

**Technical Support Group (SSA)
Pedagogy Unit**

**Phase II – Regional Workshop on Education of Equitable Quality
December 8 – 11, 2010, Jaipur**

Participating States and Union Territories

1. Andhra Pradesh
2. Arunachal Pradesh
3. Chhattisgarh
4. Daman and Diu
5. Delhi
6. Lakshadweep
7. Madhya Pradesh
8. Maharashtra
9. Manipur
10. Meghalaya
11. Rajasthan
12. Tripura
13. West Bengal

List of Abbreviations:

ABL	Activity Based Learning
AWP	Annual Work Plan (at state/UT level for <i>Sarva Shiksha Abhiyan</i>)
AWP&B	Annual Work Plan and Budget
BRC/P	Block Resource Centre/Person
CCE	Continuous and Comprehensive Evaluation
CRC/P/C	Cluster Resource Centre/Person/Co-ordinator
DPEP	District Primary Education Program
EEQ	Education of Equitable Quality
E-R-A-C	Experience, Reflection, Application, Consolidate (Stages of ABL; not Tamil Nadu :-ABLø)
HM	Head Master/Mistress
HOL	Higher Order Learning
INR	Indian Rupees
MDM	Mid-day Meal
MHRD	Ministry of Human Resource Development
MLL	Minimum Levels of Learning
NCF	National Curriculum Framework 2005
NRP	National Resource Pool
PRI	<i>Panchayati Raj</i> Institution (Local Self Government)
RMSA	<i>Rashtriya Madhyamik Shiksha Abhiyan</i> (National Secondary Education Campaign)
RTE	Right of the Children to Free and Compulsory Education Act
SDMC/SMC	School Development Management Committee/School Management Committee
SRG	State Resource Group
SSA	<i>Sarva Shiksha Abhiyan</i> (Education For All)
SSI	State Specific Inputs
SRG	State Resource Group

TSG	Technical Support Group - <i>Sarva Shiksha Abhiyan</i>
ToT	Time on Task
UEE	Universal Elementary Education
UT	Union Territory
3 r/Rs	Reading, Writing and Arithmetic
4 r/Rs	3r/Rs + Computer

Day1: December 8, 2010

Introduction

Refer to slide presentation # xx on objectives of the workshop.

The workshop began with clarity that this was not a reporting workshop.

RTE is a law and not just a policy or thought. Hence, post-RTE, children in India have acquired specific rights related to their education. In this respect, we seek to answer ó How are we going to enable children to reach their rights as specified under RTE? The focus is on what we are going to do ó what are the hardcore deliverables? The workshop was aimed at developing a joint plan of action between the states/UTs and centre. Also, it was stated that what was committed by the teams in this workshop should get incorporated in their AWP.

Each state/UT team introduced their respective teams by presenting 3 qualities/distinguishing features of their educational efforts being undertaken in their states/UT:

Andhra Pradesh

- Concern for excluded and unreached children
- Child centred, self-learning, ABL
- Participatory school management including community

Lakshadweep

- Concerted
- Coordinated
- Goal oriented

Chhattisgarh

- Child focussed
- Need based
- School friendly including community

Maharashtra

- Reach each child
- Focus on humanism and equality
- Attitude focused
- Multi level

Manipur

- No gender discrimination
- Participation greater and stronger SMC
- Education a conflict free zone
- Local based

Delhi

- Critical approach to planning and administration
- Community ownership and local governance
- Inclusiveness

Arunachal Pradesh

- Child focussed
- Equality

West Bengal

- Coordinated
- Community oriented
- Activity based

Tripura

- Community mobilization
- Ensuring participation of all children in education
- Cultural and social awareness oriented

Diu and Daman

- Changing beliefs
- Interactive teacher training and processes
- Understanding responsibility of all levels including teachers especially in terms of RTE

Madhya Pradesh

- Transparency
- Addressing social gaps
- Ensuring reach
- RTE preparedness

Rajasthan - 1

- Preserving
- Action, reflection and decision
- Focus on last childø

Rajasthan - 2

- Devolution of management
- Joyful learning and ABL
- Material development and availability

Meghalaya

- Coordination between SSA, DIET and SCERT
- Participation of stake holders
- Well planned teacher training scheduled

Refer to slide presentations # xx, yy, ... on EEQ ó need for EEQ workshops, structure of the workshop, 6 critical outcomes from Gandhinagar workshop, ...

Situational Analysis is required for making of the AWP. It is important to know what the educational status is at present to identify areas needing improvements and plan for the desired changes.

TSG was to support the states/UTs (Arunachal Pradesh, Delhi, Diu and Daman, Lakshadweep, Madhya Pradesh Manipur and Tripura) to undertake their situational analysis based on TSG's format. These will be required for Day 2 and 3 for developing AWP.

While developing the AWP, action points will need to be gathered to understand who does what at what level. Hence, there will be action points under:

- National Component /Support required
- State Specific Inputs required
- National Resource Pool

Post-RTE,3 categories of changes are required to be delivered:

Refer to slide presentation # xx on outcomes, processes and relationships.

Key Change 1: Outcomes

- Holistic education and not just the 3 rs
- Outcomes apply at all levels

Key Change 2: Processes

- Two way interactive
- Construction of knowledge
- Involvement of all stakeholders

Key Change: Relationships

- Not instructional but non-hierarchical partnerships
- Accountability - the benefactor is now beneficiary? Concept of public servant now not givers. It is children's right. We are there because of the children.

Name one item that is seen frequently in schools.

Mobile phone

How to use it in classroom transaction?

keeping time, pendulum timing, timing measurements, time experiments with stop watch, recording of sounds, recording of lectures, pronunciations, send audio files, camera, nature study, documentation,

Key Change 1: Outcomes

Refer to slide presentation # xx on outcomes.

Summary of discussions on the presentation:

- Question from participant: Why is equitable being used when RTE talks about only quality and not equitable?
 - Responses from participants:
 - Not equal but is more, hence, equitable
 - Constitution mentions equitable -Article 21 A is right to dignified life + Article 14 is equity
 - Opposite of equitable is exclusion of children, hence, helps to focus on 100% coverage of children. The word equity helps understand differences and inequality in classrooms and address them.
 - Is the word inclusive sufficient?
 - Child centred, hence, equitable
 - Equal opportunity to education
 - Education has to be quality hence termed as equitable quality education
 - In economic terms people can be rich and poor. It is the same in terms of education richness and poverty. Education leads to privilege
 - 86th, DPEP, SSA, RTE ó equitable appreciation
 - Equitable (rights based approach) is better word than inclusive (beneficiary approach)
 - Do we accept there will be different quality schools?

- From ó To section:
 - Fromø may not be required to be totally replaced with Toø In many cases it will be retaining Fromø and building on it with Toø.

 - Add ó administration to the list.

- Question from participant: Why optimal and why not maximum?
 - Responses from participants:
 - It is ãmaximumø for individual child and ãoptimumø for the system.
 - Maximum is a dream world. Optimum is keeping real world in mind.
 - Defining maximum and optimal
 - To enable each child to learn the most s/he can
 - 1995 when DPEP began ó a lot of diversities. With increased enrolments children ó student diversity increased but our capacity to address these diversities did not increase.

- Formative and summative evaluation required.
- RTE is talking about each child. Will need to do away with high rankers & slow learners & Imp to focus on how to give education. How to enable this?
- Will every child have a different syllabus?
- School is a place to get education and mould to the society they are catering to. What do u standardise? Diversity in what and standardization of what?

Key Challenge:

While developing the longer term perspective plan and the AWP, it is important to ensure that vertical integration of outcomes is worked at.

For example:

Outcome - Children learn to read

To achieve this outcome what needs to be achieved?

What should teacher know & processes to use, material, handling diversity, connection to local knowledge, etc. Hence, this will define the outcome of teacher training.

In other words, higher order outcome will need to be detailed out with lower order outcomes.

Key Change 2: Processes

Refer to slide presentation # xx on processes.

Summary of discussions on the presentation:

- It is important to challenge the children and make them apply their minds and learn. Refer to Professor Amartya Sen's article 'First Boy' which has its central theme as favouring the advantaged. The need is to spend more time to children who is likely to have difficulties and not as teachers tend to do of giving more attention to 'achievers' in their classrooms.
- Who decides what is learnt? What do children bring?
 - Importance needs to be given to local knowledge which needs to be looked upon as an important resource. Child is not an empty pot. The child should be encouraged to use the local knowledge s/he gets to the classroom.
 - Textbooks should be used as openings and not closures that limit learning to the contents of the textbooks.
 - Normally, our perception is based on urban children.
 - Receiving knowledge v/s constructing of knowledge & ban on using word giving.

- Form children's own experience help build the child further. Building new building with old and some new bricks.
- Teacher's role is to give raw material to children to enable to work on this further. Children have raw material. Surroundings are raw material.
- All children have faculties and this potential needs to be drawn out.
- Demonstrate to make children think on why, how,...
- Help to interpret experiences of everyday life and surroundings ó construct on this.
- Teacher is provider of knowledge ó knowledge exists ó children reach this knowledge ó process of reaching the knowledge.
- Children have raw material and they have their logic ó this logic needs to be channelized.
- Collaboration between children and teacher.
- Known to unknown.
- Systematise and formal form.
- What we intend to teach and what the child wants to learn as child learns in holistic manner.
- Learning in natural way.
- Based on previous knowledge build it further.
- Information explosion ó child cannot get all this information if we rely on construction method. But we are not giving information. Hence what is teaching?
- Memorization is essential and should not be done away with. Yes or no. Eg multiplication tables are essentials. Do we need to memorise the tables or do we need to know how to multiple? Can table book be referenced to? How tables can be learnt ó memorization v/s familiarization (done with purpose). Meaningless rote memorization does not have place in a class.
- Clearly defined pedagogical model ó should be open and flexible to be able to deal with diversities of students and not restrictive.

Defining 'Activity'

Responses from participants:

- Action with thinking is activity
- Everybody is trying to find their own answers
- What is joyful?
- Challenging
- Individual freedom to do

Game 1: Number game (A=1...Z=26) ó is it an activity?

- Exercises mental faculties but just engagement does not make it activity.

Activity has all of the following:

Experience of challenging and engaging situations

Reflection of upon this becomes knowledge/analysis, compare, contrast

Application-

Consolidation-to consolidate the learning

- This needs space of to construct knowledge.
- SSA talks of ABL which is not just joyful with no learning. Learning needs to be joyful. Just joyful -activity is pseudo-activity.

Game 2: average age around table in terms of years, days, months. Share the method of doing before doing.

- One thinks seriously on how construction of knowledge can take place.
- Experience is initiation and the next 3 stages is where construction takes place.

For example:

List 25 things in your home.

Classify these things from their sources/location of manufacturing.

A - less than 50 kms

B - 50-500 kms

C - 500-3000

D - more than 3000 kms

Further analysis can made on basis of -

- Arrange in distances and mapping
- Mapping
- Prices
- Why produced at the particular locations?
- Agriculture hubs
- Industry hubs
- Economics
- Socio economic context of children
- Nutrition
- Utility of various items
- Culture and geography
- Proportions, ratios
- Necessities and luxury
- Frequency of use
- Many of and less of
- Prices and taxes
- Transport systems

- Perishable and durable
- Bar graphs
- Safety in use

Why so many ideas on activities came up?

3 conditions were provided to facilitate to move from simple question to complexity,

- Starter
- Framework
- Freedom

Developing of activity involves,

- Initial planning of the activity takes time
- It does not need development of TLM
- Should be easy to do
- Should not be dramatic
- Teacher does minimal and children work longer
- "Work smart and become lazy!"
- Effective and Efficient Models of Learning
- The final stage of consolidation is very important when the emerging understanding is put in a frame.

E – R – A-C

Key Change 3: Relationships

Refer to slide presentation # xx on relationships.

Summary of discussions on the presentations:

- Discriminations need to be identified to enable them to be addressed:
 - Explore the textbooks for
 - use of word "but" she was a girl but brave
 - Girls doing science experiment wrongly and boys doing them correctly
 - Muslims shown in caps
 - Girls cannot learn mathematics
 - Girls get water for guests in schools
 - Sitting arrangement in classes- teacher needs to mingle with all children
 - Word/numbers based knowledge and assessment need to be looked in a larger paradigm ó there are 8 different ways of processing and not just word based
 - Discrimination in practice, whose knowledge is acceptable, presentation of knowledge, what qualifies as knowledge, what is excluded, giving legitimacy to just one part of society
 - Majority primary teachers are women ó is there evidence that women are better than men? Or is this based on a perception that women are better with younger children.
 - MDM ó preparation, serving, consumption

Preparing AWP - Task:

For your states/UTs what are the top -

- 5 Learning Outcomes
- 5 Process Indicators
- 5 Attributes of relationships

Refer to slide presentation # xx on deeper understanding of EEQ.

What are the 5 most important learning outcomes you would like your children to have by the end of the class 5 and by end of class 8?(Refer to the 6 critical implementation outcomes at SSA level have been worked out during the Gandhinagar workshop.)

Presentations:

- Delhi
 - Class 5 ó health and hygiene, learning to learn through curiosity, expressions, awareness of environment
 - Class 8 ó management of time, decision making, team work, life skills, critical thinking, scientific temperament, respect towards constitutional values, local to global
- Andhra Pradesh
 - Class 5 ó language proficiency, appreciate and enjoy relationship with environment, 4 fundamental operations of mathematics, develop familiarity with social systems -> all this will lead to change for all round development, able to understand mathematicsø logic
 - Class 8 ó developing 4 skills and ability to communicate in daily life, understand relationship between man and environment and scientific , maths in daily life situation, promote logical thinking, enable students to develop interest in culture, develop values, able to know geographical, political, historical and cultural life of state and country
- Chhattisgarh
 - Class 5 ó read, write understand Hindi, mathematics in daily life, surrounding understanding and , geographical, hygiene and environment ó responsible, family and community ó understanding and interaction with confidence,
 - Class 8 ó able to have opinions and express them, mathematics in daily life, socio-pol-eco understanding and , English basic understanding, science ó fundamental understanding and application, world and India ó understanding of geography and social
- West Bengal
 - Class 5- practice physical wellness ó hygiene and, social relationships and environmental relationships, ability to express in simple language in mother tongue, ability to oral communication in English, simple math in daily life, attitudinal development towards sports,...

- Class 8 ó same as above, must have sense of belonging to state particular and country general in prospective social geographical historical context
- Tripura
 - Class 5- development of mother language, development of second language-read writing, mathematics for daily life
 - Class 8- understand importance of education, historical and geographical importance of our country
- Manipur
 - Class 5- moral values, idea about socio and cultural values of India
 - Class 8- know human nature and develop art of interacting with people in harmonise way
- Maharashtra
 - Classes 5 and 8- strong desire to learn, self-learning, believes and behaves in line with constitution, aesthetic sense
- Lakshadweep
 - Class 5- child should have activated necessary literacy skills and application, and interest in reading extensively, differentiate between good and bad ó social and moral values, spatial and math skills and apply in life situations, threats to immediate environment, respect for others views
 - Class 8-explore new knowledge thru various media, scientific attitude, clear concept about secularism, democracy and oneness of humanity, critical thinking, ability to respond positively to difficult situations, analyse complex ideas and make decisions
- Daman and Diu
 - Class 5-able to change in behaviour ó respect, truthfulness, cleanliness, regularity, developing curiosity and critical thinking and attempt to find answer, develop communication skills with community, family and friends and active involvement in socio culture
 - Class 8-increase in observation, analysis and critical thinking and exploring ideas, developing values of leadership, participation in co-scholastic activities, responsibility towards family, community and friends, understand responsibility towards family, community and country
- Meghalaya
 - Class 5-mathematics in daily life, express needs and feelings in English, reflect and express from past experiences
 - Class 8-formulate own strategies for difficulties
- Madhya Pradesh
 - Class 5- listen, understand, and apply, environment and sensitivity and conservation, understand geographical context
 - Class 8-indentify problems in daily life and solutions, develop understanding
- Rajasthan

- Class 5-be able to take just and equitable decisions, and be able to give reasons for their choice,
- Class 8-have negotiations and conflict resolution skills

A word of caution: Apex outcomes imply a lot will need to get covered to achieve it, for example, conservation of tiger.

Make a summary of today to present to SPDs:

- What is the situation in your states for the above outcomes stated by you?
- Why did we select the 5 outcomes we selected? What else could be added? Would the new ones be more important than the earlier 5?

Day 2: December 9, 2010

Summary of Day 1 (prepared for SPDs who will be joining the group from Day 3)

- Day 1 began by describing 3 qualities of state of education
- Ground rules of the workshop
- Objectives and Structure of workshop
- Shift of Outcomes
 - Key changes
 - Implications to get these changes
- How to use mobile phones in classroom?
- Preparation of situational analysis

Summary of discussions:

- In light of RTE ó priorities for class 5 and 8 should be same across the country -
 - Cannot be same in every state as every state has its own situation hence top 5 will need to be state specific. Starting points will be different.
 - A lot of things need to be done. Hence focus on some at a given time and go on to others.
 - Framework can be the same
 - RTE will have its own version at state level
 - First 5 need to be the same. After that it could be state specific.
 - Probably can be same after 3 years
 - Desired and feasible/achievable
 - Local teachers are more effective. Hence recruitment should not be centralized.
 - 6 SSA objectives are common. We are beginning here.
 - This is the 3rd workshop in the series but the teams coming to workshops are different every time hence effecting continuity.
- Maximum capacity of child learning ó could lead to escape route for teachers and claim that this is the maximum the child can learn.
 - Steps need to ensure that MLLø's minimum can be avoided.
 - *Umar anusar; Shamata nusar shiksha* ó Education according to age and according to capacity.
 - Regular interactions with parents are needed to keep them informed. Teacher can be taken to court as mandated in RTE to ensure there are no loops and children attain education to their full potential and not at MLL.
 - State rules need to define the outcomes. RTE is at national level and hence at a broad level. Most states are in process of making their rules. These issues can contribute to state level RTE
 - Teacher being burdened and need support in case of an overage child.
 - Special training to the over age child is provided for.
 - Differential learning ó diversity in classroom. There are models in India which can be shared. There are accelerated learning models. There could

be workshops on this. For example there are ungraded schools in India. NCF mentions combining 1-3 classes.

- Is it feasible for teacher to address overage children + whole class? Teachers are finding this difficult. But then methods have kept changing hence no model was fully implemented to know its success or failure.
- Child specific attention is going to be needed irrespective of overage child.
- Challenge ó habitats for extra classes not possible. Hence these children will not get integrated.
- NCF talks about holistic approach. But the full school time is needed.
- Differential learning techniques should help address majority of the problems.
- Changes need to be made at all institutional levels including SDMCs too ó only then learning outcomes will achieved. Cannot focus on one area only. This needs to be incorporated into the AWP.
- Quality can be talked about if children come to class. RTE does not have accountability to community and parents. There are duties. ó SMC is part of the school plan hence accountability is built. Laws need to be interpreted. The law is new and its practice will reflect on its interpretation.

Main outputs of workshops:

1. 5 critical outcomes for 5 and 8
2. 5 critical process indicators
3. 5 critical changes in relationships
4. 6 SSA program outcomes
5. What is the present situation ó situational analysis?
6. What are the actions to do this?
7. Sequencing and scheduling ó this will lead to AWP

Structure for 3 days:

- Continue to refine the outcomes, processes, relationships
- 6 SSA outcomes
- 5 pillars of actions
- Plan development
- Presentation of plan
- Mutual commitments from both sides

Outcome to Plan Chain

Teacher ó School ó Cluster ó Block ó District ó State- National

For example,

Outcome: Children will develop confidence.

Actions at classroom level,

- Opportunity to make mistakes without fear
- Opportunity to express
- Atmosphere should be child friendly ó motivation, praise
- Fear free environment ó what needs to be done
- Participatory ó gives responsibility to children
- Tasks should give sense of success
- Rotational basis
- Appropriate praise
- Opportunity of leadership
- Should give opportunities in different settings
- Taking decisions jointly and individually
- Students are allowed to ask questions and not just asked to give answers
- Peer group exercises/work to enable children to talk
- Morning assembly can be used
- Voices of children
- Children should be able to assessment
- Change sitting arrangements
- Cultural programs
- Exposure visits
- Classroom management responsibility to children

Use what we have already discussed earlier.

Relationship changes need to be got in the classrooms.

E-R-A-C: how -Rø is designed will help to achieve above.

How will teachers do the above?

What needs to be done at CRC-BRC levels?

What will you tell the teacher?

Refer to slide presentation # x, y, z, a on classroom pictures.

Summary of discussions:

Classroom picture

- Changing sitting
- Very serious

- Warming up needed
- No sharing taking place
- No charts
- Convenience sitting according to teacher

Second classroom picture

- Bazar type
- Without knowing what is happening it is difficult to say whether what is happening is right or wrong.

Third classroom picture

Fourth classroom picture

- Children sitting back to back. Maybe 2 classes

CRC coordinator during class visits ó wants to achieve the above actions in order to achieve outcome mentioned above. What changes will need to be made in these classes?

- Change sitting arrangement ó group activities, children need to face blackboard, in individual work on their own, -Uø shape for full class
- Lighting needs to be improved
- Appropriate TLM need to be given to teacher
- Manuals to teachers
- Teacherø preparation is important
- Teacher need to give time for preparation
- How much time will be needed to make the change?
 - Rituals will change in 1 or 2 days. But beyond CRC coordinators will need to go 1 or 2 weeks to enable changes. First find the problems/gaps and then gradually apply. Needs to know ideal situation to know the gaps.
 - Will observe the activity and then suggest what sitting arrangement is needed.
 - Interim till CRC coordinator ó school staff needs to develop the ability to identify the gaps.
 - Also dependence on CRC coordinator should be reduced with time. Capacity building of school staff. Need to observe each other and support. Or call for help from CRCs. Empower HM to do so. Teachers as a team.
 - CRC needs to be also enabled to provide this support.
- What needs to be done at district levels?
 - Refine selection procedure and employment policy, tenures to be fixed
 - Roles of CRCs and BRCs need to be defined and schedule for getting this done
 - Deliverables of CRCs need to be defined.
 - Crps performance measurements, benchmarks, appreciation
 - Strengthening of CRPs ó including support to solve problems ó set up mechanisms, monthly meeting to discuss academic issues
 - Need based plans for CRCs and BRCs.

- Teaching experience important for CRPs, role definition and stop from being post man otherwise there will be no investment in their capacity building.
 - Preparation of CRC development plan for empowerment
 - Identify school needs by CRC
 - Regular visits of CRPs
 - Stronger and correct information flow
 - CRCs should be trained
 - CRCs and BRCs should be under regular employment. MHRD needs to help in this.
 - Over qualified CRPs but still state situation has not improved. No delegation of power hence constrained.
 - CRPs and BRPs trainings needed. Teachersøtrainings are taking place.
 - Non-hierarchical ó should CRPs be necessarily more qualified than teacher or should importance be given to teaching experience?
 - CRPs linkage with DIET needed. District resource group linkage for academic support to CRCs
 - Linkages should be through all levels till the state level ó but at state level different units like gender, MIS, RTE....therefore training management becomes difficult. (Banana-omelette problem ó banana good, omelette good but together not good!)
 - Strengthening SPO.
 - CRP as resource person in teacher training. Therefore mainstreamed. And in mobile connection state resource group to ask for support.
 - Integration of all institutions from state levels to teachers.
 - SSA plan is RTE plan. Need for joint sessions with representatives from all institutions. Budget periodic joint review meetings.
 - Key indicators needed. TSG support required.
- What needs to be done at state levels?
 - What needs to be done at national levels?
 - How will curriculum be changed?
 - Space for sharing childrenø experience
 - Childø home language should be used initially and then gradually shift to state language

5 process indicators (in order to achieve the outcomes defined earlier)

The indicators could be level wise or process quality wise too.

- Andhra Pradesh - community participation-(attendance of member of community in school meetings, transparency in terms of attendance of teachers, students, access to records) community is well represented, active; school transparency
- Maharashtra -each process should have clear objective ó process is seen not just as because it has to be done-input needs to be done for objective; clearly defined flow of action ó well communicated to all involved, series of steps aligned and sequenced and linked in order to generate an objective; how to communicate the process; flexibility and liberty within a framework to make changes to achieve the desired outcome. Process can be flexible but not the outcome! Those involved find process interesting, relevant and worth participating in
- Lakshadweep: child should have literacy skills and ó facilitated to prepare discourses to develop proficiency in languages; good and bad ó values will be inculcated thru discourses; basic knowledge to threats to environment- trips to observe destruction and projects to know more; develop respect to all -celebrate festivals of all religions and cultivate brother hood; Clean clothes by children-children have learnt about hygiene-awareness thru bal *panchayats*/children monitor each otherø hygiene
- West Bengal - time for large size classrooms...teachers need to be decide how of classroom processes- teacher speaking and group discussions. Indicators developed by teachers.; CRPs should carry some tools to share with teachers for instance assessments and give feedback
- Rajasthan -classroom observation tools will lead to binding framework then no flexibility instead develop good classroom indicators to give flexibility; When school improvement plans and CRPs need to be trained for this

What have we learnt?

- Many processes are happening and there are points of communications
- What should the processes be like
- Who should decide the standards and how?
- Local development will increase probability of ownerships
- Each school should have my dream school -> school improvement plans (happening in MP)
- Self-evaluation tools can also be used
- Any process indicator ó for example, community participation ó what action needs to be taken to enable this? Implications on AWP.
- Defining flexibility

Subji Tokri/Vegetable Basket

- Outdoor is a learning environment.
- TLM walk- what can be used in the surroundings
- Make an activity- we talk about objective and not activity. For activity the 1st thing is to identify a challenging task

Task:

Refine the outcomes worked out in Gandhinagar workshop.

Points of discussions

- What does this outcome mean?
- Are the proposed steps likely to contribute towards attaining the outcomes, if not, either refine, or drop.
- Is something missing? Suggest additional steps.
- Do you have any advice on any of the steps.
- Finally looking at your suggested steps, will a state team become clear about what they can do? Think of the context of your state/UT.

6 Outcomes: Compilation of revisions in group work and discussions in whole group (Day 2 and 3)

Outcome 1: Improved teacher availability and time on task. (teacher to be more present in class and actually teaching)

Gandhinagar workshop text

Explanation: This outcome implies that

- teachers are available (i.e. recruited and posted) according to PTR requirements as spelt out in RTE
- they attend and actually teach during school hours
- the time allocated in RTE is actually spent as meant (45 hours / week, including preparation)

Steps

RTE awareness and mobilisation

- Dramatically increased awareness of RTE (how?)
- Sensitizing all teachers on RTE Act / could be included in on-going teacher training
- Reading material connected to better use of the teaching hours
- A major teacher mobilisation and motivation campaign

Establishing baseline

- Document present status/baseline through an effective means, and use the same for comparison after six months.

Involve and empower community

- Initiating and supporting VEC/SDMC development + their easy access to school; include classroom processes and desired pedagogy (so that they support active learning)
- Transfer leave sanctioning power to SMC?

Strengthen monitoring

- Enhanced monitoring systems + their actual implementation by the CRC, BRC, school inspectorate and administration; monitoring includes observation, interaction, discussion, documentation, analysis and feedback for betterment.
- Frequent visits by block, dist officials

- Providing on-site support as facilitators
- Orient school inspectors /supervisory staff on what they should encourage or discourage, and how?
- Increase IT usage ? (e.g. to track attendance patterns, or provide on-line inputs on RTE)

Reduce dis-incentives

- Minimize non-teaching work
- Redressing grievances through departmental contact

Share performance standards

- Incorporate ADEPTS approach?
- Identify performance indicators of classroom process and children's achievement in the beginning and use as a baseline to compare at the end of 6 months [use sampling?]

Jaipur workshop modifications and discussions

(Modifications and discussions included in the original Gandhinagar workshop text.)

Explanation/Meaning of Outcome:

The outcome implies that

- Term availability implies the following information:
 - Availability of teachers based on PTR-RTE
 - Requirement of teachers based on PTR-RTE
 - Trained/Untrained status of teachers (pre-service and in-service)
 - Deployment/Attachment of teachers to other non-academic duties
- Term time on task implies whether:
 - Teacher is in school
 - Teacher is in school and in class
 - Teacher is in class and is teaching
 - Teacher is involved in effective classroom transaction
 - Children are achieving optimal proficiency levels
- The time allocated in RTE is actually spent as meant (45 hours/week, including preparation)

Steps:

- RTE awareness and mobilization
 - Dramatically increased awareness of RTE
 - Sensitizing all teachers on RTE Act / could be included in ongoing teacher training
 - Reading material connected to better use of the teaching hours
 - A major teacher mobilization and motivation campaign
 - Mobilization and motivation of all the stakeholders including community.
- Establishing baseline and Future Projections
 - Information to be collected on points mentioned above under availability
 - Future projections at least after one year of state rule framing and next academic years.
- Involve and empower community
 - Initiating and supporting VEC/SDMC development + their easy access to school; include classroom processes and desired pedagogy (so that they support active learning)

- SMC may submit absentee report and assessment report to the concerned authority. SMC should have leave status information.
- Necessary arrangement may be pursued by the SMC to fill up the vacancy of teachers on leave for more than 15 days.
- Strengthen monitoring and support
 - Enhanced monitoring system + their actual implementation by the various institutions from state to community level; monitoring includes observation, interaction, discussion, documentation, analysis and feedback for betterment.
 - Frequent visits by block, district officials
 - Providing on-site support as facilitators
 - Orient school inspectors / supervisory staff on what they should encourage or discourage, and how.
 - Increase IT usage (e.g. to track attendance patterns, or provide on-line inputs on RTE)
 - SSA, SCERT, Directorate, Department, DIETs, BRCs, CRCs, schools need to be interlinked for exchange of information.
 - Identification and documentation of innovative practices of the teachers need to be undertaken.
- Reduce dis-incentives and Provide Incentives
 - Minimize non-teaching work
 - Redressing grievances through departmental contact
 - Work out incentives need to be introduced based on performance and initiatives taken by different stakeholders.
- Share performance standards
 - Incorporate ADEPTS approach
 - Identify performance indicators of classroom process and children's achievement in beginning and use as a baseline to compare at the end of 6 months (use sampling?)

Outcome 2: A warm and encouraging atmosphere in the school.

Gandhinagar workshop text

Explanation: Children often experience fear, discomfort, humiliation and hesitate to go to school, or take part in classroom processes. Social barriers ó such as language, or ethnicity or class / caste / gender, also play a role. Corporal punishment is of course a big cause of fear as well.

This outcome seeks to establish a more child-friendly, fear free atmosphere in the classroom as well as outside. Children need to feel valued, listened to, given scope to do things their own way, and helped, supported when they face difficulties. Greater sensitivity on part of teachers and others involved, removal of harmful practices (e.g corporal punishment), and an occasional encouraging work is what is required.

Steps

Indicators and baseline

- Developing a simple and attainable set of indicators in this regard (keeping RTE requirements in mind); disseminating these widely.
- Document present status/baseline through an effective means, and use the same for comparison after six months.

Classroom level

- Put children at ease
 - Use language familiar to children
 - Smile where appropriate
 - Calling children by their names
- Use Active Learning
 - Ensuring each child's participation
 - Ensure every child speaks freely
 - Use active learning, TLM used
 - Opportunities for self learning, child should get maximum time
- Appreciating children's efforts and their needs
 - Appreciation for achievements, efforts of students
 - Recognise creative expressions of children, oral, written, drawing or any other
 - Paying individual attention as required
- Classroom organisation
 - Dynamic seating arrangements
 - Display children's work
 - No fixed furniture, child-friendly school construction
 - TLM accessible to children, at eye level, within reach
- Non-negotiable:
 - No corporal punishment or demoralisation
- Treating children as responsible
 - Respecting the view of children
 - Give responsibilities to children, each child
 - Involve students in preparing TLM

School level

- Appreciation for achievements, efforts of students
- Scope for sports, in terms of time, space, equipment
- Box for lodging grievances
- Functions organized where community takes part
- Knowing children beyond classroom, including their individual traits
- Enable all (parents, teachers, trainers, HMs administrators, community, SDMCs) to *visualise* child-friendliness through different means (e.g. video)

Cluster, block, district, state levels

- Orient district level functionaries to strengthen pedagogical understanding
- Use of ADEPTS ? [need to elaborate] phased performance standards that have clear indicators and steps, offer a path that motivates teachers to change]
- Celebrating successes wherever we find it
- Add further steps
- Appreciation of students; children's clubs/houses in schools, where they democratically elect leaders, with each house/club getting 15 days to fulfil a responsibility, which is given feedback for by others, and appreciation.
- Identify along with children, the indicators for what should be appreciated, and then appreciate it

- 'Lost and found' box; a child who keeps something in this box would be appreciated in morning assembly
- Before all, make community, teachers, HM, others aware of RTE provisions, and the need to treat children with respect
- Social relationships: the employees have a strong sense of ownership, and the students end up getting treated as outsiders ó how to instil sense of belonging among students, and how to enable employees to do this
- Teacher orientation ó what would be the methods used? Role play, self-reflection exercises (e.g. recall childhood injustice)í which lead to sensitization.
- By being vigilant about small things (e.g. a child falling down, or showing a visitor the way) are also ways of showing that you care; school cultureí
- Student profiles in school; we need to have teacher profiles in training. Trainer too will have to spend time with the teacher in the way it is expected that teacher will with the childí
- What kind of relationship teachers should have with children's families / communityí home visits [from RTE provision for teacher time]
- School also reflects how children are treated in societyí e.g. public infrastructure is designed for adultsí The issue needs to be understood in detail, and communicated, e.g. through well-prepared booklets [on where are children ignored, how, how can they be treated with equality and respect]
- We need to understand childrení communicate
- Do not restrict appreciation to some children, but find a way to appreciate each childí
- How to ensure that children are able to approach the teacher without fearí

Jaipur workshop modifications and discussions

- Added in explanation after gender ó infrastructure
- Step indicators
 - Baseline- pleasant atmosphere, sitting arrangement, absentee less, attendance thru entire school hours, no teacher with stick, MDM, sports, use of library, display board has student's contributions, safety measures, put children at ease, visitor attended by senior student, respect mother tongue, not named on surname but by first name, personal touch between teacher and children, peer learning and library learning, student records in individual portfolios, no corporal punishment, no comparisons, no negative expressions, professional monitor system, sub-committee of students, time for students during assembly time, grievances redressal cell, appreciation of student by teacher,
 - School day is divided into subject periods (unit based) makes it less welcome for students
 - Attention span is short hence change is needed
 - Could become boring
 - Teacher changes with subjects
 - Constructive time needs more time hence period time needs to be increased
 - Periods is management friendly and not learning friendly.
 - Delivering learning is imp
 - School is designed to give special type of knowledge hence subject period needed
 - Holistic education (?)

- Different strategies for 6 year old and 14 year old.
- Child psychology- periods in schools, at home child will complete the chapter and not be time
- Activities cannot be done in 30/45 minutes, continuity cannot be maintained
- School is for industrial revolution for capitalist as a factory setting. Division of lab hence division of subjects. But in constructivist view there will be difficulties. Is learning taking place?
- Desirable should not be decided on what is difficult. Challenges need to be faced.
- Exposure needed to different models of learning.
- How do u take educational decisions? In principle and in practical. Informed choices.
- We have got used to rigidity. Inspector makes negative remarks. Innovative teachers need to be looked at. And they follow a general timetable but not rigid in terms of time. General guideline to be put.
- Decision making ó 3rd way ó based on rte there is minimum hours and not timetable.
- CCE then periods needed.
- No compromise on objective. Flexibility in means possible. ó emerging trend

Outcome 3: Learning through activity, discovery and exploration [Increased visibility of active learning]

Gandhinagar workshop text

Explanation: The RTE clearly mandates that learning will take place through activities, exploration and discovery. The NCF-05 too emphasizes constructivist pedagogy. Detailed explanation of this exist in several documents. This outcome states that the use of this pedagogy should *begin to be visible* in all schools. It will probably take several years before teachers have internalized it sufficiently to be able to implement it as required, especially in situation where such diversity exists among learners. However, the entire SSA machinery should come together to focus on this and insist that rote memorization give way to involving children actively in their own learning processes.

Steps

Indicators, baseline and 'target'

- Defining performance indicators of teachers, CRCs and BRCs
- Undertake a situational analysis on basis of the above, and develop indicators that can be attained in the foreseeable future.

Curriculum and materials

- Review and revision of textbooks and curriculum to incorporate active learning
- Identification of subject-specific activities (through different means including cards, work sheets)
- Identification of simple experiments, project work, field trips
- SLM for teachers and students

In the classroom

- Develop activity learning framework with teacher participation taking into account feasibility in terms of number of children and space available in school
- Generate activities related to immediate environment
- Use a variety and range of activities
- Use of LLBs (low-level blackboards)

Management of learning

- Reframing the format of teaching time.
- Evaluation should be based on activities rather than just paper and pencil tests

Training, capacity building

- Capacity building at different levels
- Designing training around active learning
- Make a transition plan for classrooms

Monitoring and supervision (including self-supervision)

- Regular school visits made mandatory by supervisory staff, along with class and school observation formats
- Teacher self-evaluation through demos and observation of active classrooms
- Opportunities for teachers to share their experiences, difficulties

Jaipur workshop modifications and discussions:

- Enabling active learning
- Infrastructure
- Readiness of the system
 - Authorities should believe and agree with the effectiveness of the methodology
- Capacity building of teachers
 - Outcome should be divided into smaller parts
 - Training of teachers
- Perspective building on people who develop curriculum, syllabus, text book
- Relook at examination system
- Trainers should be practitioners
- Majority teachers follow textbooks. Additional material not used. Hence textbook development should be periodic.
- Assessments at different levels ó students, teachers, schools,
- Hierarchy relationships need to be redefined ó schools-CRC-BRC.....
- Recertification of teachers periodically.
- After training mention what should we see teacher doing in class. Will change over a period of time. This is a follow up of training to ensure that training is successful.
- Do we need textbooks? It is futile, harmful, rather use the same money with various reference books and other TLM to classes. Textbook is equated to curriculum. Textbooks seen as bibles. Textbooks is a vehicle of exclusion ó language, one type of children, relevance to local surroundings excluded, therefore how to incorporate diversities. Textbook forces teacher to teach all children the same thing at the same time.
- Textbook can be supplemented with teacher manual to overcome negatives of textbook.
- Textbook is what is minimum that can be provided to children.

- Issue is beyond standard material and textbooks ó structured set of lessons,...- above point is an ideal situation. Given our country's reality, textbooks are useful. They need to be geared to the new way of thinking. In classroom the teacher can take learning beyond the textbook. Textbook can provide the direction. Structured sequence is needed. Could be manuals to teachers too.
- Shortcoming of textbook should not be shortcoming of teachers.
- Curriculum, Examination, teacher, classroom transactions, textbooks, community ó needed to be taken up in an integrated manner and a 5 year plan in a phased manner. Cannot start every year.
- Textbook is merely media to transact curriculum.
- Good pictures in textbook to make it appealing.
- Once upon a time textbook was the only way. Hence we need to now supplement with non print media.
- Replace textbook with comprehensive learning package ó individual package, shared material, teacher material. Funds can be got from existing textbook funds. Can be also made context specific.
- RTE has provision for libraries.
- Who says what is good?
- There are teachers who use these textbooks well. But examination makes the teachers make the children rote. Hence assessment system needs to be changed.
- What is knowledge?
- What is considered as textbook? This culture needs to be looked at.
- Infrastructure in presentation RTE ó teachers according to rooms or rooms based on teachers. PTR decides number of teachers.
- Multi age multi grade teaching is more effective. Hence less teachers is not to be looked at as problems.
- Textbook is given too much importance. Changing textbooks does not changing real situations.
- Adapt NCERT books and not adopt.
 - Size is too big. Long and thick.
 - Book cannot be completed.
 - Too costly.
 - Use as starting point
- Please tell me what to do and i will do ó anti education statement.
- Which class should textbook begin from.
- First 2 years no textbook is accepted. But needs to be looked into.
- Multi grade ó comprehensive package is good idea.
- Activity based instructions can be content free. Diversities can be respected here.
- Awareness of local and global problems - but textbooks keep children away from reality by giving only good things.
- Implications for planning
 - Role, value,.. of textbooks in terms of constructivist approach.
 - Guidelines on nature of textbooks
 - Process of developing books-orientation of textbook developers
 - National sharing workshop on textbooks to see various kinds so textbooks across the country.

Outcome 4: More inclusive classroom participation (visible and continuous reduction in discriminatory classroom practices classroom ó identify these, and then work on them)

Gandhinagar workshop text

Explanation: Given the fact that from times immemorial, education was seen as a prerogative only *some*, it is common to find educators who do not see all children as equal. This unconscious (or even conscious) bias spills out in many different ways in the way in which children are treated, the degree to which learning opportunities and support are provided. Apart from the issue of equality being each child's right and a basic principle, just the fact of not being treated as an equal strongly affects learning. The basic objectives of education and of RTE itself cannot be attained so long as discrimination is practiced. Often, it is so common that we are hardly even aware that it is there (e.g. the commonly seen statement ó 'he was poor but honest). It is important to identify and make overt the different kinds of discrimination practiced in classrooms and school, and take steps to address them. This is even more urgent now that we have children from even more diverse backgrounds, including working children, CWSNs and many other marginalized/vulnerable groups whose rights are likely to be ignored.

Steps [unfortunately most responses tended to focus on CWSNs rather than taking the broader view]

Identify and make overt the kinds of discrimination practiced in school

Establishing non-negotiables and disseminating them

- Develop and share a set of non-negotiables, disseminate these widely
- Incorporate in RTE dissemination mentioned above
- Incorporate in the processes mentioned above

In classroom

Heterogeneous seating arrangements

- Material available to all, differentially according to needs of all
- Material not kept out of reach of children, available to all
- Encourage peer learning, with changing peer leaders
- Time limits given for work should be flexible, monitored by children

Curriculum and materials

- Adaptation in curriculum and textbook for CWSNs, including of activities

Teacher training

- Teacher visits to inclusive settings
- Training teachers for inclusive classrooms [sensitisation on RTE, differently-abled children, gender discrimination]
- Use clippings of movies (TZP)
- Orientation on CCE

Orientation of key stakeholders

- Orient trainers on the higher order training skills required in this regard
- Orient community reps, CRCs and BRCs

- Orient community / VEC-SDMCs / CRC-BRC and district functionaries to track progress of children 'at risk' in terms of learning and undertake required, appropriate interventions
- Orient administrators, HMs, supervisors

In school

- Appoint special teachers as appropriate
- Physical environment ó barrier free, adaptation on seating arrangements, BALA

Jaipur workshop modifications and discussions

- *Sometimes our provisioning itself creates a problem*
- Preparation of textbooks in tribal languages ó not seen by the users of these languages, since they feel it is a means of deprivation. Perhaps a better technique would be scaffolding, using standard language.
- Not necessary that inputs of those only from the same discriminated groups can provide inputs to children from these.[e.g. Muslim teachers for Muslim students]
- Avoid quick fix solutions, they have a price.
- Need to focus on diversity ó as a valueí
- Decide strategies on basis of contextí
- Is the issue of non-discrimination a value or a techniqueí If equality is a value, it would be treated in one wayí
- We need to re-examine value.
- Discrimination is not to be reduced just to a limited number of groups. It can be between school and community, hierarchies (e.g. between officer and teacher) is also discrimination.
- Issue: who is de-valued, what devaluation meansí
- Simply making provisions not enough, but how the interaction takes place, learning opportunities provided.
- Discrimination in society reflects in school ó how to combat this through our interventions? Strategies needed in this regard.
- Need to create a tolerance for appreciating difference. This will bring us closer to compassion, and reduce the need for other kinds of actions.
- Related to optimal/minimal discussion, that everyone has unique pace/way of learning ó urge to make everything same needs to be overcome..
- Imp not to get pulled into thinking 'let's at least do this'
- We need to see the history and vision of humanity. E.g. in training, or hierarchyí why is it thereí Is everyone the same, or equal ó do we really understand that concept, as applied to society. The vision of our society ó to achieve it we will remove discrimination. Is that vision clear? Why RTE, why education ó is related to our vision of our future. 'Facing future challenges' ó is too small a purposeí What do we think is a challenge?
- The vision is a really long term thing to work towards such a vision.
- *Every state to consider a vision-building exercise.*
- If I want to give everyone a pair of specs of 1.5 power ó who will want to take it? Is it equity?
- To what extent is the education relevant to children ó what is the character of education? Is it the need of the child? Is it the notion of the country that every child should get it?
- What is difference between police and education structure/system? Police can take action on specific things.

- Teachers just make discrimination obscure ó e.g. it is assumed that something has to be taught in a specific, homogenous wayí this excludes some. E.g. a textbook assumes that all children have eyes and can readí
- We need to move towards an inclusive / responsive systemí
- Three areas:
 - Challenge the notion of knowledge (whose knowledge?) [we have assumptions that the marginalized have no knowledgeí]
 - Teacher training
 - BRC-CRC
- Processes are often discriminatory, and small changes can have an effect. When a woman teacher comes to training, there is no provision for a crèche ó such an idea would make a big difference (this is done in NREGA).
- In curriculum/classroom, can there be discussion on issues of co-existence?
- Ghettoisation
- At present the best positive discrimination would be to have as high a quality education as possibleí
- Equity is not = the same for all; it is = according to need (some will need more and some less)
- From policy perspective ó govt schools have got reduced to being for the marginalized and there are many other kinds of schools / many categories teachers for different levels / groups in societyí . A common school system neededí

Steps

- Clarify your understanding, in the form of a perspective note in easy to understand form and language.
 - Share it
 - Vision
- Assess present practices, including one's own behaviour / attitude, using the perspective note above
- Evolve and implement a pedagogy that deals with diversity
- Developing and delivering a really good educational quality to each child is our answer to the issue of there being many kinds of schoolsí
- Issues is of understanding and definitions of discrimination-leaking roof, put buckets under each leak or address the roof
- Above understanding very limited
- For example, Muslim child will learn only Urdu ó needs to be looked into
- More generic way is required.
- Anatomy of discrimination needs to be understood
- Inside all us we have biases and take part in discrimination-embeddedness
- Legal aspects need to known-domestic violence, early marriage, rte,.....
- We need to understand how our systems operate- after 8th std girls need not take maths and get home science, give rest to girls by not giving homework. In goodness doing wrong. Not about making kind spaces.
- Marginalization and discrimination-new categories coming up eg conflict areas, hiv affected children,
- Need to shift from provisioning to right is met
- School is a reflection of society
- Are we strengthening stereo types when trying to address it?

- Different shift for 25% category in some private schools
- Ma-beti mela in MP- rangoli is taught
- Rte-art17 clause 5- transfer of child cannot be put into special schools such as specific purpose?
- We are coming to need deeper thinking. How to get it to class room level? Reflective exercises to teachers,....
- There is nothing wrong in girls knowing rangoli or home science but it should be a choice. Just like boys can also learn rangoli
- TLM and textbook in tribal language- may not be wanted by tribal. They look at it as discrimination.
- Most parts of India it is difficult to create tribal districts.
- Problem is in the attitude of the teacher and not so much in TLM.
- Tribal are privileged groups in North east.
- Children can be helped to take up state language but then the issue is of respecting the tribal language.
- Selective provisioning gives rise to other issues. Hence need to be carefully taught.
- We do not need to appoint a Punjabi to teach Punjabi.
- 17% students in madarssas are not Muslims.
- Do we need Muslim teachers to teach Muslims
- Multi script education
- We need to create heterogeneous societies and not homogeneous so that there is respect for each other.
- As value and not a technique
- Check our own value system
- Home level discrimination
- Schools as secular spaces
- Create tolerance to appreciate difference. Related to differential learning.
- Important not to be pulled into obvious discrimination by doing at least this.
- History and humanity in teacher training. Why of discrimination? In reality are we equal where is the equality and inequality. Humans want to live as a society. We need to visualize the society. Are we clear about it? Why education for equality, for what? Need to discuss at state level.
- Character of education
- Police and schools are different. Teacher's role is different. There are practices that need to be addressed.
- Challenge notion of knowledge. Whose knowledge?
- All things are around teachers. Crèches for female teachers' children during training.
- Discrimination within school ó girl get uniforms and not to boys.
- Imp to co-existence
- Ghetto's for girls from minorities. The teachers of these institutions discriminated against also.
- For some of these children education is the only thing that will enable equality for them.
- Everything is ok in the society? Notion of equality or equities. More opportunities and not just equal.
- Multi perspective-national system of education of comparable quality. Different schools serving different communities. Hence common school system required.

- At state level clarify understanding on equity and discrimination issues. Make a perspective paper in teacher friendly language. And share. Connect with vision.
- There are many classroom practices that deal with diversities in class.
- The perspective paper can help people understand their inherent our biases and education practices.
- Government school quality improvement will lead to solving a lot of issues. Effective classrooms will lead to children come to government schools. It does not matter if we have common school systems
- ADEPTS ó nobody changes till success is guaranteed. Teacher gets addicted to on-going improvements.

Discuss in your state teams the important points from the discussions and what will you do in the state?

Outcome 5: Focus on higher order learning with objectives and building of child knowledge, potential & talent.

Explanation: Even though all policies, curricula, and the RTE emphasize the all-round development of children, somehow the focus tends to remain on the most basic learning objectives such as reading and writing, or the basic mathematical operations, and the like. Application of learning in real-life situations is ignored, as are the ability to imagine, be creative, ask questions, explore, reflect and analyse, arrive at one's own inference / decisions and give reasons for it, solve problems and being aware of one's environment in a deeper way.. Within subjects, too, the higher order learning objectives are under-emphasized. Unfortunately, extracurricular activities and sports are also sidelined.

Given that 'education' means more than the basics, it is important to begin the process of restoring the emphasis on holistic, all-round development of children.

Steps

Enhance curricular awareness among teachers and all others (highlight these aspects with a focus on higher order learning objectives)

- Enhance the degree of curricular awareness [Examine if our curriculum does have such objectives (it *is* there)]
- Ensure that textbooks, illustrations, exercises include these, are in gradient accordingly
- Highlight in curriculum / textbooks those aspects that need to be emphasised (or definitely not ignored)

In the classroom

- Is the understanding of concepts taken to the level of application? Use simulation exercises, role play, debates, scope to ask question in classroom.
- In social sciences, field trips to the environment.
- Use learning corners
- Group participation in classroom process (thinking as a group rather than sitting in a group)

- Use projects, innovative activities to generate originality
- At classroom level, does the TLM support attainment of higher order objectives

Assessment to focus on these aspects

How is the assessment designed? Is the child's baseline kept in mind, does it increase the level of challenge for the child? Incorporate this in assessment.

Ensure basics, and go beyond..

Have indicators for the co-curricular aspects as well.

Equipping CRC-BRC to enable this! A resource group needed at the block/cluster level, but how should it work, be activated and play a role.

Assessment of higher order learning is required too.

DEFINE IT → CAPTURE IT → COMMUNICATE / DISSEMINATE → BUILD CAPACITY (IN STAGES) → IMPLEMENT (IN STAGES) → MONITOR AND SUPPORT → ASSESSMENT / EVALUATION → REVIEW, IMPROVE IN ONGOING CYCLES

Jaipur modifications and discussions:

- This explanation is not sufficient ó it needs to be further developed, made more comprehensible; there are many complicated words; besides cognitive domain, higher order learning in affective as well as psychomotor domain also needs to be included]
- Analysis: includes many HO skills! decode these terms
- In terms of social/moral / values too there are higher order skills. E.g. to understand traditions and discrimination, or empathy, analyzing diversity!
- To ensure HOL, learning design is critical, and needs to be elaborated
- The existing curricula, training modules → need to move towards including these aspects! Assessment in particular needs to ensure that these are focused on, strengthened. It needs to capture HOL in a focused manner! But how to assess if a child has HOL ó the levels of analysis, reflection and application need to be captured.
- Some of the debates: what is holistic? Is it = HO? Is every child capable of HOL? Is it higher than certain learning? How does it connect with differential learning! You may feel to need to expand the description depending on who is going to read it.
- All stakeholders need to be impacted with this change...
- In every curriculum, HOL is intended ó this needs attention!
- HOL is inherent in child, begins in infancy, you don't have to start with 'basics'! It has to be continuous effort
- Strategy?

- The practitioners who work with children
- Just suggesting some classroom methods will not do! should be open-ended, encourage all teachers over the years, have the liberty and autonomy, within a framework, to implement, move from stage to stage, with support! Take a bottom-up approach
- Field level ground realities ó will the teachers be able to do? Too many experiments have been done, teachers have lost faith..
- Teachers need to be equipped with a complete sequence of activities! that will help them be comfortable! Give exemplars, along with space for teachers to modify!
- How will we ensure clarity at the state level ó among curriculum and training developers! What the state monitors is what is done down the level. Work out the process of curriculum, converting into textbook/materials ! .
- In classroom, teacher should be able to address the aims of education rather than just the immediate tasks.
- What is our own understanding of HOL ó how to equip the SRG, and those at block and district level, especially about the *steps*. In the general training of teachers or community, exactly *what* do you want to include?
- What indicators would the CRC-BRC need to know in order to know whether teacher is doing it or not?
- Difference between HOL, HO thinking, HO skill?
- Danger of labelling higher order and lower order!
- HOL linked to holistic learning. HO thinking is a subset of HOL.

Steps

- Enhance curricular awareness among teachers and all others (highlight these aspects with a focus on higher order learning objectives)
- Revisit the curriculum to identify and highlight the higher order learning objectives and processes
- Review the rigour of curriculum design of the state (the process as well as the outcome)
- Strengthen and support the syllabus if necessary
 - Enhance the degree of curricular awareness [Examine if our curriculum does have such objectives (it *is* there)]
 - Ensure that textbooks, illustrations, exercises include these, are in gradient accordingly
 - Highlight in curriculum / textbooks those aspects that need to be emphasised (or definitely not ignored)

In the classroom

Re-examine existing teaching strategies to see whether they tap the H O skills

- Is the understanding of concepts taken to the level of application? Use simulation exercises, role play, debates, scope to ask question in classroom.
- In social sciences, field trips to the environment.
- Use learning corners
- Group participation in classroom process (thinking as a group rather than sitting in a group)
- Use projects, innovative activities to generate originality
- At classroom level, does the TLM support attainment of higher order objectives
Support teachers to use strategies (that tap H O skills) through trainings conducted in such a way that teachers experience H O skills
Include in pre-service, in-service
Mentor change from existing to desirable practices

Change the monitoring processes to encourage H O skills

Community awareness of the importance of H O skills

Assessment to focus on these aspects

How is the assessment designed? Is the child's baseline kept in mind, does it increase the level of challenge for the child? Incorporate this in assessment.

Ensure basics, and go beyond..

Have indicators for the co-curricular aspects as well.

Equipping CRC-BRC to enable this A resource group needed at the block/cluster level, but how should it work, be activated and play a role.

Assessment of higher order learning is required too.

Active Learning (through activities, exploration, discovery, dialogue)

Infrastructure

- The infrastructure/ space/ furniture and environment have to be planned as per this pedagogy

Readiness of system

- The authorities should believe and agree with the effectiveness of the methodology-awareness building activities among all stakeholders (DoEE, SSA, PRI, SMC) on child friendly pedagogy
- Improve service conditions of teachers
- This is a continuous process that needs refinement over the years

Capacity building of teachers

- Training of teachers on how to teach actively; monitor the teacher to ensure its use
- Identify concept, use of examples to give the concept, give to group work to solve
- Learning outcomes of each subject should be divided into small steps- structured sequence of activities: guidebook with photographs; assessment in this manual also;
- Standard operating practices to be developed
- Training of teachers on this pedagogy ó real classroom processes to be reflected in trainings; demos with children
- Building linkages in curriculum in child's interest areas (maths through sports)

- Taught by teacher, group and individual learning
- Maintaining portfolio record of each child; to provide guidance to the child
- Training of MTs ó supplemented by reading materials
- To improve teacher knowledge about -Children, community, and pedagogy (continuous mechanism for development of knowledge); talk to teacher about notion of knowledge
- Homework should also be activity based
- Training of teacher on questioning skills
- make field visits a part of the schooling process with pedagogical training ó field visit as a pedagogical process
- Share a collection of well-defined methods/ activities with teachers
- Training (based on the structured sequence) ó change in atmosphere, attitude top to bottom should experience the training

Materials

- Rigorous training for those who are preparing curriculum and textbooks
- Appropriate text materials to be developed
- Review and linking curriculum, syllabus and text books to expected classroom practices ó reduction of syllabus may be necessary

Support/ Monitoring

- Random sample assessment of materials and system (SCERT, DIETs, trainings, SSA, teachers, etc.)
- BRC/CRC to monitor the programmes; review of observations to be done at the cluster level/ block level; gaps to be addressed; monitoring to support teachers, not find faults
- Teachers should use TLM that is local based related to topic and developed with the help of children
- BRC-CRC should have monitoring indicators that build on this pedagogy
- On-site support/ Observations should be frequent
- Breaking of hierarchies at every level; comfortable relationships
- Sharing of best practices
- Evaluation and assessment at all levels should match the pedagogy

Community

- Take help of community in teaching learning process
- Working with parents to explain pedagogy and positive discipline

Presentation:

- What does higher order learning meaning? ó imagine,....in the note
- Should basic Rs also change to achieve higher order learning?
- Quantum of explanation in the note is not sufficient. And needs to be further developed.
- Higher order learning, thinking and teaching?
- Higher order learning in effective domain and psycho-moto domain need to be specified.
- Instructional design can be explored for higher order learning.
- Existing learning set ups need to be modified to change to cater to higher learning.
- How will assessment system strengthen higher order learning?
- How to assess that a child has attained higher order learning?
- Between the line and within the line

- Supporting systems- including state level stakeholders should understand higher order learning.
- All stakeholders need to be impacted with the change
- What is holistic?
- Is all children capable of higher order learning?
- Implications for differential learning/teaching
- Curriculum framework never intends our learning to be basic but higher order. Rigour of curriculum needs attention first.
- Do not need to do 100 innovative things.

Discussions:

- Loaded words in definitions.
- Higher order skills in social,...not just maths and science
- Welcoming and analysing diversity
- Strategy not seen in the Gandhinagar note
- Going from lower to higher order-hence need to work with practitioners. Cannot be done with preparing material. Need to give liberty (within broader framework) to practitioners to teachers. Monitoring and support needs to be designed according.
- There needs to small changes and there is no need to panic.
- Higher order skills need not necessarily come in later classes. This is a continuous effort thru all the classes.
- At field level, basic concepts need to be clarified for teachers. Teachers acceptance.
- This already exists in the curriculum.
- Study the curriculum. And revise if necessary.
- MLL ó partially applied. The whole set was never applied.
- Give example of a complete set of continuum.
- 80% needs to be given as teachers have not been able to do this.
- BRAC problem ó the teacher not able to address what is not there in the support materials which are too structured and detailed out.
- For MLL, BRAC is ok. But we want to go further.
- Before going to teachers we need to check changes at state where policies are made. Curriculum to learning material
- Learning has many levels. We need to get higher order thinking in how to enable learning.
- But what exactly needs to be done. What is something?
- What is our understanding of higher order learning?
- How to take this to state level and block?
- What do we need to put in teacher and community training to ensure HOL?
- Classroom processes has higher order learning ó what are the indicators which can be measured by BRCC and CRCC?
- Asking questions to encourage children to think.
- Catalyst -
- With scholastics, focus on life situations will also help
- As a strategy - Discriminate between lower and higher order skills. This complicates. Hence keep situation normal. Do not label.
- From -What where and when to -why, how and what if questions that make u compare and contrast. How to award credit to developing to these higher order questions?

- Most examinations have information based questions.
- Learning as a process. Each process has its outcomes.
- High achiever children to less: application situation there is no difference in these 2 sets of students. This is worrisome. As higher order is not being learnt as not being transacted in classrooms.
- Pre-service and in-service training need to incorporate this.
- Higher order learning includes holistic learning and higher order thinking
- Higher order thinking is aimed at in activity based learning

- Focus in textbook on basics needs to taken to higher order
- Use deeper thinking instead of higher
- Already there in curriculum. Children to do more thinking. Teacher to facilitate.
- Gradually the curriculum will be fully transacted.
- Scope of education has got reduced.

Outcome 6: A greater degree of deliberation on quality aspects in SMCs

Gandhinagar workshop text

Explanation: The role of the community is often seen as that of monitoring (the attendance aspect) and contributing to school with their labour or (occasionally) other resources. It is not critical to begin involve community in quality aspects such as ó Are children understanding what is being taught? Are they able to take part in the process as desired? Are they being provided learning opportunities as they need and deserve? Is there any way in which they can provide children opportunities at home to apply their learning in real life situations, to solve their problems, and extend the process of constructing their knowledge? And are there ways in which the community's own knowledge heritage can contribute to improved learning in the classroom and school?

This is obviously a long term goal but has to be begun now in order to get there eventually. While the community itself has to be empowered to enter this area, teachers too have to be supported towards becoming open in this regard.

Steps [obviously, more ideas are needed here]

Re-vamp SMC meetings

- In SMC meetings, quality should always be discussed;
- Discuss on availability and effectiveness of TLM; involve community members in preparing TLM (and hence understand their use, therefore accept that new methods are being used; utilize skills in the community e.g. in pottery, woodwork, weaving)
- Involve mother's group's help to enhance parent participation [remove this point? Since mothers included in SMC]
- Celebrate a parents' day or organize a function / generate a reason for them to come to school; include cultural function & serve snacks so they feel welcome.
- Orient community on quality through community-friendly means, rather than the usual workshop. E.g. *nukkad natak*
- Share children's learning / work (show case progress, activities done in the month)
- Discuss with children: *Ghar kaisa hona chahiye?* Deal with some issues faced by children at home, which would lead to support for children at home. [include parental profile, along with child profile]
- Are we going to listen to parents, share views with them, or are we only going to convince them about what we want? While conducting SMC, what should the process be like? [do we necessarily know better?]
- Develop a process guideline for this...[community / SMC orientation]

Find partners from among community

- Identify community RPs or groups on any of the topics who can provide inputs in classroom
- Involve mother's group's help to enhance parent participation [as before, remove]

Use school activities to involve community

- Organise co-curricular activities or programmes; using cultural practices / heritage of the area [incentive in the form of recognition for parents]
- Involve mother's group's help to enhance parent participation [as before; however, educate the mothers on importance of and issues related to education]

- Establish reading spaces in schools / villages, and provide reading material, including to community

Empower community

- Conduct awareness programmes for parents / SMCs
- Include the topic on community training
- SMC develops its own plan for school with ref to RTE
- Can people from old age homes come to help

Other (systemic) steps needed

Establishment issues

- Pay teachers on time!
- Pay parity! esp of para teachers.
- Transparent policy of transfer and promotion.
- Ensure recruitment and deployment issues handled; in single or two teacher schools, when teacher is involved in non-teaching work, school really suffers.
- Guideline could be issued to have CRCs and BRCs from retired teachers rather than practicing teachers. Alternatively, when a person is taken for CRC/BRC, recruit a replacement.

Teacher motivation

- Explore ways of non-financial motivation [list these]
- How to generate teacher motivation and enhance teacher participation? ?
- Reduce non-teaching work [and the nature of the work still included]

Consistency and continuity

- We don't have consistent teams, always new people; when new people join, they should be oriented. National level should make provision for this if appropriate.

Academic support structure

- Head teachers need to be trained to mentor their teachers.
- CRC-BRC selection criteria [not someone who can get a building made, but have quality brought about, provide academic support]
- BRG and DRG members' classes suffer when they do academic work outside; need to be removed from school for full time work!
- Teacher support group at cluster level.
- Strengthening of DIETs

Administration and coordination

- Ensure commitment of administrators and supervisors.[?not clear what this means]
- Improve coordination between DIET/DPO or others.
- How can DIETs work with SSA (they are with Department of Education) ó a unified process needed.

Jaipur workshop modifications and discussions:

Incorporate:

Before SSA-DPEP: lack of infrastructure, less teachers, less students ó hence community was seen as contributing in manpower, money and material; input related. [they were beneficiaries, and invited to contribute to realize benefits]

During SSA-DPEP: more infrastructure, awareness brought about, VECs formed, role of community more towards monitoring aspects, some material contribution expected where it

was really needed. Their contribution was more process related, in terms of theory of development

During RTE: major change; all support is supposed to be provided by govt, including infrastructure etc. Role of SMC changing ó now they can contribute. Are seen as partners in attaining quality, involved in process in order to ensure outcome and contribute towards it by: effective home support to children, contribute in aspects that school does not reach (e.g. creation of local maps, local knowledge) in terms of community's knowledge heritage. Seen as partners, who are empowered partners.

Input ó process ó outcome

Difficulties

- SMCs / communities not well prepared to support schools ó two kind of barriers, lack of entitlement and lack of capability.
- Parents / community / SMCs may not be aware of their entitlements or their capabilities. Teachers would not think of them as capable. Community people do not have the confidence.
- These barriers need to be removed to activate the community

Preparing the teachers for community involvement

- To get optimal involvement of community, teachers have to be oriented to accept this concept
- DIET and SRG can organize orientation and awareness programs to generate the necessary will and acceptance
- Government has to issue specific orders to make teachers accountable in relation to community, identifying the non-negotiables. E.g. issuing order that when a community leader / parent come to school, he has to be received with respect.
- Initiate projects in the classroom that can only be done with the help of the community and the members involved can be called to the classroom, which will strengthen the relationship.[e.g. a navigation expert, to share local knowledge]
- Recognition can be given to teachers who makes greatest involvement of the knowledge of the community; will encourage more interaction
- Teachers are asked to develop community involvement indicators for continued interaction

Prepare the community

- They don't have much involvement with school, hence suggestions given.
- We celebrate a festival, an education fair, some competition for parents / community, e.g. folk tale competition, folk song / dance, cooking competition
- We can use children to bridge gap ó e.g. they can interview someone, such as a vegetable seller find out how she does her addition etc. what are the practical keys she use; get children to explore and find out by inviting community..

Changing curriculum, textbook, class process

- Community is resource book ó how do we give space and invite them
- Documentation of the history of the village ó involve every generation, including seniors
- Incorporate exercises in textbook that can only be done with the help of community
- Use the children in making survey of village (e.g. health or hygiene), the report of which is shared with the community
- All the outputs of children's interaction with community can be displayed, which will give them sense of pride and involvement (e.g. interview of an old man about history and development of village).

Management and audit related aspects

- Community governance ó local monitoring and ownership and management through community
- Issues such as opening time, number of days of functioning a day-to-day basis involvement
- Development of SDP with emphasis on quality, especially in terms of process and outcomes (class-specific), with their own understanding
- Annual social audit ó utilization of school resources, children's learning (some youth from village can conduct test and discuss in panchayat), school function aspects
- Who will invite the community ó need to have clear timings / days for this; teachers don't want community to come and oversee their work, some sort of accountability criteria needed; responsibility on part of the school and teachers to ensure this regular attendance and participation of community
- When active parents complain to educational authorities, this is not respected nor action taken ó a process needed to ensure that action is taken
- Development of community-friendly school indicators ó which community can understand and use to say if school is working well
- Appreciative enquiryí explore / identify factors that make some schools better, and recognition of such schoolsí
- Community supported science mela, annual children's convention at the cluster
- Monthly academic focused meeting involving SMC/parents, with children and teachers' parents, where community members ask children to read/write, class-wise, explainí this is a performance demonstration.
- Nature of SMC meeting in the school ó needs to be detailed / worked out, including their engagement in different aspects identified
- PRIs have still not been given certain powers (e.g. related to transfers) ó decentralization needs to be looked into.
- *Community as the 'last hope' to enable quality...*
- Many parents are daily wage earners ó how can we compensate them for this wage loss for them to attend SMC training. Similarly for women to leave their home / children is difficult.
- We need to re-examine our mode of 'training':

- What kind of interaction
- What means of communication
- What periodicity

How to prepare the teacher for this?

- We need to communicate to parents that they need to take time out
- We need to re-think about community – our attitudes towards community – do we really respect
- Community is not homogenous – in one village or locality there are many communities, and urban-rural areas
- Issue of ownership needs to run across – And if ownership is there, you will not need to say 'they have to be brought' to school
- Community is not separate from school – it is one with or part of school
- The strongest get the most 'benefit'
- Prepare the community to understand what is good education – pop notions have an impact

Who is the community – parents, SMCs, PRIs? That will affect how many people we have to reach out to...

- Coordination with other departments such as PRI depts. etc.
- PTAs-teacher: there is not much coordination, teachers don't want them to be involved; incentives are routed through PTAs (in MP), but they say they don't know anything, even though they are account holders. Teachers need to be oriented/involved – teachers training needs to incorporate this aspect
- SMC meetings – need to be regular, timings that suit them;

Steps [obviously, more ideas are needed here]

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- Teacher support group at cluster level.
- Strengthening of DIETs

Administration and coordination

- Ensure commitment of administrators and supervisors.[?not clear what this means]
- Improve coordination between DIET/DPO or others.

- How can DIETs work with SSA (they are with Department of Education) ó a unified process needed.

Overall issue!

Can we reduce the number of activities and do less, but do better?

Homework

- Refine learning outcomes for 5 and 8
- Discuss process indicators and finalize the critical
- 3 ó 6 Identify relationship changes required to attain outcome and processes (children and children, teacher and children, community and school)
- Prepare for quiz tomorrow
- Go to today's documentation. How are you going to present it to SPDs?
- What needs to be done at all the state levels?
- How are you going to convey and convince emerging understanding in quality to others in state
- From today's proceedings what did you find useful for your state/UT?
- Complete the situational analysis
- Share discussion of the last session with state teams

Day 3: December 10, 2010

Recapitulating workshop proceedings through a quiz ó

What is higher order learning?

- Teacher preparation is important. Enable children in Synthesis, Analysis and Reflection. Ask questions in exams that allow this.
- All the 6 outcomes are desirable, choose 5 most practical strategies?
- Examine the gap between desirable and practical; use existing resources; equitable sharing; follow up strategy
- Evaluation strategies; community participation; effective school management
- Use group teaching; effective SMC; needs based teacher training; awareness for surroundings and cleanliness; *bal panchayats* (activity and strategy mixed up)
- Situational analysis; review; vision; sharing of vision; monitoring system and academic system; deployment of dedicated teacher; follow up
- Get clarity on academic standards and outcomes across the system; clarity on roles and responsibility at various level to achieve outcomes; developing performance indicators; instituting community governance; developing whole school plans as RTE
- Flexibility to ensure achieving of the outcomes; -built processes of evaluation

What processes (E-R-A-C) should be there in activity based learning? With new examples – not done or discussed.

- This workshop; - not correct as this is done here
- Role play or drama
- Flying and not flying birds and animals ó in a circle ó name of a bird / animal and say fly;
- Page with grids ó make rectangles, how many squares, discussions to consolidate areas of objects. Later without the grid apply the formula
- Seeds to different groups and experience their germination, reflect on various plants and germination, then look at the surroundings too
- Winner is our understanding
- E-R-A-C can happen different in different activities. There has to be challenging and involving.

Interpretation of 2 words from Day 1– what were they? Optimal, equitable

How to change attitude of teachers to be motivated and committed?

From which class should textbooks begin? Should textbook be region wise within state? Should children have workbooks and textbook in schools?

What is the difference between activity and game? If extended is activity to higher level game? Game is not as controlled.

In what reference has it been said that textbook is vehicle of exclusion?

Why is a good trainer an opportunist? Give a living example.

What is the strategy to strengthen SMC?

You are a CRC coordinator. You visit a school. The teacher says “I have garden. Please suggest an activity to use this garden for class 4-5 social studies’. Give suggestions.

- Cannot use word *give*
- Do not start by saying the topic.
- *Karebality/Do-ability/Feasibility* factor should be high.

Responses:

- Own a tree and maintain a dairy. ?social studies
- Soil in garden can be made into things. ? social studies, ? class 4-5
- Students will understand nature of plants, soil ó observing.
- Each child should hold one tree and identify the tree.....?social studies, no fun, will do only because teacher is saying
- Meet owner of the garden, production rate of fruits, flowers, - interview of the owner, history of garden, - possible
- Observe colour of soil, soil in pots - ?social studies, ? challenge
- Children can map the tree and go home and find out its use
- Make groups and give tasks ó history,..... ó possible
- Elderly people ask them the history of plant,...
- Make rules and regulations for use of the garden
- Compare lists of plants in garden and in neighbourhoods
- Into groups, select plants, find area in the garden and grow the plants, ?social studies
- Temperature, uses, social aspects, (action-measurement)
- Groups ó in one square foot types of plants do the same near home- think of why the difference ; each child searches different types of soils;
- Try to chop down the tree and ask the students if they have an objection...give reasons why tree should be cut down...in group work divide the garden adn let the groups defend their parts
- Who uses what plant, what part of plant?
- If all the plants in the garden were to vanish how will it affect our house?

Comments:

- Normally we do not make activities. We normally give list of possible learning.
- We have to know how to provoke the child through activity.

- Thinking in groups then share and collective learning
 - Activities should last for a longer time. Children have to work for longer duration. Or teacher gets pressurized.
 - Practice making activity
 - Get out of concept giving. It makes u the benefactor. U r a facilitator.
 - Difference in abstraction levels of children
 - Role of BRC and CRC increase. Booklet to use garden.
 - SRG should facilitate how to use local resources
 - Teacher training should also be constructivist. Go with questions and not answers.
-

5 Pillars

Refer to slide presentation # xx on outcomes and pillars from Gandhinagar workshop.

- Curriculum
 - September document detailing curriculum development
 - At state level it is state curriculum and not framework as district will not make their curriculums
 - Guidelines given on how to develop textbooks
- Assessment
 - In Bihar CCE is being tried in 60 schools.
 - CCE cannot be done without activity in school teaching.
 - CCE should be CCA (=assessment) it is feedback method of pedagogy and not evaluation.
 - According to curriculum and not textbook. What has reached the child and not whether the child can recall the textbook?
 - *Aakalan*/Learning by understanding and not *mulyankan*/evaluation.
 - Observation whether child is able to do ERAC and where requires support
 - Remedial is not acceptable. Blame is on child. Why do we need to do it because we have not taught well in the first place?
 - Do non-remedial teaching.
 - Catch up zones and days for all children to get optimal chance.
 - Remedial teaching is just repeating earlier teaching.
 - Teacher training Competence ó ability to do; performance-actually doing; effectiveness-outcome
 - How to measure C P E?
 - Problem with cascade training-dilution of training at every level
- Academic support system
 - BRC and CRC have plans
 - Respond to emerging situations
 - AWP- plan for strengthening of CRC, BRC
 - ADEPTS for performance standards

Additions to 5 pillars for example -

- Learning spaces
- Convergence of departments

In only a few schools, constructivist approach is being applied.

- Private schools add very little value to child. Private school quality is very low.
- NGO supported schools due to investment in personnel.
- Being in applied in state schools is in Kerala. But not fully as yet.

(Quality eco-system-shared in first workshop)

Day 4: December 11, 2010

State/UT ówise presentations of Planning Support Documents.

Presentations (and comments for modifications) with Subir.

(Suggestion for Common Guidelines, Constrains and Support from National Level given below: Can be replaced by the note Subir had typed while making this presentation.)

Common Guidelines:

- To achieve the stated outcomes: It is important to that the outcome statement should contain ó what, why important, indicators especially in case if the outcome is abstract and hence needs to be broken down in form of indicators.
- Intended classroom processes will help in aligning various agencies involved.
- Identification of - what kind of material, how will it be used, if does not exist - how it be developed and used.
- What kind of classroom organization, teaching and planning is needed?
- Alignment of community involvement needs to be aligned too.
- How is time going to be organized and used ó day, week, month, year
- Nature of evaluation and use of data from evaluation.
- School management and community involvement.
- Inputs in terms of ó
 - Teacher
 - In-service training
 - CRC and BRC development ó their role is important but one needs to look for alternatives is needed
 - SRG development
 - Monitoring
 - Administrative staff ó so that they do not create barriers
 - Piloting and research to create evidence base

Constrains:

Overall ó Norms need to be revisited and revised.

- Budgetary constrains especially training quality cannot be achieved given the low budget.
- Budget needed for trainers
- Trainers may not be available for particular subject in a particular block or cluster and travel budget not there to get a trainer from other place.
- Minimum/maximum number of teachers as participants to hold a training
- Corruptions
- TLM funds to teachers need to be checked
- Fixed district budgets which are not based on district situations and needs. For example, one district can have greater number of out-of-school children than other district and hence require more funds.
- Is INR 5,000 per school maintenance grant needed or not ó needs to be checked.
- Convergence guidelines needed from MHRD. For example, based on Bordia Committee report.
- There is overlap in SSA and RMSA budgets ó no convergence.
- SMC is for primary school level. Clarification is needed for RTE is for elementary education which is till class 8th.
- There will be conflicts ó BE READY!
- Accountability comes from choices
- SSA framework is being revised and will change.

Support from National Level:

- Workshops for broad understanding on curriculum, textbook and CCE
- Sharing CCE Bihar Report
- School sports meet funds required to be supplemented ó utilization in proper manner guidelines
- Academic support to improve effectiveness
- Sharing between states ó TSG could be the link. Website is being developed by TSG. Analysis can also be added from MHRD.