



**Capacity Building Program for TGT English of DOE, GNCTD and
DIET/SCERT faculty, Delhi**

3rd to 7th November 2025 (5 days)

The English and Foreign Languages University (EFLU), Hyderabad

Details of the Program:

- **No. of proposed participants: 30**
- **No. of participants attended: 30**
- **Stakeholders:** Directorate of Education (DoE), SCERT Delhi, DIET Faculty, EFLU Resource Persons
- **Transaction Methodology:** The programme adopted an interactive and participatory approach, integrating lectures, group discussions, collaborative activities, demonstrations, and technology-enabled sessions. Emphasis was placed on experiential learning through task-based activities, peer interaction, reflective practices, and real-life classroom applications.
- **Name of Coordinator: Ms. Jyoti, Ms. Sonia Arora**
- **Report by: Ms. Jyoti and Team**

Schedule of Training

03 – 07 November, 2025

Date / Day	10:00 – 11:30 AM	11:30 – 11:40 AM	11:40 AM – 01:10 PM	01:10 – 02:30 PM	02:30 – 04:30 PM	04:30 PM
Monday 03 Nov 2025	Welcome & Pre-test(Prof. Anand Mahanand & Dr. Sreehari)	Tea Break	Teaching Vocabulary(Dr. Udaya)	Lunch Break	Writing Skills(Prof. Kishore Kumar)	Tea Break
Tuesday 04 Nov 2025	Alternative Forms of Assessment(Prof. Lina Mukhopadhyay)	Tea Break	Flipped Classroom Pedagogy(Dr. Kshema Jose)	Lunch Break	NEP 2020(Dr. Rajaram)	Tea Break
Wednesday 05 Nov 2025	Critical Thinking in Language Teaching(Prof. Suvarna Lakshmi)	Tea Break	Multilingual Education(Prof. Anand Mahanand)	Lunch Break	Teaching Pronunciation(Prof. Jayaraju)	Tea Break
Thursday 06 Nov 2025	Contemporary Approaches in Language Teaching(Prof. Padmini Shankar)	Tea Break	Digital Ethics(Dr. K. Venu Madhavi)	Lunch Break	Teaching Grammar(Dr. Monishita Hajra Pande)	Tea Break
Friday 07 Nov 2025	Activities Oriented Classroom(Dr. P. Sreehari)	Tea Break	Collaborative Learning(Dr. Madhumeeta Sinha)	Lunch Break	Valedictory Session	—

Introduction

The Capacity Building Programme for TGTs and Faculty of SCERT/DoE, Delhi, conducted at the English and Foreign Languages University (EFLU), Hyderabad, was designed to strengthen pedagogical competencies in language education through a structured and immersive learning experience. Spanning five days, the programme brought together educators from diverse backgrounds to engage with contemporary approaches in language teaching, assessment, technology integration, and educational policy.

The programme was grounded in the principles of learner-centered pedagogy, inclusivity, and reflective practice, aligning closely with the vision of NEP 2020. Through a combination of expert-led sessions, collaborative activities, and hands-on experiences, participants were exposed to innovative strategies for enhancing classroom engagement, promoting multilingualism, and implementing formative assessment practices.

The initiative aimed not only to enrich individual teaching practices but also to build institutional capacity by enabling participants to act as resource persons and change agents within their respective schools and districts. Overall, the programme served as a significant step towards strengthening quality education through informed, adaptive, and future-ready teaching practices.

Objectives of the Program

- To enhance teachers' professional competencies in language teaching through exposure to contemporary pedagogical practices.
- To promote learner-centered, activity-based approaches that improve engagement, critical thinking, and communication skills.
- To strengthen classroom practices in vocabulary development and process-based writing.
- To develop understanding and use of formative and alternative assessment strategies for continuous learning.
- To build capacity for integrating technology-enabled teaching approaches, including flipped and blended learning.
- To encourage inclusive practices through multilingual education and learner diversity.
- To align teaching practices with the vision and recommendations of NEP 2020.
- To promote reflective teaching and collaborative professional development among educators.

Training Program - Brief Overview

Day 0

Date: 02 November 2025

Focus: Travel, Reporting, and Institutional Formalities

Day 0 was dedicated to travel from Delhi to Hyderabad and completion of pre-programme formalities at the training venue. Participants travelled to Hyderabad and reported at **The English and Foreign Languages University (EFLU)** for the capacity-building programme.



Upon arrival, participants completed the necessary **registration and administrative (codal) formalities**, including verification of documents, attendance registration, and allocation of accommodation and programme details. The organising team provided an orientation regarding the venue, schedule, and logistical arrangements.

Learning Outcomes:

Participants became familiar with the programme structure, institutional environment, and coordination processes, enabling smooth participation in subsequent sessions.

Activities Conducted:

- Travel and reporting at venue
- Registration and documentation
- Orientation and logistical briefing

Day 1

Date: Monday, 03 November 2025

The first day of the programme was structured around diagnostic assessment and foundational language pedagogy, focusing on vocabulary development and writing skills.

Session 1: Welcome & Pre-test

Resource Persons: Prof. Anand Mahanand & Dr. Sreehari

The programme commenced with a formal welcome, followed by a pre-test designed to assess participants' baseline understanding of language pedagogy and teaching practices. The session also included an interactive orientation activity to build rapport and encourage participant engagement.

**Learning Outcomes:**

Participants were able to reflect on their existing knowledge and identify areas for professional growth. The session also established a collaborative learning environment.

Activities Conducted:

- Pre-test assessment
- Introductory interaction / ice-breaking activity

Session 2: Teaching Vocabulary

Resource Person: Dr. Muthyala Udaya

This session focused on vocabulary as a foundational component of language learning. Emphasis was placed on contextualised teaching of vocabulary using meaningful situations and real-life examples. Strategies such as word mapping, clustering, and semantic associations were introduced to enhance retention and comprehension.

The session also highlighted the use of digital tools, games, flashcards, and storytelling for making vocabulary learning interactive. Key lexical concepts including collocations, synonyms, antonyms, hyponymy, polysemy, and metaphors were discussed.

Learning Outcomes:

Participants developed the ability to design engaging vocabulary activities, apply contextual teaching strategies, and use interactive tools to support vocabulary acquisition.

Activities Conducted:

- Word mapping and clustering exercises
- Group-based vocabulary tasks
- Demonstration of vocabulary games and strategies

Session 3: Writing Skills

Resource Person: Prof. Kishore Kumar

The session addressed writing as both a process and a product, focusing on stages such as prewriting, drafting, revising, editing, and feedback. Emphasis was placed on developing coherent, well-organised, and reader-friendly texts.

Strategies for fostering critical thinking and creativity in writing were discussed. The session also highlighted the importance of constructive feedback, peer review, and collaborative writing practices.



Various authentic writing tasks, including letters, diary entries, stories, notices, and essays, were explored.

Learning Outcomes:

Participants gained the ability to implement process-based writing approaches, design structured writing tasks, and use feedback effectively to improve student writing.

Activities Conducted:

- Analysis of sample writing tasks
- Collaborative writing exercises
- Peer review and feedback practice

Overall Learning (Day 1)

The sessions collectively strengthened participants' understanding of foundational language teaching practices. Emphasis on contextual, activity-based, and learner-centered approaches provided practical insights for effective classroom implementation.

Day 2

Date: Tuesday, 04 November 2025

The second day of the programme focused on assessment practices, technology-enabled pedagogy, and policy perspectives, providing participants with a comprehensive understanding of contemporary approaches in education.

Session 1: Alternative Forms of Assessment

Resource Person: Prof. Lina Mukhopadhyay

This session introduced participants to alternative and formative assessment practices that go beyond traditional testing methods. The emphasis was on assessing learners' ability to apply knowledge in authentic and meaningful contexts.

Various strategies such as multiple assessment techniques, portfolios, peer assessment, self-assessment, and observation-based evaluation were discussed. The session also highlighted key principles of effective assessment, including reliability, validity, practicality, authenticity, and ethical considerations, along with their positive impact on learning outcomes.

Learning Outcomes:

Participants developed an understanding of diverse assessment methods and gained the ability to design formative assessment strategies that support continuous learning and skill development.

Activities Conducted:

- Discussion on existing assessment practices
- Identification of alternative assessment tools
- Reflective interaction on classroom implementation

Session 2: Flipped Classroom Pedagogy

Resource Person: Dr. Kshema Jose

This session focused on the integration of technology in teaching through flipped, blended, and hybrid learning models. Participants explored how digital tools can enhance learner engagement and promote interactive learning environments

Various platforms such as Padlet, VoiceThread, and Spider Scribe were introduced for collaborative learning. The session also highlighted innovative approaches like flipped classrooms, blended learning, and HyFlex models, along with curated online resources such as OneStop English, Breaking News English, Ello, and Literacynet.

Learning Outcomes:

Participants gained the ability to integrate technology into teaching practices, design flipped classroom strategies, and utilize digital tools for collaborative and interactive learning.



Activities Conducted:

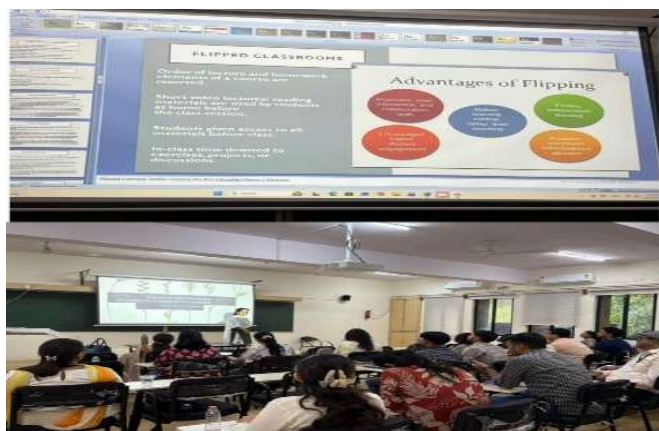
- Demonstration of digital tools
- Group discussion on technology integration
- Sharing of classroom experiences and challenges



Session 3: NEP 2020 – Future of Education

Resource Person: Dr. K. Rajaram

This session provided an overview of the National Education Policy (NEP) 2020 and its implications for the education system. The discussion focused on key aspects such as multidisciplinary education, inclusive and equitable learning environments, and the transformation of teaching practices.



Participants explored core dimensions of NEP implementation, including access, quality, innovation, and institutional development. The session also emphasized the evolving role of teachers as facilitators of learning and contributors to educational reform.

Learning Outcomes:

Participants developed an understanding of

NEP 2020 provisions and their relevance to classroom practices, along with insights into the changing role of teachers in a policy-driven educational landscape.

Activities Conducted:

- Interactive discussion on NEP recommendations
- Reflection on policy implementation in schools
- Participant inputs and suggestions

Overall Learning (Day 2)

The sessions enabled participants to critically examine assessment practices, explore technology-integrated pedagogy, and understand policy-level transformations in education. The day reinforced the importance of continuous assessment, digital innovation, and alignment with national educational priorities.

Day 3

Date: Wednesday, 05 November 2025

The third day of the programme focused on developing higher-order thinking skills, promoting multilingual approaches, and strengthening pronunciation pedagogy in language teaching.

Session 1: Critical Thinking in Language Teaching

Resource Person: Prof. Suvarna Lakshmi

This session emphasized the role of critical thinking in language education as a means to develop learners' analytical abilities, evaluative skills, and communicative independence. The discussion highlighted how language classrooms can move beyond rote learning to foster questioning, reasoning, and interpretation of ideas.



Participants explored strategies to encourage learners to analyse information, compare perspectives, and express their thoughts effectively in both oral and written forms.

Learning Outcomes:

Participants developed an understanding of integrating critical thinking into language teaching and designing activities that promote analysis, reflection, and independent expression.

Activities Conducted:

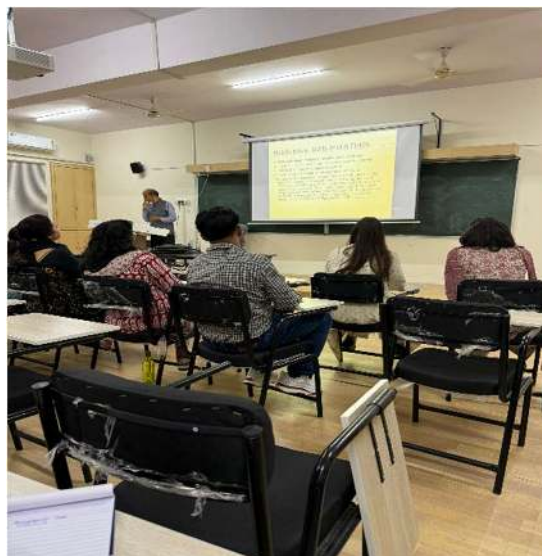
- Interactive discussion on critical thinking strategies
- Participant reflections on classroom practices
- Idea-sharing on promoting higher-order thinking

Session 2: Multilingual Education

Resource Person: Prof. Anand Mahanand

This session focused on the importance of multilingualism in education and its role in enhancing comprehension and learner engagement. The discussion highlighted the use of learners' mother tongue as a resource to support language learning and promote inclusive classroom practices.

An experiential activity was conducted in which participants were divided into groups and asked to present regional festivals using both their mother tongue and English. This activity demonstrated how multilingual strategies can facilitate better understanding and participation.

**Learning Outcomes:**

Participants gained the ability to integrate multilingual approaches in classroom teaching and to use learners' linguistic backgrounds as a resource for effective communication and inclusion.

Activities Conducted:

- Group activity on multilingual expression
- Presentation of regional contexts in multiple languages
- Experiential learning task

Session 3: Teaching Pronunciation

Resource Person: Prof. Jayaraju

The session focused on pronunciation as both a process and a product in language learning. Emphasis was placed on improving clarity, accuracy, and fluency through structured practice, feedback, and model-based instruction.

Participants were introduced to techniques for teaching pronunciation effectively, including guided practice, correction strategies, and the use of model tasks to enhance learners' spoken language skills.

Learning Outcomes:

Participants developed an understanding of effective pronunciation teaching strategies and the ability to design activities that improve learners' speech clarity and confidence.

**Activities Conducted:**

- Demonstration of pronunciation techniques
- Practice-based exercises
- Participant engagement through model tasks

Overall Learning (Day 3)

The sessions highlighted the importance of integrating critical thinking, multilingual pedagogy, and pronunciation skills to create inclusive and effective language learning environments. The day reinforced the need for interactive and learner-centred approaches that enhance both cognitive and communicative competencies.

Day 4

Date: Thursday, 06 November 2025

The fourth day of the programme focused on contemporary approaches to language teaching, digital ethics, and grammar pedagogy, with an emphasis on creating effective, inclusive, and ethically responsible learning environments.

Session 1: Contemporary Approaches in Language Teaching (Classroom Ecology)

Resource Person: Prof. K. Padmini Shankar

This session introduced the concept of classroom ecology, viewing the classroom as an interactive ecosystem shaped by relationships among teacher, learners, and learning resources. Emphasis was placed on the importance of meaningful interaction and the availability of comprehensible input in language learning.

The session highlighted the role of the affective domain, stressing that psychological safety reduces learner anxiety and enhances participation and cognitive engagement. Key aspects such as teacher talk time, student talk time, seating arrangement, elicitation techniques, wait-time, and effective use of the classroom space were discussed.

Learning Outcomes:

Participants developed an understanding of how to create supportive and interactive classroom environments that promote active participation and effective language learning.

Activities Conducted:

- Reflective discussion on classroom practices
- Analysis of teacher–student interaction patterns
- Sharing strategies for improving classroom engagement

Session 2: Digital Ethics

Resource Person: Dr. K. Venu Madhavi

This session focused on the ethical and responsible use of digital technologies in education. Key areas discussed included AI ethics, data privacy, cybersecurity, intellectual property rights, digital inclusion, and responsible online behaviour.

Participants were introduced to various digital tools such as Edpuzzle, Canva, Adobe Firefly, Perplexity, ChatGPT, and TED-Ed, along with Open Educational Resources like Project Gutenberg and British Council materials. The session emphasized the need to contextualize digital tools according to learner diversity and classroom needs.

Learning Outcomes:

Participants gained awareness of ethical considerations in using digital technologies and developed the ability to integrate digital tools responsibly and effectively in teaching.

Activities Conducted:

- Demonstration of digital tools and platforms
- Discussion on ethical challenges in technology use
- Exploration of OER resources

Session 3: Teaching Grammar



Resource Person: Dr. Monishita Hajra Pande

This session focused on contextualized grammar teaching, integrating both implicit and explicit approaches. It emphasized that grammar instruction should be meaningful, communicative, and linked to real-life language use.

Key principles discussed included teaching grammar in context, focusing on language functions, integrating listening, speaking, reading, and writing (LSRW), and applying the Form–Meaning–Use framework. The PPP (Presentation–Practice–Production) model was revisited to illustrate progressive learning from structured input to communicative output.

The importance of elicitation, error analysis, and reflective teaching practices was also highlighted.

Learning Outcomes:

Participants developed the ability to design contextualized grammar lessons, integrate multiple language skills, and apply effective teaching models for meaningful learning.

Activities Conducted:

- Analysis of grammar teaching approaches
- Discussion on classroom application
- Reflective exercises on teaching practices

Overall Learning (Day 4)

The sessions highlighted the importance of creating interactive classroom environments, adopting contextualized grammar teaching strategies, and ensuring ethical use of digital technologies. The day reinforced the integration of pedagogy, technology, and classroom management for effective language learning.

Day 5

Date: Friday, 07 November 2025

The final day of the programme focused on activity-based pedagogy and collaborative learning, followed by reflection and consolidation of learning through the valedictory session.

Session 1: Activities-Oriented Classroom

Resource Person: Dr. P. Sreehari

This session emphasized the importance of activity-based and task-oriented approaches in language teaching. It highlighted how language learning can be made more engaging and effective through the use of games, interactive tasks, and experiential learning strategies.



Participants explored ways to design classroom activities that promote active learner participation, improve communication skills, and enhance retention. The session reinforced the shift from teacher-centered instruction to learner-centered practices.

Learning Outcomes:

Participants developed the ability to design activity-based lessons and integrate language games and tasks to enhance student engagement and learning outcomes.

Activities Conducted:

- Demonstration of language games and classroom tasks
- Participant involvement in activity-based exercises
- Discussion on adapting activities for classroom use

Session 2: Collaborative Learning

Resource Person: Dr. Madhumeeta Sinha

This session focused on the role of collaborative learning in enhancing student interaction and cooperative engagement. It highlighted strategies for promoting peer learning, group work, and shared responsibility in the classroom.

Participants examined how collaborative approaches can improve communication, critical thinking, and social skills among learners. The session also emphasized structuring group activities to ensure meaningful participation.

Learning Outcomes:

Participants gained the ability to implement collaborative learning strategies and design group-based activities that foster cooperation and deeper learning.

Activities Conducted:

- Group-based discussion and task design
- Sharing of collaborative classroom practices
- Reflection on peer learning strategies

Session 3: Valedictory Session



The programme concluded with a valedictory session, providing an opportunity for participants to reflect on their learning experiences and share feedback. The session acknowledged participants' engagement and highlighted key takeaways from the training programme.

Certificates were distributed, and the programme concluded with a formal vote of thanks, marking the successful completion of the capacity-building initiative.

Learning Outcomes:

Participants reflected on their overall learning and consolidated key insights gained throughout the programme.



Activities Conducted:

- Participant reflections and feedback sharing
- Certificate distribution
- Programme closure

Overall Learning (Day 5)

The final day reinforced the importance of activity-based and collaborative approaches in language teaching. It also provided an opportunity for reflection, consolidation, and planning for classroom implementation of the strategies learned during the programme.

Synthesis of Learning Across Five Days

The five-day programme collectively provided a comprehensive and interconnected understanding of effective language pedagogy by integrating foundational concepts with advanced instructional strategies. The initial focus on vocabulary development and process-based writing established a strong pedagogical base, which was further extended through sessions on alternative assessment and technology-enabled learning. As the programme progressed, emphasis on critical thinking and multilingual education reinforced the importance of inclusive and cognitively engaging classrooms. The exploration of classroom ecology and contextualised grammar pedagogy highlighted the role of interaction, environment, and meaningful language use in enhancing learning outcomes, while sessions on digital ethics underscored the need for responsible and equitable integration of technology. The final day consolidated these learnings through activity-based and collaborative approaches, emphasizing practical classroom application. Taken together, the programme enabled participants to move beyond isolated teaching techniques towards a more holistic, reflective, and learner-centered approach, equipping them to design engaging, inclusive, and future-ready language learning environments aligned with contemporary educational priorities.

Feedback from participants

The participants expressed that the capacity-building programme was highly relevant, enriching, and aligned with contemporary pedagogical needs. The overall feedback indicated that the programme successfully combined theoretical understanding with practical classroom applications, making it meaningful for professional development.

Participants appreciated the **interactive and participatory approach** adopted throughout the sessions. The use of discussions, group activities, demonstrations, and task-based learning created an engaging learning environment and encouraged active involvement. Sessions on **vocabulary development, writing pedagogy, and alternative forms of assessment** were perceived as particularly useful, as they provided practical strategies that can be directly implemented in classroom settings.

The exposure to **technology-enabled teaching approaches**, including flipped classrooms and digital tools, was considered highly relevant in the current educational context. Participants highlighted that these sessions enhanced their confidence in integrating technology effectively to improve learner engagement and interaction. Similarly, discussions on **multilingual education and critical thinking** were appreciated for promoting inclusive and learner-centered practices.

The session on **NEP 2020** helped participants understand policy-level changes and their implications for classroom teaching. Participants acknowledged that the programme enabled them to connect pedagogical practices with national educational priorities.

Participants also valued sessions on **classroom ecology, grammar teaching, and digital ethics**, which provided insights into creating supportive learning environments and using technology responsibly. The emphasis on **activity-based and collaborative learning strategies** was found particularly impactful for enhancing student participation and communication skills.

While the overall feedback was highly positive, a few participants suggested that **more time could be allocated for hands-on practice and classroom-based demonstrations**, especially in technology integration sessions.

In conclusion, the programme was perceived as a comprehensive and well-structured initiative that significantly contributed to enhancing participants' pedagogical understanding, professional competencies, and readiness to implement innovative teaching practices in their respective institutions.

Plan for Implementation of Learning Outcomes (by Participants)

The learning acquired during the capacity-building programme will be systematically translated into classroom practices, teacher development initiatives, and institutional processes to ensure sustained impact.

At the classroom level, participants will integrate **contextualised vocabulary teaching and process-based writing approaches** into their daily lesson planning. Strategies such as word mapping, storytelling, and structured writing stages (planning, drafting, revising, and feedback) will be incorporated to enhance students' language proficiency. Teachers will also adopt **activity-based and task-oriented pedagogy**, including language games, group discussions, and collaborative writing, to promote active learner engagement and improve communication skills.

In the area of assessment, participants will implement **formative and alternative assessment practices**, such as peer assessment, self-assessment, portfolios, and observation-based evaluation. These approaches will be used alongside traditional methods to provide continuous feedback and support learners' holistic development. Teachers will focus on designing assessments that reflect real-life language use and promote higher-order thinking skills.

Participants will also integrate **technology-enabled teaching strategies** by using digital tools and platforms to create interactive and blended learning environments. Resources such as online language platforms, collaborative tools, and multimedia content will be used to enhance student participation and extend learning beyond the classroom.

The principles of **multilingual education** will be incorporated by using learners' home languages as a resource to support comprehension and inclusion. Teachers will design activities that allow students to connect their linguistic and cultural backgrounds with classroom learning, thereby improving engagement and understanding.

To strengthen classroom environments, participants will apply concepts of **classroom ecology**, ensuring psychological safety, balanced teacher–student interaction, and opportunities for meaningful participation. Additionally, **ethical use of digital tools** will be emphasized, with attention to privacy, responsible usage, and inclusivity.

At the institutional level, participants will engage in **knowledge-sharing and capacity-building initiatives**, such as peer discussions, demonstration lessons, and workshops within their schools or districts. This will help in cascading the learning to a wider group of teachers and promoting collaborative professional development.

Overall, the implementation plan focuses on bridging theory and practice through continuous reflection, adaptation, and contextualisation, ensuring that the learning from the programme leads to measurable improvements in teaching practices and student learning outcomes.

Glimpses of the Capacity Building Program



