



Jointly organised by
Tribal Development Department,
Govt. of Gujarat

&
UNNATI Organisation for Development Education,
Ahmedabad

Dates

28th December – 22nd February, 2014

Report

English Language Mela: Learn with Fun



Stalls on different themes, variety of items during stage performances and competitive format of mela provided ample opportunities to the students/teachers to try out and get exposed to various skills which improved their listening, speaking, reading and writing abilities in addition to enhanced self confidence and improved public skills.



Students are presenting a story in form of an interesting role play at English Language Mela, Kharedi, Dahod



Students enthusiastically participated in fun games in Real Fun with Language Corner at ELM, Rajpipla

Table of Contents:

Sr. No.	Content	Page no.
1.	List of Acronyms	1
2.	Background	2
3.	Expected Outcome	2
4.	Representation	3
5.	Preparatory phase	3
6.	Design of the Melas	5
7.	What happened in the Melas	6
8.	Judgment of performances	8
9.	Feedback by participants	8
10.	General observations by UNNATI team	12
11.	Video documentation and dissemination	12
13.	Annexures	13
	Annexure – 1	13
	Annexure – 2	14
	Annexure – 3	16
	Testimonials	Inside Back cover

1. List of acronyms

ELM	: English Language Mela
BISAG	: Bhaskaracharya Institute of Space Application & Geoinformatics
MS	: Model School
UBAS	: Uttar Buniyadi Ashram Shala
EMRS	: Eklavya Model Residential School
ANS	: Adarsh Nivasi Shala
LLGRS	: Low Literacy Girls Residential School
TDD	: Tribal Development Department
CDW	: Capacity Development Workshop
MF	: Monitoring Fellow

2. Background

Learning a language requires opportunities to listen, speak, read and write. Such opportunities are minimal in many schools where English is being taught as a second language. A few schools are adopting innovative measures to enhance the use of language through creating special forums and spaces for children to engage with the language outside the classroom. In order to capitalize on these innovations and encourage other schools to create similar opportunities, English Language Melas (fairs) were conceived under the 'English Language Enhancement Programme' being implemented by UNNATI Organisation for Development Education with the support of Tribal Development Department, Government of Gujarat.

The Melas were expected to provide an exciting opportunity for std. IX students to create and demonstrate the use of innovative ideas for using English Language; to provide an opportunity to listen to the real use of English, create stories, recite rhymes, play language games, and use language for a variety of purposes including giving and following instructions to create artistic craft work. The Melas would help create an environment for recognizing the talent of students and motivate them to practice the language. Ideas would be shared by teachers that each school could carry back and practice in their own schools. Students and teachers could collaborate to use their imagination and creativity to provide entertainment and fun for all the visitors. Nine Melas were organised in the participating schools, who hosted the melas. Ten students each from the 202 participating schools were invited to participate with their English teacher.

3. Expected Outcome

- Discovering new ways of teaching and learning English so as to help the learners communicate in English
- Providing opportunities for interaction to bolster students confidence
- Developing a sense of responsibility and leadership skills among students

4. Representation



Student volunteers at EMRS, Ambaji during arrival and welcome of the schools

A total of 1516 students, 195 teachers, 34 guests, 28 judges and 620 volunteers participated in the 9 Melas. 141 schools out of the 202 participating schools from 19 districts participated in the Melas during December 2013 – February, 2014 (Annexure1: Participants at the nine English Language Melas).

5. Preparatory Phase

Preparation with participating teachers: Curriculum Development Workshops (CDWs)¹ provided an opportunity to explain the concept of the melas to the English teachers. In CDW-1, the concept of the Mela, proposed locations and clusters, time table, themes, role of teachers and preparations required were shared.



Resource team demonstrated various mela related activities during CDW-2

In CDW-2, further inputs were provided on the exact design of the mela and suggested themes and demonstrations of thematic stalls were done to explain the various components of mela. Step by step guide was also provided to the participants as resource which helped them in preparing activities under different themes.

¹ CDW-1 was organized in September, 2013 and CDW-2 in December, 2013 for the English teachers of Std IX from all participating schools. CDWs were organised as 2-day workshops in 3 batches per phase.

In the CDWs, feedback of participants and few stakeholders (who have already organized such events earlier) on the above design were taken to adapt and finalise the design.

Based on various inputs, we prepared a brochure which was disseminated to all schools who displayed the same on their notice boards. We also prepared a Step by Step guide compiling the tips for schools on how to prepare activities/items for the English Language Melas.



MFs and UNNATI team participating in extensive orientation on Mela

and guide for mela were put up on UNNATI website for easy reference.

Following the CDWs, Monitoring Fellows (MFs) and UNNATI team received extensive orientation and demonstration on the design and its components so that they can assist schools in the preparation. MFs particularly proved helpful in providing support to those schools that did not participate in CDW-2. Schools also received support from UNNATI coordination team through academic monitoring visits and telephonic communication. The brochure

Preparation with host schools: 9 schools that were willing to host the melas, were centrally located and easily accessible and had the requisite facilities for organizing them (assembly hall/open ground for stage and 8-10 rooms for stalls) were selected. Details of the arrangements to be made by them were listed and shared with them through postal communication by the ED, GSTDREIS.



UNNATI team during visit to EMRS, Pardi for preparatory meeting with host school

During December 16-17, the coordination team of UNNATI visited all locations (except Tichakpura and Rajpipla) to hold preparatory meetings. Discussion was held regarding various arrangements (emphasizing budget allocation for different activities) with the Principals/coordinators of these schools. These meetings helped the organizing teams to seek clarity and prepare for the Melas.

6. Design of the Melas

After discussion with participants and few other stakeholders who had the experience of organizing Melas, following decisions were taken:

- ✿ 1 day Mela to be structured in 2 parts; stalls based on 4 themes and stage performances
- ✿ Allot 1 stall to each participating school
- ✿ Divide schools in 2 slots so that 10-12 stalls would be set up in each of the 2 batches
- ✿ Further, 3-4 schools were grouped to guide the movement of students to visit the 4 thematic stalls
- ✿ Each stall activity to be completed in 10-12 minutes
- ✿ After 1 hour, the schools who hosted 1st slot of stalls will become visitors and visitors will host stalls for another hour
- ✿ All schools will participate in stage performance where different items of approx 5 minutes can be presented
- ✿ Non participating students of Std. IX of host schools will be recruited as volunteers to assist in hosting

The above design was conceived keeping in mind the following points:

- ✓ Guided/controlled movement of students in 4 stalls will provide maximum learning exposure and opportunities to participate.
- ✓ Each stall will have limited number of visitors to avoid overcrowding and enhance participation.
- ✓ Stalls and stage performances will provide opportunities to all students to engage with prepared and partially prepared and spontaneous use of language

7. What happened at the Melas

The activities in the stalls and stage performances aimed to offer a chance to students to practice their skills in speaking, listening, reading and writing. All activities were organised under 4 themes, examples of which are given below:

Sr. No.	Corner	Corner wise activities
1.	Story Corner	Strip story, Pocket Story, Role play, Sequence events etc.
2.	Songs, Poems & Rhymes Corner	Singing songs, Poems and rhymes for matching activity, Placing the Rhyming Words etc.
3.	Creative Corner	Leaf Printing, Flying Fish, Frog, Table, making Kites, Camera etc.
4.	Real Fun with Language Corner	Guessing games, Vocabulary games- Name/Place/Animal/Thing, Snake and Ladder, Ring the Synonym etc.

The stall based activities were organised and carried out by students in great spirit and the audience enjoyed a lot.



From L to R clockwise: Students presented action songs (@Kherancha), Story through role play (Tichakpura), Creative activities (@Mota) and Vocabulary games (@Kharedi).

The stage performances included various entertaining activities like drama, action song, poems, dance, prayer, speech etc.





Students presented variety of items on stage which included action song, poems, dance etc.

8. Judgment of stalls and stage performances



Judges are scoring during stage performance at ANS, Tichakpura



Chief guest presenting award to winner at EMRS, Mota

3 local judges (usually English teachers of English medium schools from the neighborhood of the host school, reputed academicians with English background etc.) were nominated for each mela to judge the performances. Judges were briefed on the scoring system developed by UNNATI (Annexure 2: Score Sheet for Judges). Based on the scoring, 2 schools in each corner and 3 schools in stage performance were announced as winners and they received shields (Annexure 3: List of Prize Winners).



Teacher and students citing their opinion about mela during video documentation

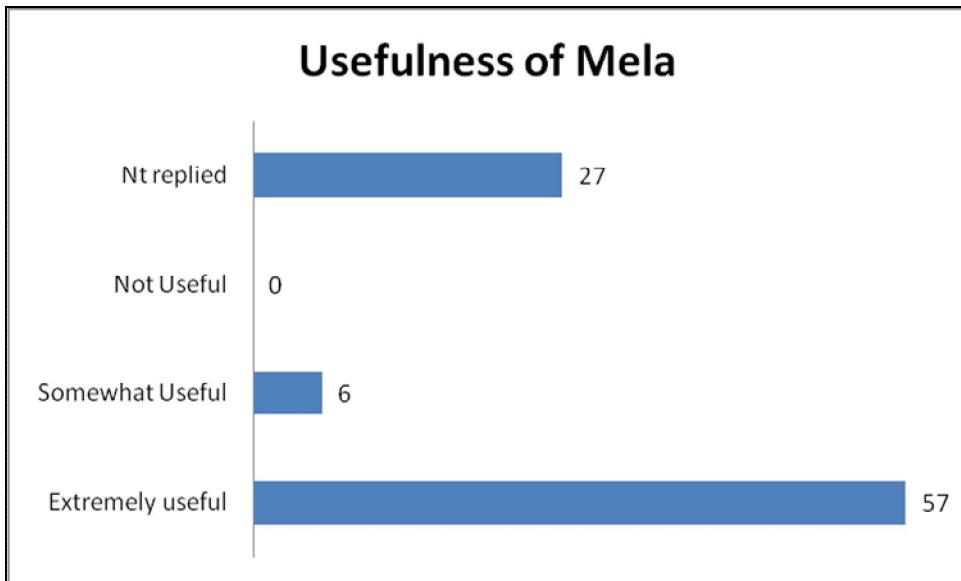
9. Feedback by participants

A feedback form was designed for teachers and students. Interview of teachers and students were also conducted. The

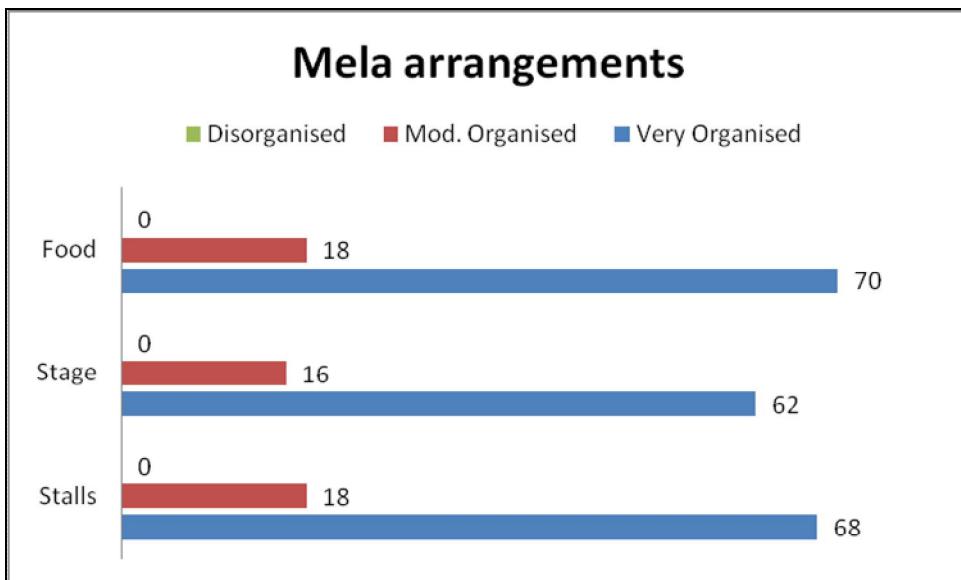
analysis given below is based on the responses of 10 feedback forms of teachers per mela location (total 90 teachers' forms) and 125 forms of students from all nine locations.

Analysis of feedback given by Teachers

1. How useful did you find the Mela from the point of view of English language learning?



2. How well organized were the different aspects in the Mela?



3. What did you like the most in the Mela?(Common responses in priority)

- Liked all activities of stalls and stage
- Creativity of students
- Learning with fun
- Students & teachers' enthusiasm/participation
- Organisation and management of mela
- Stall decoration
- Healthy English language atmosphere
- Students involved other students
- Theme based corners

4. Your suggestions to improve such Melas in the future.

- Mela should be arranged once/twice in a year
- Each team should be given enough time/improve time management
- Invite whole class
- Provide more facilities (boards to put up materials etc)
- Students should be allowed to speak only in English
- Include more fun games
- All schools to be involved

5. What did your students say about the Mela?

- Enjoyed and felt very happy
- To arrange more melas
- Encouraging environment
- Learnt with fun
- Chance to speak in English
- Want to participate again
- Different from other melas
- Met other students
- Not seen such mela before

Analysis of feedback given by Students



Students responding to interview questions being asked regarding their experience of mela

1. How did you find this mela?

- Very nice
- Enjoyed
- Learnt many words with fun
- Liked all activities (games, songs, dance, poems etc)
- Happy moments
- Felt relaxed
- Helped to speak confidently in front of others
- Well arranged
- Different from school activities
- Encouraging atmosphere
- Learned and taught each other

2. Anything which you did not enjoy or found difficult?

- Quiz competition
- Selective invitation

1. How did you find this mela?
this mela is really good we
are enjoying all items
we found group dancing in
sound but songs, poem and
rhymes are very nice performance
in English language mela.

We liked this mela very much.
we enjoyed English atmosphere.
We learnt English through rhymes activities,
story and cultural programme.

How did you find this mela?
I liked this mela. I have got enjoy
Here we have got all familiar
? here small and stalls but
really I like big stalls. This
is good organized our students
we have learnt many activities
really I like very much this mela
I hope you next time you will
arrange English language mela.

1. Anything which you did not enjoy or found difficult?

I haven't feeling very difficult
I have felt very good
there nothing diff
which we have enjoyed.

10. General observation by UNNATI team

The Melas were an opportunity for the participants to rejoice. The students and teachers gained confidence about their potential to perform in a competitive cum collaborative fun environment. Students were of the opinion that their fear of performing before a crowd has reduced significantly and they have gained lot of confidence by participating. Organisers (host schools) were happy that they demonstrated their capacity to manage crowds of 300 – 350 people in a very organized manner. They put in their sincere efforts to make the event memorable. All the guests and judges were very appreciative of the initiative and thanked the organizers for providing this opportunity to tribal students.

The participants, especially students, took time initially to understand the design but by the end of the day, they felt at ease. Host schools and the organizers gained experience and developed clarity on how to host such events in the future.

11. Video documentation and dissemination

A video documentation team was hired at each location. The photos and videos of each mela were edited for relay through BISAG so that all schools could watch glimpses of all the 9 Melas. 7 extra classes were used to relay these edited videos.

Few video clips are also available at UNNATI website at the following link:-

<http://www.unnati.org/glimpses-welcome-english-programme.html>

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Annexure 1
**Participants at the nine English Language
Melas**

Representation at 9 English Melas held during December to February, 2014

Sr .No.	Venue & Date	Participated Districts	Schools	Students	Participat ing Teachers	Guests	Judges	Students & Teachers Volunteers	Total Participants
1	EMRS, Ambaji,Banaskantha (28-December-2013)	Banaskantha,Gandhinagar, Ahmedabad,Junagadh	18	186	22	7	3	122	340
2	ANS,Naswadi,Chhotaudepur (4-January-2014)	Vadodara(part) & Chhotaudepur	15	195	18	4	3	74	294
3	EMRS,Atul,Pardi,Valsad (9-January-2014)	Valsad & Navsari	12	144	24	3	3	65	239
4	ANS,Tichakpura,Vyara,Tapi (21-January-2014)	Tapi & Dang	15	165	21	3	3	96	288
5	EMRS,Kharedi,Dahod (25-January-2014)	Dahod(part) & Panchmahal	15	148	18	4	3	50	223
6	MS,Limkheda,Dahod (27-January-2014)	Dahod	19	194	29	0	3	35	261
7	ANS,Rajpipla,Narmada (11-February-2014)	Vadodara & Narmada	13	135	17	4	3	54	213
8	EMRS,Mota,bardoli,Surat (18-February-2014)	Surat & Bharuch	17	172	22	7	4	55	260
9	EMRS, Kherancha, Aravalli (22-February-2014)	Sabarkantha, Aravalli	17	177	24	2	3	69	275
Total		19 Districts	141	1516	195	34	28	620	2393

Annexure 2

Briefing and Score Sheet for Judges

Concept Note for the Judges

About the Melas

The English Language Melas are being organized at 9 different locations for 208 schools of scheduled areas of Gujarat under the English Language Enhancement Programme (2013-14). The purpose is to promote and exchange innovative ideas that enhance the use of English in a natural way for real communication.

In each mela 10 students of Std. IX and 1 English teacher will participate. At this Mela, 21 schools will be participating.

In the **pre-lunch session**, schools will manage stalls for 1 hour each. Each school has been allotted a theme and a corner.

1. Story Corner
2. Songs, Poems and Rhymes Corner
3. Creative Corner and
4. Real Fun with Language

Schools have to engage visiting schools in activities related to the above thematic corners.

In the **post lunch session**, schools will perform short 5 minute items on stage.

Please judge the schools on their performances:

1. Pre-lunch: Total 25 marks
2. Post-lunch: Total 25 marks

Criteria for judging Stall Activities

Display on Board:

1. Did the team display the instructions and sample of the activity on the board?

Resource management:

2. How did the team utilise their own students' time while conducting the activity?
3. Did they give awards of appreciation to the visiting students?
4. Quality of decoration used

Communication

1. Use of English language by students while doing the activity
2. Clarity in giving instructions
3. Extent to which visiting students were made to use English language
4. Degree to which they made the visiting team comfortable

Uniqueness of idea

How unique was the idea used by the school for the activity that they conducted?

1. SCORE SHEET FOR STALL BASED ACTIVITIES

Name of School	Theme	Group	Display on Board (5)	Resource Management (5)	Communication (10)	Uniqueness of idea (5)	Total (25)
UBAS, Khiloda, Bhiloda (EMRS, Bhiloda - 2) Hirromdhayez	Stories Corner Songs, Poems and Rhymes	A 1 A 1	03 01	01 02	02 07	03 02	03 12
UBAS - Parathyipura Vijaynagar	Creative Corner	A 1	02	02	02	02	08
UBAS, Shalwani vijaynagar	Real Fun with Language	A 1	02	03	007	02	14
UBAS, Bhiloda Bhiloda	Stories Corner	A 2	02	03	02	03	10
ANS, Bhiloda	Songs, Poems and Rhymes	A 2	02	01	02	03	08
UBAS, Vatnara meghraj	Creative Corner	A 2	03	02	07	02	14
UBAS, Antali meghraj	Real Fun with Language	A 2	03	03	07	03	16
UBAS, Waghjpur Bhiloda	Stories Corner	B 1	02	02	02	02	08
EMRS, Kherambha Bhiloda	Songs, Poems and Rhymes	B 1	03	03	07	07	20
MS, Kheobrahma S.I.C	Creative Corner	B 1	03	02	07	08	20
UBAS, Krishnapur meghraj	Real Fun with Language	B 1	03	03	08	07	21

Score sheet for stall based activities

2. SCORE SHEET FOR STAGE PERFORMANCES

Br No.	Name of School	Uniqueness & Creativity (Max. 5 marks)	Appropriate Language Use (Max. 10 marks)	Student's Performance (Max. 5 marks)	Costume & Support Materials (Max. 5 marks)	Total (out of 25 marks)
1	EMRS Kherambha	3	3	3	2	11
2	GRS Poona	2	2	2	-	6
3	ANS Kheobrahma	5	8	5	5	23
4	GRS Kheobrahma	3	3	3	2	11
5	MS "	3	4	3	2	12
6	UBAS Shalwani	3	2	2	3	10
7	UBAS Kisanpur	4	7	4	-	15
8	UBAS Vandiyol	4	7	4	-	15
9	UBAS Khiloda	3	4	3	-	10
10	UBAS Parathyipura	3	3	3	-	10
11	UBAS Antali	4	3	2	-	8
12	EMRS Shanlaji	4	8	3	3	18
13	UBAS Valune	3	5	4	-	12
14	UBAS Waghjpur	3	3	2	-	08
15						
16						
17						
18						
19						

Score sheet for stage performances

Annexure 3: List of Prize winners

Venue: EMRS, Ambaji, Danta		Date:28/12/2013
Stall Theme	Prize category	Name of School
Story Corner	First Prize	ANS,Ambaji,Danta,Banaskantha
	Second Prize	UBAS,Gorad,Danta,Banaskantha
Songs, Poems and Rhymes Corner	First Prize	ANS,Jorapura,Amirgadh,Banaskantha
	Second Prize	ANS,Danta,Banaskantha
Real Fun with Language	First Prize	GRS,Talala,Junagadh
	Second Prize	ANS,sector-7(boys) Gandhinagar
Creative Corner	First Prize	MS,Danta,Banaskantha
	Second Prize	EGRS, Ranpur,Danta
Stage Performance	First Prize	ANS,Ambaji,Danta,Banaskantha
Stage Performance	Second Prize	ANS,Jorapura,Amirgadh,Banaskantha
Stage Performance	Third Prize	EMRS,Ambaji,Danta
Venue: ANS, Naswadi, Chhotauddepur		Date:4/1/2014
Stall Theme	Prize category	Name of School
Story Corner	First Prize	UBAS,Chichod,Chhotauddepur
	Second Prize	.--
Songs, Poems and Rhymes Corner	First Prize	MS, Khutaliya, Chhotauddepur
	Second Prize	.--
Real Fun with Language	First Prize	ANS, Naswadi, Chhotauddepur
	Second Prize	EGRS, Pisayata, Naswadi
Creative Corner	First Prize	EMRS, Waghodiya, Muniseva ashram.
	Second Prize	UBAS, Kohivavtamboliya,Pavijetpur
Stage Performance	First Prize	EMRS, Waghodiya, Muniseva ashram.
Stage Performance	Second Prize	ANS, Nanirasli,Pavijetpur
Stage Performance	Third Prize	ANS, Naswadi, Chhotauddepur

Venue: EMRS, AtulPardi, Valsad		Date:9/1/2014
Stall Theme	Prize category	Name of School
Story Corner	First Prize	ANS,Laldungari,Dharampur,Valsad
	Second Prize	UBAS,Sutharpada,Kaprada
Songs, Poems and Rhymes Corner	First Prize	ANS,Valsad
	Second Prize	EMRS,Atul,Pardi,Valsad
Real Fun with Language	First Prize	ANS,Navsari
	Second Prize	ANS,Chikhali,Navsari
Creative Corner	First Prize	EMRS,Khanpur,Bartad,Navsari
	Second Prize	UBAS,Sapor,Navsari
Stage Performance	First Prize	EMRS,Kaprada,Dharampur
Stage Performance	Second Prize	EMRS,Atul,Pardi,Valsad
Stage Performance	Third Prize	EMRS,Khanpur,Bartad,Navsari
Venue: ANS,Tichakpura,Tapi		Date:21/1/2014
Stall Theme	Prize category	Name of School
Story Corner	First Prize	EGRS,Saputara,Ahwa,Dang
	Second Prize	EMRS,Ahwa,Dang
Songs, Poems and Rhymes Corner	First Prize	UBAS,Karanjwel,Vyara
	Second Prize	UBAS,Chindiya,Vyara
Real Fun with Language	First Prize	ANS,Tichakpura,Vyara,Tapi
	Second Prize	UBAS,Chokhiambli,Nizar
Creative Corner	First Prize	ANS,songadh,Tapi
	Second Prize	ANS,Tichakpura,Vyara,Tapi
Stage Performance	First Prize	ANS,Tichakpura,Vyara,Tapi
Stage Performance	Second Prize	UBAS,Chokhiambli,Nizar
Stage Performance	Third Prize	UBAS,Chindiya,Vyara

Venue: EMRS, Kharedi, Dahod		Date:25/1/2014
Stall Theme	Prize category	Name of School
Story Corner	First Prize	EMRS,Kharedi,Dahod
	Second Prize	UBAS,Garbada,Dahod
Songs, Poems and Rhymes Corner	First Prize	UBAS,Motisarsan, Santrampur, Panchmahal
	Second Prize	UBAS,Bhuvar,Panchmahal
Real Fun with Language	First Prize	UBAS,Dassa,Limkheda,Dahod
	Second Prize	UBAS,Nansalai,Zalod,Dahod
Creative Corner	First Prize	EGRS,Kherva, Santrampur, Panchmahal
	Second Prize	UBAS,Sarsavpur,afwa,fatepura,Dahod
Stage Performance	First Prize	EGRS,Kherva, Santrampur, Panchmahal
Stage Performance	Second Prize	UBAS,Dassa,Limkheda,Dahod
Stage Performance	Third Prize	UBAS,Bhuvar,Panchmahal
Venue: MS, Limkheda, Dahod		Date:27/1/2014
Stall Theme	Prize category	Name of School
Story Corner	First Prize	UBAS,Chosala,Dahod
	Second Prize	UBAS,Nagrada,Dahod
Songs, Poems and Rhymes Corner	First Prize	ANS,Dahod
	Second Prize	EGRS,Nanikhajuri,Devgadhbaria,Dahod
Real Fun with Language	First Prize	UBAS,Fulpura,Zalod,Dahod
	Second Prize	MS,Usarwan,Dahod
Creative Corner	First Prize	UBAS,Devjinisarasvani,Dahod
	Second Prize	EGRS,Usarwan,Dahod
Stage Performance	First Prize	MS,Palli,Limkheda,Dahod
Stage Performance	Second Prize	EGRS,Ninamanivav,Limkheda
Stage Performance	Third Prize	EGRS,Mandor,Dhanpur,Dahod

Venue: ANS, Rajpipla, Narmada		Date:11/2/2014
Stall Theme	Prize category	Name of School
Story Corner	First Prize	--
	Second Prize	--
Songs, Poems and Rhymes Corner	First Prize	UBAS,Duttwada,Sagbara,Narmada
	Second Prize	MS,Dediyapada,Narmada
Real Fun with Language	First Prize	ANS,Dediyapada,Narmada
	Second Prize	UBAS,Rajpara,Nadod
Creative Corner	First Prize	ANS,Rajpipla,Narmada
	Second Prize	EMRS,Nadod,Narmada
Stage Performance	First Prize	EMRS,Tilakwada,Narmada
Stage Performance	Second Prize	UBAS,Godada,Sagbara,Narmada
Stage Performance	Third Prize	UBAS,Dattwada,Narmada
Venue: EMRS, Mota, Bardoli, Surat		Date:18/2/2014
Stall Theme	Prize category	Name of School
Story Corner	First Prize	UBAS,Bhuvasan,Bardoli,Surat
	Second Prize	UBAS,Variyavav,Surat
Songs, Poems and Rhymes Corner	First Prize	ANS,Vareli,Surat
	Second Prize	ANS, Mahuva,Surat
Real Fun with Language	First Prize	UBAS, Samba, Surat
	Second Prize	UBAS,Sachin ,Pardi, Valsad
Creative Corner	First Prize	UBAS, Umarda, Surat
	Second Prize	UBAS, Karel, Palsana,Surat
Stage Performance	First Prize	ANS, Mahuva, Surat
Stage Performance	Second Prize	UBAS,Bhuvasan, Bardoli,Surat
Stage Performance	Third Prize	UBAS, Makanjar, Mandvi,Surat

Venue: EMRS, Kherancha, Aravalli		Date:22/2/2014
Stall Theme	Prize category	Name of School
Story Corner	First Prize	UBAS,Vandiyol,Sabarkantha
	Second Prize	UBAS,Bhutavad,Bhiloda,Sabarkantha
Songs, Poems and Rhymes Corner	First Prize	EGRS,Khrdbrahma
	Second Prize	EMRS,Kherancha,Sabarkantha
Real Fun with Language	First Prize	UBAS,Krishnapur,Meghraj,Sabarkantha
	Second Prize	UBAS,Antoli,Meghraj,Sabarkantha
Creative Corner	First Prize	EGRS,Posina,Sabarkantha
	Second Prize	MS,Khedbrahma
Stage Performance	First Prize	ANS,Khedbrahma
Stage Performance	Second Prize	UBAS,Antoli,Meghraj,Sabarkantha
Stage Performance	Third Prize	MS,Khedbrahma

Testimonials



I like the concept of English Language Mela very much. Students got an opportunity to speak English and correct their mistakes. My suggestion would be to provide soft board or similar facilities so that we can put up our materials nicely.

Jalpa Pandya, EGRS, NaniKhajuri, Devgadhbariya, Dahod



This English Language Mela gave guidance and lots of opportunities to learn new things. Students got confidence to speak through this mela. I am thankful to Unnati for giving us such opportunity.

Prakashbhai, English Teacher, UBAS, Chokhiamli, Nizar, Tapi



It was really a wonderful experience to see the performances by students from tribal areas. Though, it is the beginning but as somebody has said, 'the beginning is the hardest'. I think, this is a great initiative to provide them a platform to show their innovations.

Sameer Patel, Nominated Judge for ELM Kherancha



My friends used to say that I cannot speak English. When we heard about English Language Mela then I put lot of effort in the preparation. After participating here, I can speak in English. I learnt many new things through performing at our stall and by visiting the other stalls.

A student from Dahod at ELM, Limkheda



The team from UNNATI came with proposal to host English Language Mela at my school which I accepted. I received all support from UNNATI team for the preparation of Mela. We hosted it successfully with the support of my staff and students. I will be happy to organize such Mela again next year.

Urvashiben, Principal, ANS, Tichakpura



The coordination of mela has been very smooth. We completed 9 English Language Melas this year. It has provided ample opportunities to write, read, speak and listen English and boost the students' confidence. When I go to schools post mela, teachers suggest to organize such melas every year to enhance the level of English.

DhaklubhaiPandher, Monitoring Fellow, Valsad

For further details, please contact:

Ms. Geeta Sharma, Programme Coordinator
UNNATI - Organisation for Development Education
G-1/200, Azad Society, Ahmedabad – 380015
Ph: 079-26746145, 26733296
Email: geeta.unnati@gmail.com
Website: www.unnati.org