students during language instruction. Additionally, participants gained essential skills and knowledge for seamlessly integrating technology into language teaching, expanding their capacity to create dynamic and interactive learning experiences for students.



District Level Dissemination Seminar

“Innovative Methods and Strategies for English Language Teaching – Models and Classroom Practices”

The District Centre for English, operating under the Department of General Education in Kerala, stands out as a distinguished teacher training institute. Its primary mission involves providing comprehensive training for English teachers in government and aided schools throughout the district. Over the years, this institution has accumulated invaluable insights and knowledge from its training programs, empowering numerous teachers to seamlessly integrate innovative strategies into their teaching methodologies. These efforts are dedicated to the noble cause of enhancing students' English language proficiency. The recently conducted seminar, serving as a dynamic platform, facilitated teachers in exchanging and disseminating their pioneering approaches. Through the collective sharing of experiences and strategies, participants have played a significant role in elevating the standard of English language education statewide.

This seminar, organized for teachers who attended various training programs conducted by DCE Kottayam during the academic year 2023-2024, served as a valuable forum for them to share their classroom experiences and innovative strategies in English Language Teaching (ELT). Attended by newly appointed LP, UP, and HS teachers, along with Resource Pool Members and D.El.Ed students, the event featured 15 teachers presenting their papers. The seminar sparked active interaction and creative discussions, fostering a collaborative environment where educators could learn from each other's successes and challenges. This collective engagement is anticipated to contribute significantly to the continuous improvement and advancement of English language education in the region.

	Date	Venue	Duration	Number of Participants
1	2024 February 16	Christeen Centre, Kottayam	1 day	124



Papers Presented

1. PRASAD JOHNSON

HST, CMS HS Mechal, Pala

Blurring the Boundaries: Innovative Approaches in ELT



2. DIVYAMOL T

UPST, GVHSS, Vayala, Kuravilangad

Exploring Modern Strategies to Augment Language Acquisition



3. BEENA R K

LPST, KVS LPS Elangulam, Kanjirappally

Fostering Holistic Learning through Active Engagement: The Percipience Approach



4. AJITH D

UPST, DAM UPS Muttappally, Kanjirappally

Letters to Words and Words to Sentences



5. RAKHI VIJAYAN
HST, GHSS Kumarakom, Kottayam
Implementing Task-Based Language Teaching in Educational Settings



6. RESMI R NAIR
LPST, GWLPS Nedumkavuvayal, Kanjirappally
Strategies and Methods of English Language Teaching



7. VIVIN THOMAS
LPST, St Rita's LPS Thampalakkadu, Kanjirappally
Engage in English and Enjoy with English: Classroom Games



8. MILU ANN SOJAN
UPST, St Thomas HSS, South Pampady
Effective English Learning through Games and Activities



Major Highlights

The seminar served as a dynamic platform for English teachers to exchange valuable insights derived from their classroom experiences and share innovative strategies in English Language Teaching (ELT). Fifteen educators presented papers, showcasing a diverse array of innovative approaches and classroom practices in ELT, covering a wide spectrum of topics and methodologies. This collective presentation aimed to foster an environment of active interaction and creative discussions among participants, providing a valuable opportunity for the exchange of ideas, insights, and best practices in English language education.

The seminar's impact extended beyond the presentations, as attendees actively engaged in discussions that contributed to the dissemination of innovative approaches in ELT. This collective sharing of experiences and strategies is anticipated to have a positive influence on the standard of English language education statewide. Attendees not only gained valuable insights and knowledge from the presentations but also contributed to their own professional development as English language educators. The seminar served as a source of inspiration for teachers, encouraging them to explore and adopt innovative strategies in their classrooms, ultimately empowering them to enhance students' English language proficiency effectively.

Furthermore, the seminar provided a conducive environment for networking and collaboration among participants, fostering a supportive community of practice in English language education. The event encouraged educators to conceptualize their practices and assume the role of researchers in their teaching endeavours. Through this collaborative exchange, participants made a significant contribution to elevating the standard of English language education statewide, promising benefits for students across the district.





DISTRICT CENTRE FOR ENGLISH

DISTRICT INSTITUTE OF EDUCATION & TRAINING KOTTAYAM

Velloor P.O., 8th Mile, NH 183, Pin : 686501



Certificate of Paper Presentation

This is Certify that

*.....Participated in the
District Seminar INNOVATIVE METHODS AND STRATEGIES FOR ENGLISH LANGUAGE TEACHING- MODELS
AND CLASSROOM EXPERIENCES organized by The District Centre for English, Kottayam,
on 16th February 2024 at Christeen Centre Kottayam She/He Presented a paper
titled*

*Dr. Jaison K Mathew
Programme Co ordinator
DIET Kottayam*

*Prasad R
Principal in Charge
DIET Kottayam*

Expenditure at a glance (Training)

Programme	Phase	Date	Venue	Duration	Number of Participants	Expenditure
Resource Pool	1	2023 August 19 -21	Christeen Centre, Kottayam	3 days	46	162239
	2	2024 February 19 - 20	Christeen Centre, Kottayam	2 days	42	66310
L P	1	2023 June 22 - 23	DIET Kottayam	2 days	39	23672
	2	2024 January 5 - 6	DIET Kottayam	2 days	31	20620
U P	1	2023 June 23 - 24	DDE Conference Hall Kottayam	2 days	41	35387
	2	2024 January 10 - 11	DIET Kottayam	2 days	35	20470
H S	1	2023 September 29 - 30	DIET Kottayam	2 days	27	21080
	2	2024 January 19 - 20	DIET Kottayam	2 days	21	17920
	3	2024 February 19 - 20	DIET Kottayam	2 days	25	19570
D El Ed	1	2024 February 02 - 07	DIET Kottayam	5 days	44	53185
Seminar	1	2024 February 16	Christeen Centre, Kottayam	1 day	124	44410
Documentation						3000
TOTAL						487863

Language Lab Renovation

Installation of Air Conditioners, Purchase of Book Case for DCE Library, White board and Extension Cables, Electrification works, Furniture repairs etc.



Allotment 2023 – 24

No	Item	Amount Allotted	Expenditure	Percentage
1	Training Programmes	487863	487863	100
2	Lab Renovation	127637	127637	100
3	Total	615500	615500	100