

Planning for Education of Equitable Quality

**Report of Quarterly Workshop of Pedagogy Coordinators
Gandhinagar, 26th -28th August 2010**

**Pedagogy Unit
Technical Support Group
Department of Elementary Education & Literacy,
MHRD**

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Objectives of the Workshop:

- i) Review the progress made by the States with respect of the activities planned in AWP&B 2010-12.
- ii) Develop understanding on undertaking the situational analysis to identify the gaps between the current status and desired outcomes (undertaken as a part of the comprehensive quality vision and last year's education of equitable).
- iii) Identifying the actions that may be required to close the gap over a period of 3 years.
- iv) Develop the menu of activities to be undertaken for key changes.

The idea was to empower states to develop situation specific quality improvement plans in the light of the Quality vision of the States:

- i) Improve teacher availability & time on task.
- ii) A warm and encouraging atmosphere in the school.
- iii) Learning through activity, discovery and exploration
- iv) More inclusive classroom participation (visible and continuous reduction in discriminatory classroom practices)
- v) Focus on higher order learning with objective and building of child knowledge, potential & talent.
- vi) Higher deliberation on quality aspect in SMCs

[For Background note to the workshop please see Attachment 1 ó]

Opening remarks by Secretary, Gujarat and Director MHRD

Ms Neelam Rao, Director, MHRD

Quality remains the last frontier. We need to break certain traditions, which are the biggest challenge, to move away from the familiar. There are sensitivities involved, matters of practices, and even matters of understanding from our perspective. We feel we have been through chalk and talk ourselves, and have done well or so many students emerging from this pedagogy have become doctors or engineers, etc. But the fact remains that India has struggled only with having a small percentage come through, from a certain set of society, who are supported largely through the home environment, tuition etc. The prevalent situation encourages rote learning, does not encourage critical thinking. India is still not able to do well in areas such as research, because we have not learnt to construct knowledge.

Moving away from tradition is a painful process, has to be handled with sensitivity, finesse and belief in it. If we are looking for children to construct knowledge from their environment, with teacher acting as facilitator, we have to change our beliefs and assumptions. All of us who have

participated in the 'beliefs and assumptions' discussion in EEQ I will know what I am talking about. That is where the acting principles will come from. The RTE and NCF-05 have clearly laid down these principles. Every state has to evolve the curriculum process based on its own understanding, vision and context, which will lead to the classroom process, and connected components across different levels. In the state there has to be a unity of thought. Our teachers are the product of the chalk and talk approach; hence it is challenging to make the change. Training has to be emphasized, and the pedagogy involved in it.

Some of the critical things to keep in mind are:

1. Look at the curriculum process in your state, which would have undergone revision, develop syllabus from it, diminish subject boundaries, and ensure inter-linkages across subjects.
Once the curriculum is drawn, it should clearly guide your syllabus. Another challenge will be to ensure that high school classes are also linked with. Parents will also have certain expectations such as homework, rote learning etc. In Karnataka, because of parental outcry, Nali Kali first phase could not take off. SMCs would have a major role to play.
2. The second thing would be to look at textbooks, content, design, fully. There should be a very clear move away from many things which are there presently. E.g. illustrations should take learning beyond the text. We should also move to better production quality.
3. Teacher training would need to undergo a change. Without affecting changes in SCERT and DIETs, and organic and dynamic linkages, and their close involvement, we cannot make real changes. Resource persons really need to be developed. We have sufficient funds and can utilize them, include from the Teacher Education Scheme.
Working with the teacher, being aware of her needs, and the diversity of needs and requirements and their pace. There may be teachers who don't even need training. And of those who do, some may require higher order training, and some basic training. We need to move away from the mass approach to person-specific training, keeping a portfolio on the teacher, recording the skills these teachers have been able to acquire.
4. Supervision and school inspection should also be supporting these processes. Inspectors put pressure on the teacher which is not helpful. They also need to be attuned. Along with them the CRC-BRC would be the next and very critical link in the chain.

One of the main focuses for the coming year or two is going to be on the Six Outcomes for SSA as a whole, which are going to be discussed in the workshop.

On BRC-CRC:

Are they provided? They do administrative work, acquiring data, passing on messages. We have not been able to upgrade units such as school inspectors. Now SSA is revising its norms and helping the states to strengthen CRC-BRC further. Largely you will have CRC for every 18 schools, with upper primary being counted as a separate school. So each school can be visited at least once a month, provided on-site academic support. Prepare a plan for teacher mentoring (we hope to have a separate note on this by the end of the year). We would like you all to initiate them and piloting on this, to shift the CRC-BRC to more academic role as teacher mentors, which is more nuanced than just being a teacher educator.

One philosophy that should be clear in the mind is that children will construct their own knowledge and teacher will be a facilitator. Anything in conflict is not really going to help. This is what we mean by unity of thought is school should give the feeling that child is welcome, where child-centric and activity-based learning is happening.

We would be looking at these aspects this year. We will not be doing only planning and thinking. A lot of the work you have already been doing is towards this. Let all the inputs come closer. As we move towards aligning with RTE, the system is ready to imbibe this, and be more sustainable.

Another question we ask is related to CCE. Some are trying to base it on CBSE. However, the basic intention is to give feedback to the teacher about what the child needs further, how the teacher should be supportive.

Kindly do not forget that there are children who will drop out of the system, and we would need to look at our special training packages in sync with this.

This workshop will do all this in the coming three days.

We will build on what you all did in the first regional EEQ (education of equitable quality) workshop. In addition, this will contribute towards the planning and preparation for the second round of EEQ workshops later this year.

This will set the tone for how you will implement all the new things over the next 3-5 years is teachers have to be provided in three years, trained within 5 years, put all the quality inputs in place. There is enough money in SSA. We will be giving another 10 thousand crore this year. We will be working with you. Clear the backlog on providing basic facilities in the school is not necessarily the building but sufficient TLE, sufficient and trained teachers, large-scale capacity building of RGs, to help develop good trainers, working on the evaluation and monitoring side, which can be sample based, scientifically done and used to improve the system rather than penalizing.

This workshop is a forerunner for the EEQ II; we will be requesting the presence of decision-makers this time too. Regions will be according to stages at which the states are is e.g. those who have already made their curriculum recently, and so on.

Whatever we do in this workshop will set the tone for that workshop. We will work further on the outcomes of this workshop and set up EEQ II in Oct-November. What is said here is actually to be done. Commitments will be made here is on the macro things at least.

With this I welcome you to the workshop.

Mr. R. P. Gupta, Secretary Education, Gujarat

In SSA we have been able to provide good access, but our clientele probably has no other option but to come to our schools. Their parents have to balance economic needs versus education. If they do not find the educational environment good, if the quality is not good enough, they will

leave. Our challenge therefore is to make the teaching-learning process so interesting that they love to come to school.

There are new techniques and methods available. Computer aided learning is a great help in making abstract concepts easy. The computer itself attracts children, who do not have this at home. This is just one of the methods, and there are other methods such as activity based learning. All kinds of options are available. Please do make use of it, incorporate in your curriculum.

You have to focus on strengthening the hands of our teachers. They have to be enabled now through our pre-service training and in-service training as well, to learn these new methods of teaching. It is basically facilitating to learn. But our teachers, right from pre-service stage need these methods, from the beginning itself

I am sure all these aspects will be discussed in the workshop, making it a valuable experience. I welcome all of you to Gujarat and this workshop.

WORKING SESSIONS

Where we are:

The workshop commenced with a brief recapitulation [Attachment 2 ó presentation] of the process to enhance focus on Education of Equitable Quality (EEQ) within SSA, in light of the RTE. A transition such as this needs to be conceptualized, planned for and then implemented. In each stage of this process, interactions were held with key educational and SSA officials across the country. In the latter half of 2009, four Regional Workshops on EEQ were organized with key decision makers and implementers in order to generate a vision of the desired classroom and school, establish a harmonization across components and enable a unity of thought among different implementation agencies. This was followed up through an orientation on Planning for EEQ during February 2010. In each of these stages, however, there were many limitations and further inputs are needed before EEQ is fully internalized and visible in SSA.

In the next stage, a second round of workshops on EEQ is planned for Oct-Nov 2010 (EEQ II), with this workshop acting as a key preparation. It is anticipated that each state will form a 6-8 member Core Team of key personnel from different implementation bodies at the state level, with the SPC acting as a facilitator. This Core Team would be invited to the EEQ II workshops, which seek to finalize a concrete set of steps to be implemented by the states towards attaining EEQ.

Exploring RTE implications for quality:

Given that the RTE is a key driving force towards EEQ; its implications were explored next, through the use of a series of 'case lets' [Attachment 3 - Case lets] describing typical scenarios that may be found at the grassroots level. Working in small groups that later shared their views in the plenary, participants identified in each caselet where the RTE had been violated, and also answered a number of questions that emerged from them. The discussion helped clarify many aspects of RTE and its implementation at the level of classroom, cluster/block, district and state. [Attachment 4 ó discussion on Case lets].

This discussion took the better part of Day 1 of the workshop, as well as some part of the next day. Participants valued the insights they gained into RTE and many issues related to EEQ. Given that they found it useful, many states have indicated that they will use the case lets as material during ongoing and forthcoming orientations of district and sub-district level personnel on RTE in their states.

Situational Analysis Framework:

In order to enable improved planning in general, and for EEQ in particular, it is imperative that states be able to state clearly exactly where they are at the present. Also, an analysis of the context provides a rationale for key decisions and priorities. Towards this, participants were provided with a broad 'Situational Analysis Framework' [Attachment 5 ó Situational Analysis Framework]. This contained two sections, the first enabling them to describe the situation and the second helping analysis that would bring out priorities and direction for action ahead.

The workshop provided an introduction to the Situational Analysis Framework, with the participants working further on it as part of their homework. On the last day, a separate hour was provided to enable participants to carry forward the detailing to the extent possible. The partially filled up frameworks were photocopied and kept, with the original being returned to participants. It was agreed that they would share the framework with others in the state and would use the coming month and a half to work further on it.

Six Critical Outcomes:

The larger vision and the overall long-term goals to have emerged from the First Round of Regional Workshops on EEQ have been broken down into sub-sets, from which a set of Six Critical Outcomes have been identified. SSA as a nation-wide programme will focus on attaining these in the coming year, in a context-specific manner. These outcomes are:

1. Improved teacher availability and time on task (i.e. we need to ensure that teachers are available, actually present and teaching)
2. A warm and encouraging atmosphere in the school (i.e. a child-friendly atmosphere inside and outside the classroom)
3. Learning through activity, discovery and exploration (this should be visible at least at the initial level in all schools, with the teacher starting with oral activities if s/he finds the other kinds difficult)
4. More inclusive classroom participation (i.e. a visible, continuous reduction in discriminatory classroom practices)
5. Focus on higher order learning objectives (i.e. going beyond reading, writing and initial numeracy towards holistic, deeper understanding as well as all-round development of the child)
6. A higher degree of deliberation on quality-related issues in the SMCs.

Using a format supplied [Attachment 6 ó Outcomes Matrix], participants worked in groups to discuss what each outcome meant in their context, and the specific steps that would lead towards them. Naturally, this was an extended exercise that involved considerable deliberation and sharing, both in group and plenary sessions. The outputs have been processed and may be seen in

Attachment 7 [Steps towards Attaining the Six Outcomes]. These will form the basis of discussion and planning in the forthcoming EEQ II workshops.

Curriculum and CCE:

Based on the work up to this point, participants next discussed the implications for curriculum and CCE. Groups deliberated on the desired qualities of curriculum (esp. in keeping with RTE perspective), how it can be contextualized, and the process desired. Inputs were also provided by the resource team where appropriate. State teams were also asked to write down their own understanding of CCE. It was emphasized that CCE needs to be a natural, doable process that helps teacher understand how effective her process has been, what needs to be done with the class as a whole, and which children need specific inputs. [See Attachment 8 A & B ó Curriculum Development and CCE].

Open Session:

On day three, an open session was held in order to help participants raise questions/doubts. These included questions related to curriculum:

- What does Competency mean, especially in respect to constructivism (since competency is a behavioral outcome and constructivism does not lend itself to behaviorism)?
- Difference between curriculum and syllabus?
- Higher order learning objectives?
- Difference between assessment and evaluation?

In addition, their questions related to implementation issues:

- Tips on 'white hair management' (i.e. dealing with those much senior to us), boss management, thinking skills
- Difference between outcomes and steps?
- Appropriate mechanism for TNA?
- What does 'Unity of thought' and 'harmonization of components' mean?

These were addressed in some detail, in a collaborative manner with many participants also contributing. [Attachment 9 ó Answers to Participants' Questions]

Teacher Training, Teacher Effectiveness and CRC-BRC Development:

The entire group was divided into three sub-workshops with each being facilitated by a resource person and discussing the allocated themes. These were as follows:

Training

Based on the discussion till now:

- What does 'training' include?
- What should be the qualities of training?
- What steps should be taken to bring about improvement in training?

CRC-BRC Development

- What should we really expect from CRC and BRC (in terms of ensuring quality, RTE requirements and the 6 outcomes)?
- How can we empower them to attain these expectations? [Steps]

- What should we do to ensure that after being empowered, the CRC and BRC are able to function effectively?

Teacher effectiveness

- Other than training and academic support through CRC and BRC, what other (systemic) steps are needed in order to ensure teacher effectiveness? [e.g. on recruitment, deployment, work conditions, career path, grievance redressal, performance assessment, monitoring, supervision, orientation of administrative staff]
- What should be done in the areas above? Qualities (where appropriate), steps

[See Attachment 10 ó Teacher Related Discussions]

Session on CRC-BRC Study

This session conducted by Prof. Padma Sarngapani. She put the issue in form of some questions

- Why should BRC/CRCs exist? Should they be allowed to exist? Are they serving a purpose?
- What was life like before BRC/CRCs?
- They are academic monitoring structures. Our system of education did not have any academic support structures and it used to run as an administrative structures. The system was colonial in nature. We use the term 'dysfunctional' to describe them.
- For MHRD to develop guidelines for BRC/CRCs, it is important to hear your perspectives to see what you want/don't want.
- Distinction between labor and work. Labor doesn't add up and build something work contributes in a cumulative way and something emerges out of it. Like a teachers work, is work? BRC/CRCs work is not work as their work doesn't add up to have an educational output somewhere.
- Key features are because of a legacy of the DPEP programme. Tenure is 3-5 years; we don't invest in their capacity building. They are tied to the BEO and the SSA structure and not the DIET. Their work is limited to training and not of school support.
- We need to have a better theory of how to make educational change happen. The committee has a limited mandate with suggesting guidelines, with what these institutions can do with respect to roles etc.
- Through research, consultative meetings with states, case studies(those who have been able to achieve despite all systemic obstacles)
- Also asked states to suggest changes in norms such as number of CRPs that can be appointed on the basis of number of teachers.
- Need for a resource group at the middle level- we don't have competent teacher educators at sub district level.
- One idea is also to involve college faculty, NGOs as resource persons at the block level and not just at the state level.

National Resource Pool Development

Given SSA's needs, and the tight-time frame within which to deliver EEQ requirements across the country, a National Resource Pool is proposed to be developed. This will be identified with help of the states and then carefully filtered through a selection test. An initial eight-month period will provide them with a 'foundation', enabling them to begin contributing to states. However, they will then be mentored and developed along specific thematic areas over the next two years or so. [A detailed note may be seen in Attachment 11 ó National Resource Pool Development]

Final Agreements and follow up

The workshop concluded with a final set of agreements between TSG/MHRD and the state teams, as indicated below.

TSG

- Organize the outputs in the form of materials (guidelines, process notes, or series of steps or menu of options)
- Develop Notes (on community involvement, other areas identified)
- Preparation note for EEQ II, including letter to SPD/Secy, with details on what is being planned.
- Incorporate scope for 2 days before EEQ II to revise EEQ 1 for those who missed it.

State Team

- Share with others in your state, esp. about EEQ II
- Complete the Situation Analysis
- Complete the work on the three teacher related issues (training, CRC-BRC, and teacher effectiveness)
- Identify who (and how many) should be in the state core team ó identify some criteria for assessing both commitment and capability (let us know so we can follow up with your SPD/Secy)
- Use case lets in orientation of district and sub-district personnel on RTE quality aspects
- Identify those with potential to become part of the National Resource Pool

Attachment 1 - Background note to the workshop

Attachment 2 - presentation on where we are

Attachment 3 - Case lets

Attachment 4 - discussion on Case lets

Attachment 5 - Situational Analysis Framework

Attachment 6 - Outcomes Matrix

Attachment 7 - Steps towards Attaining the Six Outcomes

Attachment 8A - CCE

Attachment 8B - Curriculum Development

Attachment 9 - Answers to Participants' Questions

Attachment 10 - Teacher Related Discussions

Attachment 11 - National Resource Pool Development

Attachment 1 – Background note to the workshop

Agenda Paper

Quarterly workshop of Pedagogy Coordinators - Gandhinagar, 26-28th August 2010

This is a preparatory workshop for second phase of 4 regional workshops planned on -Education of equitable quality in the month of Sept ó Oct 2010 and the quarterly review meeting for the first Qtr. with the State Pedagogy Coordinators, as per the revised programme schedule. The objectives of this workshop would be as follows:

1. Review the progress made by the States with respect of the activities planned in AWP&B 2010-12.
2. Develop understanding on undertaking the situational analysis to identify the gaps between the current status and desired outcomes (undertaken as a part of the comprehensive quality vision and last year's education of equitable).
3. Identifying the actions that may be required to close the gap over a period of 3 years.
4. Develop the menu of activities to be undertaken for key changes.

The idea is to empower states to develop situation specific quality improvement plan in the light of the Quality vision of the States and also the RTE implications to begin with for a minimum six mandatory changes in classrooms.

1. Improve teacher availability & time on task.
2. A warm and encouraging atmosphere in the school.
3. Learning through activity, discovery and exploration
4. More inclusive classroom participation (visible and continuous reduction in discriminatory classroom practices)
5. Focus on higher order learning with objective and building of child knowledge, potential & talent.
6. Higher deliberation on quality aspect in SMCs

Expected Outcomes:

1. Progress on the Quality Interventions as per the PAB approvals in the AWP&B 2010-11.
2. Development of the menu of Activities for required changes in key areas like curriculum, CCE, textbooks etc.
3. Teacher training and teacher effectiveness
4. Development of PoA to revitalize the academic support system (BRC/CRC), increasing their effectiveness in order to achieve objectives mentioned in NCF/RTE taking in to consideration the state specific situations.
5. Share idea of Resource Group development and initiate related process including-Mentoring Plan/ Development of plan to realize the coverage of tasks that will need to be done.
6. The ground preparation by each State teams for proposed regional workshops under the chairpersonship of Secretary (SE&L)/ Additional Secretary (SE) during September and October 2010 with Secretary (Education), State Project Directors (SSA) and Director, SCERTs.

The workshop is likely to be act as a pace setter for the states to take ahead the Quality agenda in the year 2010-11 in tune with the plan approvals/ quality vision of the States, integrating all the quality interventions in a focused manner, so as to ensure a noticeable impact in the class room processes.

Programme Schedule of Workshop

Day 1

Time	Activity	Responsibility
09:30 am ó 10:30 am	Inaugural Session	SPD Gujarat
10:30 am ó 10:45 am	Tea break	
11:30 am ó 01:30 pm	Overall Presentation on Quality Issues & Review of AWP&B 2010-11	Director
	Lunch	
02.15 pm ó 4.30 pm	<p>Comprehensive Quality Framework</p> <ol style="list-style-type: none"> 1. Recap last years discussion of EEQ 2. Introduce 6 focal outcomes which evaluated emanated from last years EEQ workshop <ol style="list-style-type: none"> vii) Improve teacher availability & time on task. viii) A warm and encouraging atmosphere in the school. ix) Learning through activity, discovery and exploration x) More inclusive classroom participation (visible and continuous reduction in discriminatory classroom practices) xi) Focus on higher order learning with objective and building of child knowledge, potential & talent. xii) Higher deliberation on quality aspect in SMCs <p>These focal outcomes will be lined to the parameter of school / cluster / block / district & state level</p> <ul style="list-style-type: none"> • Curriculum & Textbooks • Training & Teacher • CRC ó BRC Support & Supervision 	Subir Shukla
04:30 pm ó 06.00 pm	Introducing situation analysis of the State (group work) where States will analyze the current status, desired outcomes & identify the gaps at each.	Ajay

Day 2

09.30 am ó 11.00 am	Situation analysis of state (group work)	Subir Shukla
	Tea Break	
11.15 am ó 01.15 pm	Peer Review on Group work	Subir Shukla /Ajay / Swati
	Lunch	
02.00 pm ó 03.15 pm	Curriculum and textbook development; learning 'packages': - Development of PoA to realize required change & achieve objective mentioned in NCF/RTE ó in light of situation analysis	Subir Shukla /Ajay
	Tea break	
03.30 pm ó 04.30 pm	CCE- Development of PoA to realize required change & achieve objective mention in NCF/RTE in light of situation analysis	Ajay
04.30 pm ó 06:00 pm	Open session for questions / clarifications on themes discussed till now: Subir, MHRD + communicating with the Community (an extra session in the evening if needed)	Subir, MHRD

Day 3

09.30 am ó 10.00 am	Spillover from day 2	Subir
10.00 am ó 11.30 am	Training and Teacher Effectiveness: Development of PoA to realize required change & achieve objective mention in NCF/RTE in light of situation analysis	Subir, Ajay , OPN
	Tea break	
11.45 am ó 01.15 pm	CRC-BRC Development: Development of PoA to realize required change & achieve objective mention in NCF/RTE in light of situation analysis	Ajay / OPN
	Lunch	
02.00 pm ó 03.30 pm	Resource Group development: Mentor Plan/ Development of plan to realize the coverage of tasks that will need to be done	Subir
	Tea break	
03.45 pm ó 04.30 pm	Conclusion: Introducing regional EEQ workshop and preparation.	Ajay

Attachment 2 – presentation

Session 1

WHERE WE ARE – Introduction to the Workshop- Subir Shukla

Educational Quality Advisor ó SSA

- SSA has many achievements
- Key area of concern remains quality.
- The RTE mandates major changes in the situation as it exists ó in terms of classroom, school and system.
- This change needs to be conceptualized → planned → implemented
- It also needs a common vision, shared beliefs and assumptions, and a unity of thought among all implementing bodies.

The EEQ workshops of last year triggered this process.

Stage 1: Conceptualizing the change

The EEQ Workshop I involved key decision-makers and agencies from states in order to facilitate unity of thought across different agencies.

- Generated a vision of the kind of classroom and school we want to generate, based on
 - an experiential understanding of active learning
 - sharing a few critical beliefs and assumptions and introduction to the notion of approaches to subjects and knowledge
 - identifying the changes that need to be brought about in different components
- Agreed upon a programme 'eco-system' or quality framework that enables harmonization across components
- Initiated planning ó by identifying critical outcomes over the coming three years, as well as the ground realities that must inform our plan and implementation
- States also shared follow up plans that would lead to sharing this with district and sub-district levels

However:

- Not all states/key persons were able to participate. Many new members have also joined.
- Follow up not strongly implemented in all states; the emerging vision and understanding needs to be disseminated up to district and sub-district levels.
- The workshop was only an introduction to several key aspects, much deeper engagement is required.
- RTE ó which as under final discussion during the series of workshops ó finally became an Act only around the last workshop?
- Subsequently, there have been many developments and greater detailing, all of which now need to be taken into account.
- The broader goals to be attained over 3-5 years have now been broken down, and a set of six critical outcomes identified for SSA as a whole for this year. This now needs to be converted into action.

Stage 2: Planning for Change

February Workshop, focused on Planning, building on the outputs of the EEQ Workshop I

Looked closely at

- Comprehensive Quality Framework, including how equity concerns could be incorporated
- Taking a three year perspective
- Harmonization across components
- Introduced the stages in the development of key components such as curriculum, textbooks and training
- Teacher Effectiveness framework shared
- Re-vitalizing teacher training and academic support system, and development of resource groups at different levels
- National support activities discussed

However:

- Limited number of people participated; timing a little late; a larger team at the state level needed orientation.
- Not clear how much of the concentrated input was internalized!
- The AWP's that were finally made do incorporate the vision and three-year strategy.
- The activities included, though, are related to provisions rather than vision. (In some states follow up workshops took place to address this, though much more still needs to be done)
- There were limitations in the Comprehensive Quality Framework
- Planning was hampered by lack of a Situational Analysis
- Work on many aspects yet to be initiated (including by the national team)
- The issue of 'unity of thought' across different agencies was not persisted with.

Stage 3: Well-executed implementation

- The EEQ Workshop II is intended to initiate this phase, while addressing many of the limitations till now.
- Building on the work done till now, in partnership with other implementing agencies, the intention is to boil it all down to clear set of steps that are systematically implemented in a time bound manner to ensure agreed upon outcomes.

To facilitate this:

- The larger vision and the overall long-term goals synthesized from EEQ I have been broken down into sub-sets. A set of six outcomes has been identified (these are presented later). SSA as a nation-wide programme will focus on attaining these in the coming year, in a context-specific manner. Implications of these for ongoing activities in the area of curriculum and textbook development, teacher provision and training, and academic support system will be discussed in this workshop.
- Each state/UT would develop a Rapid Situation Analysis; this will be used to inform ongoing implementation as well as provide a basis for planning the next AWP.
- To support the EEQ II process, a 'menu of options' would be initiated in this workshop
- A larger team ó a State Core Team ó would need to be developed at the state level in order to enable coordinated implementation. State Quality Coordinator would act as a facilitator. (Instead of Pedagogy Coordinators, you need to be called Quality Coordinators!)

Attachment 3 – Case lets

SSA - MHRD

Quarterly Workshop of Pedagogy Coordinators, Gandhinagar, 26 ó 28 August 2010

Session 2

Exploring RTE implications for Quality

Please look at the case lets below. How do the situations described violate the RTE? Discuss the implications of each for your work and also answer the specific questions given against each. Good luck!

'Caselet' – or what might be found	From a quality perspective, what needs to change – and what are the implications for your work?
<p>Caselet 1:</p> <p>, _____, a girl or around 11, is still in grade 4. Over the last few years, she has had so much work at home that she has not been able to study, and was detained by the teacher in grade 4. She still has so much work at home that she is not very regular. Whenever the teacher asks questions, she is not able to answer and often gets beatings. So now she is thinking of dropping out.</p> <p>_____ is an 8-year old girl. Till recently, her family lived in a remote village where there was no school. But now they have moved to this large village and she has just joined school in class 1. Whenever her mother asks her happened in school, _____ does not say much. That is because she is not able to understand what is happening. The textbook is in a language that she does not know. And the teacher doesn't use her language either. It is not that she is a quiet child. She did use to be active and speak up in the first few days. But the teacher called her community names and said that people from her background are so talkative that they simply don't stop talking, even if they are stupid.</p>	<p>What should actually happen in the classroom? How can the CRC-BRC ensure it? What actions at the state level would provide support to CRC-BRC towards this?</p>
<p>Caselet 2: Today is an important day for _____, a 9-year old in class 3. It is the examination result day ó his father had paid Rs.10 as examination fee for the terminal exam. The teacher had worked hard to make sure that all the students had memorized the textbook thoroughly. Even the school inspector, who had come a few days before the examination had been happy to see how well the students could repeat their lessons. And _____ had certainly known all the answers by heart! When the results came, _____ was very happy. He had come first in the class!</p>	<p>What is wrong with the classroom process? What should actually be happening? Why do you think classroom still continues to be this way despite so</p>

'Caselet' – or what might be found	From a quality perspective, what needs to change – and what are the implications for your work?
<p>On the way back, though, his uncle dampened his spirits somewhat. He asked, 'So 'first boy', tell me. If I spent Rs. 8 on tomatoes and Rs. 5 on chillies, and still have Rs 7 left, how much did I start out with?' But _____ was not able to answer this at all. He said, 'This question is not there in the textbook, how I can answer it?'</p> <p>_____ 's teacher, Mr. _____ is unhappy. He says, 'However hard I try, all children cannot learn properly. They come from such weak backgrounds ó if the raw material is poor, the finished product will naturally be poor. And then I have such a vast syllabus to cover! All the slow learners and below average children cannot cope.'</p>	<p>many trainings? What is significant about the uncle's question? How can curriculum and textbook address some of the issues raised here? What about 'slow learners'?</p>
<p>Caselet 3: Mr. _____ is a very experienced teacher. He finished grade 12 around 15 years ago and was able to get into service. However, his turn has not yet come up for the one-year induction training that the state has. Being a sincere teacher, he has tried to do whatever is in the textbook. He also gets to attend regular in-service training programmes, but though they cover a lot of topics, he doesn't quite know what he is supposed to do differently. In any case, he feels that what is done in the training is only for the training ó it is not really meant for the classroom. That is because his classroom is very different from what the training programme imagines it to be ó he has children of different ages, most of whom cannot attend every day, and there is neither space nor time to do all that the trainers say.</p> <p>Mr. _____ is also not convinced because whenever resource persons from the CRC or BRC come to his school and he asks them to do in his class what they expect him to do, they never do! In the last few years, most of the time these resource persons only come to fill up various forms and get data for something or the other. Now he has stopped paying attention to them, or even does not attend school if he gets to know they are coming!</p> <p>By now, Mr. _____ has become a headmaster. Because he is generally a sincere teacher (he goes to school reasonably regularly and stays most of the day there), enrolment in his school is good, with well over 200 children. But in the last few years, there have never been more than three teachers, including him. Had he not married in the village, Mr. _____ too might</p>	<p>Do you agree with this teacher's views about training and the CRC-BRC?</p> <p>Do you think he really is a sincere teacher?</p> <p>How will enable such a teacher to be really effective? What steps are needed at the state, district and sub-district levels?</p>

'Caselet' – or what might be found	From a quality perspective, what needs to change – and what are the implications for your work?
<p>have sought a transfer (it is not very difficult to get). He feels that this is another reason why training does not work ó with frequently changing teachers, and with so many children per teacher, how can anything be done? That is why he is glad that his turn for the one-year induction training has never come ó it would have been such a waste of time.</p>	
<p>Caselet 4: The school is all decorated as today the School Management Committee (SMC) has been formed. Up till now, the Headmaster and the teachers used to take all decisions and run the school. They would call all the important people for school functions. But there was no other interaction with community or community leaders. Though there was a VEC, even those in the VEC did not know that they were part of it! At different times, many grants would come to the school ó however, what happened to them, whether they were actually used, is not clear. Recently, under government orders, the SMC has been formed. When the SMC Chairman asked to see the school plan / development plan, the HM and teachers said that there was no such thing.</p> <p>Seeing this situation, the SMC decided to start with a bang, by organizing a function and inviting everyone. They are aware that the teachers are not happy with the formation of the SMC (you can guess why). They know that teachers might create difficulties ahead and have made a special effort to involve them. That is why there is an air of 'cautious optimism'.</p>	<p>Other than ensuring attendance and supporting children at home, does the community really have any role in improving quality?</p> <p>How to ensure greater coordination between community and teachers?</p>

Note- These caselets do not cover all aspects of RTE. When you have the time, do look at what else needs to be included in your work.

Attachment 4 – Discussion on Case lets

SSA - MHRD

Quarterly Workshop of Pedagogy Coordinators

Gandhinagar, 26 ó 28 August 2010

Exploring RTE implications for Quality – OUTPUTS FROM DISCUSSION

Situation in CASELET 1:

Children from economically weak and marginalized background are unable to participate in learning process, face language barrier and social discrimination in the class. CRCs and BRCs need to proactively help improve this situation	RTE mandates the school to be especially welcoming to children from marginalized background, teach them in their home language, provide special training to help them come to their age appropriate level, and BANs corporal punishment as well as discrimination and mental harassment.
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1.1 What should actually happen in the classroom?

Role of teacher: The teachers should be a facilitator and organize classroom processes that are participatory, active. There should be freedom for interaction.

Environment: The classroom environment should be child-friendly ó according to the interest of the child in which s/he can learn. The teacher should not ignore, but encourage the child to ask questions. And there should be no discrimination on any groundí in fact, no threatening attitude is acceptable. Peer teaching would help create a better classroom atmosphere, especially in enabling such socially excluded children to participate.

Mandatory:

- No detention across elementary grades
- Child should be in age specific class
- Corporal punishment not OK
- Special coaching for achieving skills of previous classes

1.2 In a multilingual situation –

Policy: Overall language policy in multi-lingual situation:

- In the early or first two years, encourage children to use home language, esp. for oral work. Only by the third year should the 'standard' language be emphasized.
- Maybe multilingual situation as an asset and a resource rather than a problem.

Materials:

- Txbs and other material can be available in more than one language.
- Teacher should have material (that has been) adapted in the language of the child, and BRPs and CRPs and SPO should support.

Process and support:

- Instructions (for tasks to be done) should be in mother tongue, to the extent possible.
- Another child who knows the language can also support. Peer teaching would help
- However, it is more important not to make the child feel that her language / culture is inferior; a welcoming atmosphere, where the child is asked to respond to pictures, cards, actions/gestures (as in story-telling or recitation of poems), will help begin the child's journey into learning.
- Support should be available close the children's mother-tongue.

CRC-BRC's role:

- CRC-BRC can identify local language knowing teacher through SMCs, and make appointment
- Provide support in accessing or developing materials in local language (as appropriate)

1.3 How can the CRC-BRC ensure it (the kind of classroom described above)?

Specific steps that can be taken by the CRC-BRC:

Mobilize stakeholders on RTE

- Sensitize teachers on RTE
- Organize meetings of parents and teachers
- Give ideas to SMCs to take inputs further
- Make proposal for neighborhood schools [where there is no school]

With teachers

- CRC-BRC can identify local language knowing teacher through SMCs, and make appointment
- Improve the quality of training they give to teachers
- Supervise classroom practices through school visits and recording observations
- Check student records including age appropriate enrolment
- Critically analyze the outcomes of the quality monitoring tools
- Facilitate teachers in conducting special training of children

Language policy

- Language policy for state [to be followed at this level]
- Interact with teachers wherever they are seen to deviate from agreed expectations
- Develop some reading material in local language

1.4 What actions at the district and state levels would provide support to CRC-BRC towards this?

- Selection, appointment and establishment of CRC and BRC should be rigorous process
- Develop a clear set of performance indicators for teachers, CRC, BRC and others
- Modify service conditions as needed
- Issue appropriate guidelines
- Training of CRC and BRC; other capacity building measures as needed

- Provide ongoing academic and admin support [e.g. in developing local language materials]
- Create a model for accelerated learning for different classes and age groups along with support materials and mechanisms, train teachers, ToTs, empower CRC-BRC in this regard.
- Online monitoring of CRC and BRC along performance indicators / regular review

Situation in CASELET 2:

<p>Despite our efforts, classroom processes tend to continue with the old emphasis on memorization. Only the exercises given in the textbooks are included and application of learning or higher order learning objectives are ignored. Tests and exams are seen as the main means of assessing learning,</p>	<p>RTE emphasizes:</p> <ul style="list-style-type: none"> • holistic learning, • through activities, • With assessment taking place through CCE.
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2.1 How to get community's support for not having exams?

In general, parents are used to examinations as the main 'reason to study' ó they have often expressed dismay on hearing that there will be no examinations (i.e. there will be something called CCE, which they don't particularly understand). A few ideas to begin with:

- We will have to develop indicators (of children's learning) that can be understood by community and share children's performance levels with community.
- Involving community in the 'quality audit' of schoolí (Can the community do a 'social audit' in this regard?)
- Reach out to the community through SMCs, who will be our 'ambassadors' on this issue.

2.2 What is wrong with the classroom process? What should actually be happening?

- Teacher is emphasizing rote learning; Opportunity to construct knowledge not given to children...
- Learning is not being made (or presented as) relevant and useful for daily life.
- Textbooks are being treated as ultimate ó examples from real life/daily life are not being taken.
- Teacher is prejudiced about 'weak' / slow learners ó attitude needs to be changed.
- Paper and pencil test should not be there or should be minimized, and used as part of CCE.
- And we should not rank children.

2.3 Why do you think classroom still continues to be this way despite so many trainings?

Dated curriculum and pedagogy still persist

- Often the curricular framework (and the curriculum) and textbooks do not have opportunity for active learning

- Completion of syllabus and passing exam (without understanding) is emphasized by all concerned.
- Teachers (and all others) tend to measure performance in quantity rather than analyzing the quality of the work done by child
- It is easy to stress on memorization ó requires less work on part of teacher (and others).

Poor training and lack of follow up

- Training is not effective, not related to classrooms as there is a gap between training programme and actual classroom situation.
- Also training not need based, hence often it is not effective.
- The poor quality of trainers obviously has an impactí
- There is a lack of follow up and classroom-based support after training.
- The academic support group/CRC-BRC itself does not get the kind of training that teachers get and cannot follow up
- The training package does not have scope for adaptation to different kinds of classroom situation [e.g. if high PTR or multilingual situation] ó a flexible training package needed.
- Perhaps different kinds of training packages can be made and a 'cafeteria' approach taken, where teachers choose what inputs they will get from the training. (i.e. customized training)

Weak monitoring and supervision

- Monitoring system is old, has not yet made a transition the current requirements, and continues to encourage rote memorization and the old whole class, 'explanation' type method.
- Often, monitoring and supervision itself are not there. Consequently, the teacher's attitude to implement is not generated [due to this lack of supervision]
- The same training that is given to the teachers should also be given to supervisory staff.

Lack Social compulsion

Traditional notions of what learning is still prevail in society and people in general tend to think of memorization (and answering questions the answers to which have been memorized) as what should be happening. Hence, there is never any pressure on the teacher to use other ways of teaching-learning. On the contrary, a teacher who tries to use more child-friendly methods often faces pressure from community not to just 'play' but also teach!

Administrative issues

Training is also not a solution to everything, to bring all the desired changes in classroom processes. There are structural issues such as PTR, which need to be addressed alongside.

2.4 What is significant about the uncle's question? (I.e. about the fact that a child who 'knows' the textbook, has memorized it, is not able to answer questions that require him to apply that knowledge)

- Testing of understanding and application, practical knowledge, functional knowledge, day to day life, mental ability ó is a must. Understanding of concept is not complete unless one knows its application
- It is an expectation of society that a child who has stood first should at least be able to apply to life ó and the child's inability to answer it brings about the ineffectiveness of the classroom process.
- Question is put in a different form, not as in textbook ó exposes the hollowness of the examination system in place; it is not real learning if children cannot answer by applying.
- Higher order learning objectives need to be emphasized.

2.5 How can curriculum and textbook address some of the issues raised here?

- Prepare curriculum as per level and ability of learner ó
- Incorporate scope for hands on experience
- Incorporate situations where child has to do something new on her own and hence learn
- Emphasis has to be on learning rather than assessment
- 'Competency based activities' ó in construction of knowledge, we would go beyond defining in terms of competency.

An issue:

The shift in curriculum, over the last century has been from content → competency → learning opportunities (to construct knowledge). The word competency applies to a specific behavioral output, which is not consistent with the notions of constructivism. Hence a need to clarify what the nature of the learning objectives should be ó whether we can still continue to use the term 'competency' .

2.6 What about 'slow learners'?

This is often prejudicing at work; there is no bona fide concept such as slow learners. There can be 'slow involvement', someone can be slow in something, and fast in something else ó depends on the variety of opportunities given; different and varied opportunities help a child.

Situation in CASELET 3:

<p>Teachers find little value in training, believing that it does not apply to their classrooms. They also feel that CRCs-BRCs cannot contribute much to improvement. Issues of PTR, deployment etc. also reduce the impact of training.</p>	<p>Teacher training is one of the heaviest investments in SSA – how to make it more effective?</p>
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3.1 Do you agree with this teacher's views about training and the CRC-BRC?

We acknowledge the poor quality of training

- Many things go wrong with our training programmes:
- Utility of training depends on training design ó agree with his opinion that his needs are not satisfied.
- Training may not have been as per contemporary methods of teaching.
- RP is not empowered ó needs to be empowered
- What we design at state level ó cascade leads to transmission loss

- Sometimes juniors train teachers [ego issues; what to do?]

Then there is also poor follow up:

- In absence of useful inputs from CRC-BRC it is difficult to expect teacher to be able to make a transition. Here, CRC-BRC not able to show him how to do the expected thing in the class.

What can be done?

- Can we design training for each and every teacher? [That is the challenge]
- Training can be on broader areas, within which we can make customized programmes.

The teacher's situation

Teacher has experience, is successful (enrolment is high), and so feels he knows it ..

The real difficulty is that what is advocated in the training (and curriculum/textbooks) may be based on assumptions such as a teacher has a homogeneous group of students and that they attend regularly. Since both these assumptions are not valid in the field, the training is 'designed to fail' and hence the teacher's views that training is no good for his class.

The issue before us: → How to make a designed to succeed training programme?

3.2 Do you think he really is a sincere teacher?

A teacher whose attendance in school is reasonable, and has good enrolment and is not seeking transfer is this a 'sincere' teacher? The issue was well debated, and it became clear that we need indicators of the kind of teacher we want, and what will lead us to declare the teacher 'good'. ADEPT's indicators are a useful source here.

3.3 How will we enable such a teacher to be really effective? What steps are needed at the state, district and sub-district levels?

Re-define what we understand by 'training':

- 'Training package' needs to be re-examined and training is not only in in-service workshops, but also in monthly meetings, occasional interactions/interactions, school visits; facilitators should be oriented to adapt module and convert inputs into requirements of teachers against expected outcomes. Shift from inputs to outcomes.
- Can the teacher become a co-creator of training? Cafeteria approach that enables customization?
- Identify performance indicator as outcomes of training
- Group teachers working in similar conditions together

Improved Training (Ensure that professional training is given to teachers)

- Training needs:
 - Identify training needs and Design training acc to teacher's need. However, it is also recognized that 'Needs' is a complicated issue (e.g. how to decide what is more important and pedagogy or subject 'hard spots')?
- Some aspects that need to be covered:
 - Teachers need more inputs on how to get understanding across to children
 - Training should include planning to make a transition / change to the 'new' classroom

- Get teachers to compare 'good' and 'bad' classroom practices using a video.[provided you have agreement on what is 'good' and not 'good']
- Cover less in a workshop and do it well, rather than a lot done not well
- Ask for feedback from teachers
- Methods:
 - Training itself should model the desired classroom process, and monitoring should take this into account
 - Use a diverse range of methodologies in the training rather than just one.
 - To reduce transmission loss: video conferencing? Not train all teachers in one go?
- Trainer preparation
 - Prepare good trainers

Exposure to good practice

- Create at least a few schools where effective methods are being used ó and then use these as a means to provide exposure and reflection and practice for other teachers.
- Exposure to effective classrooms and schools [e.g. through a video, magazines, other measures]

Recognition and Non-monetary incentives

- Identification of good performing teachers and recognizing them
- Appreciate success
- Competition for innovative activities? Danger: it is only short duration! Needs sustained innovation.
- Connect service (conditions) with performance [? Not sure if this is possible]

Follow up, monitoring and academic support

- Regular monitoring and supervision
- Removing conceptual gaps ó how?
- Encourage teachers to read books (e.g. Tutto Chan)?
- 'Adaptable' inputs ó tailored to requirements; role of CRC and BRC critical should be very capable to do this.
- Monthly CRC meetings ó should discuss from the beginning how to shift to new classroom methods.

Administrative measures

- Any administrative measures (e.g. against teacher going away when he gets to know CRC is coming)?

3.4 How to enable teachers to experience success? Get teachers to do

- How to communicate to teachers we are with you?
- Grievance redressal mechanism; bi-lateral.
- How to get teachers to be committed to children's learning? [Start by being committed to teachers]

[Unfortunately this question was not sufficiently discussed]

Situation in CASELET 4:

Teachers have typically felt that the community is a beneficiary and tend to see their involvement as a threat. They also do not feel accountable to community and conflict situations are common	RTE mandates the formation of SMCs – how can a better relationship between school and community be generated and contribute to quality education?
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4.1 Other than ensuring attendance and supporting children at home, does the community really have any role in improving quality?

We need to go beyond involving community only in ensuring attendance, monitoring, providing infrastructure support and 'shram dan'. They could

- Appreciate teachers (about whom students say they like him/her).
- Support preparation of TLM
- Have class-wise PTA? Teacher can share her experience and outcomes of students, portfolios; parents can observe classroom process.

Perspective needed on community involvement ó in quality aspects, as we are accountable to themí [Elaborate]; need to respect the community.

4.2 How to ensure greater coordination between community and teachers?

Involve both in different kind of celebrations, local festivals

Sharing institutional resources with community [e.g. library is open to community members after school time]

Transparent system of utilization of school funds, with the help of community.

Different persons from community (e.g. crafts persons) can become subject resource persons.

In single teacher schools, community supports in classroom teaching, TLM preparation (Assam) ó however, need to ensure that community's role is not to fulfill our shortcomings

School development plan along with community

Partnership at planning, implementation/process and outcomes level (celebrate positive outcomes of the school with community)

Interact with community on pedagogical aspects

Use knowledge resources of community members and also in other aspects such as community training ó generate a community resource group. [Hunar khoj]

IMPLICATIONS

[Come together in state teams]

From a quality perspective, what needs to change – and what are the implications for your work? What do we need to do differently in our state? [State teams to discuss together]

Disclaimer

These case letø do not cover all aspects of RTE. When you have the time, do look at what else needs to be included in your work.

Attachment 5 – Situational Analysis Framework

Framework for

Situational Analysis of Educational Quality

This is not intended to be a research-based document (though available information would obviously be used). Given the experience that those working in the sector already have, much of the information can be quickly put together, with more time being spent on the analysis rather than collection of information. The intention is to identify prevailing conditions and status of quality with a view to providing a rationale for selection, prioritization, and sequencing of activities within the quality improvement plan as well as the choice of methods/modes used.

The two parts of the situational analysis include:

- Describing the situation in detail
- Analyzing the situation in order to draw implications for planning and implementation

The sections below provide a broad framework for this. A more detailed outline is being developed.

PART I ó DESCRIBING THE SITUATION IN DETAIL

Context and Ground Realities:

What are the key factors in the state that have a bearing on education and its quality? Choose from the following and detail:

- Geographical factors [terrain, climate issues, remoteness and lack of exposure]
- Cultural aspects [languages, ethnicities]
- Economic background [poverty, irregular attendance]
- Systemic aspects [PTR, teacher availability, gaps etc.; status of institutions]
- Programme aspects [components that were to be implemented, and the degree to which they have been successfully rolled out, key gaps]
- How do these factors present/address a challenge? Esp. in terms of equity?
- Is there any strength that can be utilized?
- What are the implications of the factors identified? Which are the most critical to be taken into account?

Outcomes

- What are the learning outcomes like? A differentiated analysis of different kinds of outcomes at different levels, for different categories of learners.
- What are the outcomes in terms of results framework? Does this really explain the situation (e.g. gender parity may be good, but a greater percentage of boys may be enrolled in private schools)?
- What explains these outcomes? What are the most important factors that need to be addressed?

Processes

In each box below, give the nature of process and relationships, and the key shortcomings that need to be improved. [This includes how well the different levels are functioning, e.g. is there sufficient time on task for children?]

Level	Stakeholders				
	Child	Teacher	Community	RP/officials	Institutions/Depts.
Classroom					
School					
Cluster					
Block					
District					
State					

To help users with the above, a set of questions applicable to each box would be developed. These would help identify the situation in more precise rather than general terms.

PART II ó ANALYSING THE SITUATION

Analysis

- What are the critical data / information gaps? [e.g. information on actual attendance rates]
How to overcome these gaps?
- What are the priorities that need to be addressed, from the above? What areas of improvement have been identified? To the extent possible, state the improvement in precise rather than general terms [e.g. __ % of teachers will display our state understanding of teaching practices, rather than a general statement that 'classroom processes will improve']
- What strategy would help us get there? What interdependent set of actions need to be taken? [E.g. to improve classroom processes, improvement in functioning of CRCs would be needed, along with improved teacher training, etc.]

Attachment 6 – Outcomes Matrix

SSA – MHRD: Quarterly Workshop of Pedagogy Coordinators - Gandhinagar, 26 ó 28 August 2010

Six Critical Outcomes for 2010-11

<p>Outcome – what does it mean (in specific a manner as you can describe)</p>	<p>What are some of the ways in which it can be attained? Which specific activities in your AWP are connected with it? Remove the points that don't apply to your state.</p>	<p>Implications for your:</p> <ul style="list-style-type: none"> • Curriculum & Textbooks • Training & Teacher • CRC – BRC Support & Supervision
<p>Improved teacher availability & time on task. (Teacher to be more present in class and actually teaching) Elaborate further? Availability ó includes according to PTR (according to RTE), + in classroom processes Ensuring teacher spends 45 hours / week (includes preparation)</p>	<ul style="list-style-type: none"> - Document present status/baseline through an effective means, and use the same for comparison after six months. - Dramatically increased awareness of RTE (how?) - A major teacher mobilisation and motivation campaign - Incorporate ADEPTS approach? - Initiating and supporting VEC/SDMC development + their easy access to school; include classroom processes and desired pedagogy (so that they support active learning) - 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. - Increase IT usage? - What else? - Minimize non-teaching work - Redressing grievances through departmental contact - Frequent visits by block, dist officials - Providing on-site support as facilitators - 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?] - Sensitizing all teachers on RTE Act / could be included in ongoing teacher training - Reading material connected to better use of the teaching hours - Transfer leaves sanctioning power to SMC? 	

Outcome – what does it mean (in specific a manner as you can describe)	What are some of the ways in which it can be attained? Which specific activities in your AWP are connected with it? Remove the points that don't apply to your state.	Implications for your: • Curriculum & Textbooks • Training & Teacher • CRC – BRC Support & Supervision
	<ul style="list-style-type: none"> - Orient school inspectors /supervisory staff on what they should encourage or discourage, and how? - 	
<p>A warm and encouraging atmosphere in the school. [Teacher Elaborate further? Includes outside and in-class atmosphere</p>	<ul style="list-style-type: none"> - 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. - Orient district level functionaries to strengthen pedagogical understanding - Enable all (parents, teachers, trainers, HMs administrators, community, SDMCs) to visualise child-friendliness through different means (e.g. video) - Use of ADEPTS? - Celebrating successes wherever we find it - What else? - Ensure every child speaks freely - Use active learning, TLM used - Dynamic seating arrangements - Ensuring each child's participation - Appreciation for achievements, efforts of students - Scope for sports, in terms of time, space, equipment - Box for lodging grievances - No corporal punishment or demoralisation - Functions organised where community takes part - Calling children by their names - Paying individual attention as required - Respecting the view of children - Display children's work - Opportunities for self learning - Involve students in preparing TLM - Use language familiar to children - Smile where appropriate - Knowing children beyond classroom, including their individual traits - Give responsibilities to children 	

Outcome – what does it mean (in specific a manner as you can describe)	What are some of the ways in which it can be attained? Which specific activities in your AWP are connected with it? Remove the points that don't apply to your state.	Implications for your: • Curriculum & Textbooks • Training & Teacher • CRC – BRC Support & Supervision
	- Recognise creative expressions of children	
Learning through activity, discovery and exploration [Increased visibility of active learning] Elaborate further?	<p>Make a transition plan for classrooms</p> <p>Identification of sub-specific activities (through different means including cards, work sheets)</p> <p>Identification of simple experiments, project work, field trips</p> <p>LLBs</p> <p>Capacity building at different levels</p> <p>Review and revision of textbooks and curriculum to incorporate active learning</p> <p>Designing training around active learning</p> <p>SLM for teachers and students</p> <p>Opportunities for teachers to share their experiences, difficulties</p> <p>Defining performance indicators of teachers, CRCs and BRCs</p> <p>Regular school visits made mandatory by supervisory staff, along with class and school observation formats</p> <p>Undertake a situational analysis to develop indicators</p> <p>Teacher self-evaluation through demos and observation of active classrooms</p> <p>Develop activity learning framework with teacher participation taking into account feasibility in terms of number of children and space available in school</p> <p>Reframing the format of teaching time.</p> <p>Generate activities related to immediate environment</p> <p>Use a variety and range of activities</p> <p>Evaluation should be based on activities rather than just paper and pencil tests</p>	
More inclusive classroom participation (visible and continuous reduction in discriminatory classroom practices & identify these, and	<p>- Share a set of non-negotiable, disseminate these widely</p> <p>- Incorporate in RTE dissemination mentioned above</p> <p>- Incorporate in the processes mentioned above</p> <p>- Orient trainers on the higher order training skills required in this regard</p> <p>- 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</p>	

<p>Outcome – what does it mean (in specific a manner as you can describe)</p>	<p>What are some of the ways in which it can be attained? Which specific activities in your AWP are connected with it? Remove the points that don't apply to your state.</p>	<p>Implications for your:</p> <ul style="list-style-type: none"> • Curriculum & Textbooks • Training & Teacher • CRC – BRC Support & Supervision
<p>then work on them) Elaborate further? Includes children from diverse background, CWSNs, working childrení mixed classroom</p>	<ul style="list-style-type: none"> - What else? - Ensure access to all categories teachers - Appoint special teachers as appropriate - Physical environmentó barrier free, adaptation on seating arrangements, BALA - Teacher visits to inclusive settings - Training teachers for inclusive classrooms [sensitisation on RTE, differently able children, gender discrimination] - Adaptation in curriculum and textbook for CWSNs, including of activities - Orientation on CCE - Orient administrators, HMs, supervisors - Orient community reps, CRCs and BRCs - Use clippings of movies (TZP) - 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 	
<p>Focus on higher order learning with objectives and building of child knowledge, potential & talent. Elaborate further? List what these areí Can children ask questions, think for themselves, analyse, take decisions, solve</p>	<ul style="list-style-type: none"> - Enhance the degree of curricular awareness - Highlight in curriculum / textbooks those aspects that need to be emphasised (or definitely not ignored) - What else? - Examine if our curriculum does have such objectives (it is there) - Ensure that textbooks, illustrations, exercises include these, are in gradient accordingly - At classroom level, does the TLM support attainment of higher order objectives - 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. - Is the understanding of concepts taken to the level of 	

Outcome – what does it mean (in specific a manner as you can describe)	What are some of the ways in which it can be attained? Which specific activities in your AWP are connected with it? Remove the points that don't apply to your state.	Implications for your: • Curriculum & Textbooks • Training & Teacher • CRC – BRC Support & Supervision
problems, creativity, aware of their environment	<p>application? Use simulation exercises, role play, debates, scope to ask question in classroom.</p> <ul style="list-style-type: none"> - 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 	
<p>Higher deliberation on quality aspect in SMCs</p> <p>Elaborate further?</p> <p>Include deliberation on:</p> <p>Learning with understanding</p> <p>Relating knowledge with actual life situation</p> <p>Construct more knowledge on basis of earlier learning</p> <p>Ability to solve problems in real life</p>	<p>In SMC meetings, quality should always be discussed</p> <p>Discuss on availability and effectiveness of TLM</p> <p>Identify community RPs or groups on any of the topics who can provide inputs in classroom</p> <p>Organise co-curricular activities or programmes; using cultural practices / heritage of the area</p> <p>Include the topic on community training</p> <p>SMC develops its own plan for school with ref to RTE</p> <p>Conduct awareness programmes for parents / SMCs</p> <p>Involve mother's help groups to enhance parent participation</p> <p>Establish reading spaces in schools / villages, and provide reading material, including to community</p>	

- Pay teachers on time! Pay parity esp. of Para teachers.
- Transparent policy of transfer and promotion.
- Ensure commitment of administrators and supervisors.
- Explore ways of non-financial motivation [list these]
- 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.
- How to generate teacher motivation and enhance teacher participation
- Reduce non-teaching work [and the nature of the work still included]
- CRC-BRC selection criteria [not someone who can get a building made, but have quality brought about, provide academic support]

- 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 support group at cluster level.
- Strengthening of DIETs
- Improve coordination between DIET/DPO and others.
- Head teachers need to be trained to mentor their teachers.
- BRG and DRG members' classes suffer when they do academic work outside; need to be removed from school for full time work
- How can DIETs work with SSA (they are with Dept of Education) ó a unified process needed.
- Can we reduce the number of activities and do less, but do better?

Attachment 7 -Steps towards Attaining the Six Outcomes

SSA – MHRD: Quarterly Workshop of Pedagogy Coordinators - Gandhinagar, 26 ó 28 August 2010

Six Critical Outcomes for 2010-11

This document is the processed output from discussion in the Gandhinagar workshop. The emerging points have been organized, explanations added to the outcome statements. Other than that, it represents the views expressed by participants with no additions or deletions. It is intended that this will be taken further in the EEQ 2 workshops.

Outcome - 1

Improved teacher availability & time on task. (Teacher to be more present in class and actually teaching)

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 mobilization

- Dramatically increased awareness of RTE (how?)
- 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

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 leaves 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?]

Outcome - 2

A warm and encouraging atmosphere in the school.

Explanation: Children often experience fear, discomfort, and 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

- Appreciating children's efforts and their needs
 - Appreciation for achievements, efforts of students
 - Recognize creative expressions of children
 - Paying individual attention as required
- Classroom organization
 - Dynamic seating arrangements
 - Display children's work
- Non-negotiable:
 - No corporal punishment or demoralization
- Treating children as responsible
 - Respecting the view of children
 - Give responsibilities to children
 - 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 visualize child-friendliness through different means (e.g. video)

Cluster, block, district, state levels

- Orient district level functionaries to strengthen pedagogical understanding
- Use of ADEPTS?
- Celebrating successes wherever we find it
- Add further steps

Outcome - 3

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

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 exists 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

Outcome - 4

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

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]

Establishing non-negotiable and disseminating them

- Develop and share a set of non-negotiable, 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 [sensitization on RTE, differently baled 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

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 analyze, 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 emphasized (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.

Outcome - 6

A greater degree of deliberation on quality aspects in SMCs

Explanation: The role of the community is often seen as that of monitoring (the attendance aspect) and contributing to school with their labor 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 mother's group's help to enhance parent participation

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

Use school activities to involve community

- Organize co-curricular activities or programmes; using cultural practices / heritage of the area
- Involve mother's group's help to enhance parent participation
- 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

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

Overall issue!

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

Summary of group- work viz-a-viz Six Critical Outcomes i.e. -

- Improve teacher availability & time on task.
- A warm and encouraging atmosphere in the school.
- Learning through activity, discovery and exploration
- More inclusive classroom participation (visible and continuous reduction in discriminatory classroom practices)
- Focus on higher order learning with objective and building of child knowledge, potential & talent.
- Higher deliberation on quality aspect in SMCs

Group No.3

How to ensure Learning through quality discovery and exploration? And ensure joyful learning.

Step -1

- Preparation of Flex board, test card/worksheet/pocket board/activity card and activity sheets.

Step - II

- Identification of simple experiments and project work on Science and Mathematics

- Organize exhibition on Science & Math
- Field trips and excursion for direct exposure.
- Use of video clipping.
- Exposure board for expression of children views.

Steps ó III

- Organizing outdoor activities/ games/ reports.

Steps ó IV

- Capacity building of teacher and support staff on activity based learning.
- Undertake a situational analysis to develop indicators.
- Self evaluation of teacher.
- Renewal and revision of textbook and curriculum as per NCF 05.
- Proper designing module (scope for doing activity, brain storming, involvement of participants etc.)
- Preparation of SLM (teacher & children)
- 1 day orientation/meeting for expression of views and learning difficulties.
- Similar training for BRC/CRC
- School visit and classroom observation will be made mandatory.

Group No. 7

Improved Teacher availability and time on task (teacher to be more present in class and activity teaching

Elaboration of the topic:

- By teacher availability, we mean teachers are available in schools according to PTR as per RTE norms.
- Teacher availability also means the presence of teachers (time on task) in school and classrooms for teaching purpose as per RTE norms (45 hrs hrs per week)\

Steps to ensure teacher availability:

- Compile data so as to restructure the units of teachers in schools as per children's strength as per RTE norms (PTR).
- Process teacher recruitment as per requirement after taking a clear policy decision which includes training the untrained teacher (Para teachers) to sustain them in the system and replacing those teachers who don't full fill norms.
- Document present status by conducting baseline study in 1 or 2 schools of each CRC to know about the teacher time on task and uses it for comparison again after six months.
- Sessions on teacher time on task (45 hrs a week) and restructuring teaching time in school/classroom for preparation, instruction activities and giving more opportunities to children for expressing, exploring, experimenting, and reflecting. Analyzing, consolidating or creating to be included in the teacher training package and discussed in length.
- Supportive material related to teacher availability to be given to teachers in forms of case lets, good practice etc. (pamphlets, poster, dairy , CD)
- ADEPT's approval on teacher time and action in class to be adopted and monitored for a better effect.

- VEC/SMC training focuses on supporting the teacher for using active learning pedagogy and engaging more in classroom practices. They should be aware of teacher time on task and other key issues (as specified in RTE) for improving quality etc.
- Regular monitoring and support by BEEO, BRP/CRP in schools and monitoring process includes observation, interaction, discussion, documentation, analysis and feedback for betterment.

Group: 8

A warm and encouraging atmosphere in the school. Teacher to be (more) child friendly that at present (define indicators) elaborate further.

Steps:

- Developing a school garden.
- Keeping the school surroundings neat and clean. (Teacher can take up this activity with the assistance of the community. This issue can be discussed at the SMCs meeting and done on regular basis.
- Calling children by their names only.
- Paying individual attention as per the need. (Teacher can do it to help children better on the basis and the relevant activities designed by the teacher themselves)
- Respecting the views of the children.
- Treating all children alike.
- Providing suitable learning activities to help children construct knowledge.
- Allowing children to discuss the activity in groups.
- Recognizing and appreciating children's work by displaying it effectively.
- Providing opportunities for children to learn on their own.
- Keeping good contacts with parents of the children.
- Showing transparency in evaluating children's performance.
- Organizing remedial instruction for children who need it.

Indicators On

- The use of kind of languages.
- Organizing learning activities and completion of syllabus in time.
- Showing belonging in his discharge of duties with pupils all their parents.
- Conducting evaluation of pupil's performance systematically.
- Keeping good valuation with communities/parents.
- Reporting children's performance and organizing it effectively.
- On organizing TLM

(A warm and encouraging atmosphere in the school)

- Implement BALA concept
- Neat & clean school
- Punctuality regarding time and attendance is observed.
- Greenery Plantation to study environment nature and extra curricular activity.

- Regularly taken sport period, one table for indoor & outdoor activities /games.
- Teacher facilitate that every child speaks.
- Activity based learning is practiced. TLM connected with topic is used. TLM connected with topic are being discuss is being used.
- Alternate, changing sitting arrangement in the classroom.
- Each and every child is taking part in class-room activities
- Child is en coverage to develop his/her individual quality/traits through opportunities give at different functions at school.
- Appreciation for achievements in activities functions.

Indicators:

- Observe that BALA concept is implemented plants & gardening is done regular system of maintenance activity plan.
- School starts in time & everybody is present.
- Regular system of
- Sports period is there in the time table, sports items/play facility is available and being used for this.
- During classroom interaction children speak frankly and fearlessly.
- Teacher and children both are using TLMs.
- Sitting arrangement is changed in regular interval.
- A separate Box for lodging grievance is put in front of wall of the building.
- No corporal punishment or demoralization of students on any aspect indicating weakness of the children or prejudice of the teacher.
- Functionaries are organized regularly at the school.

Group No: 9-

Outcomes:

Learning through activity discovery and exploration increased visibility of active learning.

Elaboration.

- Shift from content centered planning to activity planning.
- Designing learner- context plan.
- Activity plan with suitable material.
- Incorporation of set of clear instruction in the plan.
- Deferring/ observing/verifying/reviewing outcomes
- Organizing of fixed trips/visits is laboratory, library, places of work/ workshops
- Planning activities like
 - Observation
 - Recording
 - Interacting/ ensuring
 - Experimenting
 - Collecting
 - Classifying.
 - Grading

- Photography- mobile ph. Could be used
- Recording -

Ways to attain.

Specific activities in AWP like

- 1- Reading corners
- 2- Maths kit etc

Steps

- 1- Situational analysis to fix indicator.
- 2- Training sensitization through self evaluation.
- 3- Develop activity learning framework with teacher participation taking into account flexibility in terms of number of children, time and space available.
- 4- Design models for learning through activities.
- 5- Provision of time and space for conducting activity learning in the curriculum.
- 6- Reforming format of teaching plan.

Teaching without textbook, using material available in the surrounding media (print & other form) websites etc

Group No. 12-

Topic: Higher deliberation on quality aspect in SMCs

Achieve Points:

2. To leave a pre-fixed agenda on quality issues in SMC meeting. In addition to other issues and the deliberation are recorded.
3. To discuss about the availability and use of TLMs their effectiveness further requirement, if any, availability of local and low cost TLMs.
4. To identify community resources group/persons who can take special classes on topics for which we/she has expertise.
5. To organize co-curricular activities / programmes (may be are special observation days) from the local cultural parches/heritage to help children to understand/imbibe socio-cultural values.
6. To include the topic of quality education in a session /a day in 6 days community training.

Elaboration:

1. Learning with understanding.
2. Relating knowledge with actual life students.
3. Ability to solve problem in real life situation.
4. Contact more knowledge based on earlier learning.

Attachment 8A & 8B – Curriculum Development and CCE

Attachment 8 A6 CCE

Summary of discussion during workshop & participant's responses- (parallel session)

CCE- A legal requirements

- A CCE requirement of RTE- RTE Act mentions eight factors which should be taken into consideration by the designated academic authority to lay down the curriculum and the evaluation procedure. Comprehensive and continuous evaluation of the child's understanding of knowledge and the ability to apply it.- include in these eight factors
- The RTE Act represents the legal approval of modern educational thinking when the Act prohibits stagnation and requires that a child can join the school at any point in the year.
- The vision underlying the RTE Act is further clarified by the prohibition imposed on Board examination at the end of the elementary stage or before it.

CCE- A pedagogy- a method of child friendly environments

This vision is completely consistent with NCF which also recommends that there should be no Board examination at any point in elementary education.

Meaning of Comprehensive evaluation

- Children's learning and development cannot be viewed in terms of a rigidly defined class-structure
- View the child from a holistic perspective, rather than merely in terms of a learner of different school subjects.
- Focus on both cognitive and non cognitive developments
- It is an evaluation strategy would imply that aspects such as the child's health, personality, behavior and attitude are also perceived in the context of development and growth.
- Teacher has judged the child according to a norm but according to understanding of CCE- It is the duty of the teacher to make every possible effort, through interaction and engagement, to observe and understand the child's own nature.
- Teacher notices the inherent potential of the child as a learner in the context of his or her nature.

Meaning of 'Continuous Evaluation'

- That the teacher's work should be continuously guided by the child's response and participation in classroom activities.

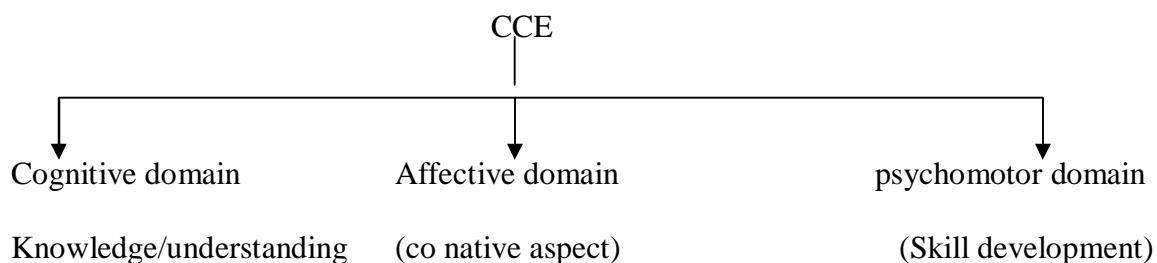
- Evaluation should be seen as a process whereby the teacher learns about the child in order to be able to teach better,
- Continuous Evaluation becomes a strategy of assessment which is a part and parcel of classroom pedagogy itself.
- Way to devise appropriate methods by which the best potential inherent in the child's abilities can be drawn out and put to use

How to Use CCE In class room

- Need to develop checklists (for each class & geo-cultural situation) of do and don't of CCE
- Teacher manuals for early primary classes (I & II), mid primary (III-V) and upper primary(VI- VIII)- supplemented by subject wise support materials- (For guiding teachers to observe a child's behavior and attitudes, a new initiative will have to be taken for developing relevant material which can serve as a basis for training programmes.- participant remarks)
- Teacher training
 - Training for careful observation and its use for understanding to children
 - Training for questioning and formulation of constructivist question
 - Training for record-keeping - arrangements for maintaining child wise records and regular sharing of these records
 - Training for develop child profile
 - Training to organized and executed activity to understand non cognitive dimension of child developments
- Systemic change- need to remove systemic obstacle
- Cumulative Pupil Record from class I ó VIII is prepared and maintained.- need to develop tool for this

Case of UP-A Brief Note on CCE- (provided by participants from Uttar Pradesh)

Continuous and Comprehensive Evaluation reveals the measurement of learning level of the student simultaneously with class room teaching through continuous of children behavioral change oral or written testing and by other non-conventional techniques followed by evaluation of children non cognitive domains of the personality i.e. regularly, punctuality, initiative, creativity, discipline & honesty, inter personal behavior etc.



Information & application behavioral change

Non Cognitive aspect :

Uttar Pradesh has prepared a very comprehensive document on continuous comprehensive Evaluation plan in consonance with N.C.F 2005 and provision laid down under RTE Act 2009. NCERT assessment books have been taken into consideration for - non conventional means of testing learning level of the children which are as follows:

1. Observation during class room translation.
2. Observation during any learning activity/ event.
3. Asking relevant questions and responding to any asked questions.
4. Observation during individual, group, project work.
5. Leadership, individual taken by the children.
6. Problem solving approach in any situation.

No examination will be held but children progress will be reordered on monthly basis by the class teacher. Which will include the following aspects?

Cognitive aspects:

Continuous Assessment of levels of the student on language.

Language- Hindi, English Sanskrit

Maths (Mathematics) Science Social, Art and music

Non- Cognitive aspects:

Co-native and psychomotor domain of the presently. Student profile will also to be included for continuous evaluation of behavioral change in following aspects:

1. Regular attendance for the child
2. Punctuality
3. Honesty
4. initiative ness
5. Decision making
6. Problem solving
7. Interpersonal behavior
8. Discipline & obedience
9. Creative & logical thinking
10. Co-operation and team building
11. Leader ship etc.

Continuous testing will be based on oral testing, writing expression, innovative approach, co-operation or team sprit, logical thinking & problem solving.

	Weightage	
For Class I & II	80%	20%
Testing weightage	(Oral testing)	(written testing)
For Class III and IV	30%	70%

Students profile will comprise all the major competencies of the subject and teacher will maintain the achievement on monthly tests.

A. Grade	25% and above	out standing
B. Grade	60% - 85%	V. Good
C. Grade	50% - 60 %	Good
D. Grade	30 % - 50 %	General
E. Grade	30% & below	Need improvement

Continuous Learning Improvement will be displayed n classroom on display board child wise so that parents of the children can come and sent the progress of the world and a comprehensive report card will also be given to the parents and student and no remark of failed or pass will be mentioned.

In CCE document: The roles of various stake holders have been mentioned to implement the CCE programme.

1. Role of teacher in CCE
2. Role of H.T in CCE
3. Role of BRC/CRC óordinator
4. Roles & responsibilities of district level education officers.
5. Roles & responsibilities of sub district education officer.
6. Role of regional & higher official.

What should evaluation be like? (Write-up of participant from Jharkhand)

- How can it be continuous?
- How can it be comprehensive?
- How will it help teachers to understand?
 - If their process was OK?
 - What the whole class needs next?
 - What individual children need text?
- Evaluation is a part of the learning process. Teaching-Learning process should have activities and challenge incorporated in it which helps in continuous evaluation of the children without fear, pressure or monotonous techniques of asking questions. It may include discussions, presentation, games and activities related to the learning outcomes. Work done by children or his/ her performance may be recorded in child profile which has other personal details/ qualities of child in it.
- Comprehensive evaluation is the evaluation of all-round developments in children giving equal importance to scholastic, co-scholastic and behavioral outcomes. The child profile should have scope for recording and updating all these areas. Equal weight age (appropriate weight age) should be given to all areas so that a child who is not good in scholastic areas (or any particular subject) shouldn't be marked poor if he/she is good in

co-scholastic areas. Equal importance to be given for cognitive, affective and psychomotor skills.

- It will help teachers to understand the practical meaning of comprehensive and continuous evaluation. It will help them understand about ó
 - Putting more emphasis on thought process, creative/ analytic thinking, fearless/ pressure less evaluation; child-centric and joyful activity based evaluation.
 - Improving students' achievement on the basis of regular diagnosis followed by remedial measures.
 - Using various tools and techniques for assessment of the learners and aims of assessing learner's development in areas of learning like knowledge, comprehension, application and evaluation and creativity.

Evaluation- (group work-II)

- Regular observation of the learning process of the studies during the observation.
- She gets ideas about students' programme and progress.
- The training can note down the strengths and the limitations of the students.
- Scaffolding the students who have some limitations.
- Products/ Portfolio of the children can be arises for the progress of the child.
- Parents can also evaluate ó while he comes from the school.
- Assessment by peers.

If the teacher comes to the conclusion that the majority of the students have not reached the conclusion, where they should reach, she thinks that her job is not complete.

Attachment 8 B– Curriculum Development (summary of group work)

Group No. 1

What should be the qualities of curriculum?

Define curriculum: - It is an educational guideline/framework. It can define a complete programme of school. It is a mirror of education which reflects the policy of education including all the dimensions of school education like syllabus, textbooks, teacher training, monitoring and evaluation.

Quality of Curriculum:

- Based on NCF and RTE: Basic principle of curriculum will be construction of knowledge.
- Provide more scope for learners
- Openness for learners.
- Equal opportunity for learning for all. The classes (caste, standard)
- Local specific. If it is possible the curriculum should be school based.
- More task for learning.
- Flexible and practical.
- Based on day to day life.
- Scope for mother languages.
- Co-relation with other language and other subject.
- Scope for CCE.
- Development of the teacher based framework.
- Special focus on integrated approval.
- Focus on non-cognitive areas.

How can be contextualizing:

- Formation of different working groups like gender issues equity, human right language issue, integrated approach, issues related to various subject like language List, science, math etc.
- To the local specific issues e.g. focus on local history, culture, geography etc.

What should be the process for develop curriculum?

- Constitution of curriculum development committee.
- Identification of members form community, teachers, NGOs, educationist, DIET, SCERT for preparation of the curriculum.
- Study on different states and National Curriculum.
- Review and identify the gaps of existing curriculum and inclusion of new ideas and concepts.
- Orientation of member of working groups.
- Process of development w/s mode
- Review.

Group- 2

What should be the qualities of curriculum?

It should be

- Child friendly & child centered. A Class wise
- Activity oriented and experienced and project based.
- Approaches constructivism
- Fulfills the child needs
- Life centered & community experience must consider
- Development of the situational concepts
- Incorporation of care element (national unity moral values, brotherhood, human rights, secularism)
- Sensitization
- Practical approach
- Space for critical pedagogy (critical thinking, inquiry, etc)
- Inclusive (consider the tribes, focus groups minorities, migration linguistic minorities.)

Reflect

- Nature of child
- Learning process
- Classroom transaction
- Role of training
- Class room atmosphere
- Nature of the í .
- Methodology of subjects
- Evaluation Process ness
- TLM and nature of Textbook
- Desired out comes in every subject
- Reflects role of community, parents and the children.
- Futuristic needs of the society.

How can be contextualize:

- It can be contextualized :
- Specific life situations.
- Based on facts and situations
- Citing cases/ success stories/ local Issue/ Global issues
- Should be flexible to the local need
- Simple to complex(stories)
- Sharing of experiences by children and teachers in any form.
- Team centered and team should be from the experienced orbit of the children.

What should be the process for develop curriculum?

- Formulation of curriculum vision document.

- Participant's teachers + children practicing.

Group – 4

What should be the quality of curriculum?

- It should be state specific with cultural variations.
- Local Knowledge should focus.
- It should enhance active learning pedagogy.
- It should be based on NCF 2005 principles.
- It should be in tune with RTE, CCE
- It should be child centre rather teacher-centric by giving opportunities to children for experiencing. Reflecting, applying and consolidating, through group work pair work. Self learning and consolidation by teacher.
- It should aim at the all round development of child (scholastic, co-scholastic, behavioral)
- It should be free from any kind of bias (gender, caste level)
- It should expose the readers to current knowledge and information related to environmental issues, disaster management.
- It should pre-appropriate focus on integrated child- centre activity based, constructivist approach. Integration of subject in relation to child's daily observations, and experience.

How to contextualize the curriculum?

- Text should be based on local specific thing such are folk tales, folk lores, Culture, heritage, history and general knowledge.
- Methodology suggested in curriculum should focus on taking up projects related to local community for their expansion of knowledge. The children should get opportunity to go into their environment and explore things for expressing, experimenting, analyzing, confirming or consolidating.

What should be the process of developing curriculum?

- Feedback to be collected from children. Their voices should be the base of developing curriculum. Children can give their views or what they want to learn, how do they want to learn and how would be their teacher/TLMs?
- Similar feedback to be taken from parents, teacher, teacher- trainer, resource persons and other implementers.
- These feedback are to be analyzed by curriculum experts at state level (resource group/ SCERT/SSA- Pedagogy)
- This draft has to disseminated/ shared for collecting feedback and true opinion from all levels.
- Healthy discussion to be done with the draft & suggestions to modify it further.
- Final draft has to be approached and disseminated.
- Further process of developing syllabus and textbooks can that place.

Group No. 5

Qualities of Curriculum:

- Sound theoretical foundation (constructivism)
- Comprehensiveness approach of context and its sequencing process, of learning, assumption about children learner, assessment policy etc.

- Nation integration.
- Cultural heritage
- Inclusiveness
- Local and specific
- Child friendly domain
- New children learn
- Environmental issues
- Sociological aspiration and needs
- Cognitive development ó level, experiences, support,
- Higher order skills- Problem solving, critical thinking analytical ability, creativity.

Contextualization of curriculum:

- Provision for local language. Knowledge etc.
- Open indeed textbooks and reading materials.
- Provision for using local resources.
- Freedom for making local text.
- Life related experiences
- Space for folk culture.
- Space for local sports, events.
- Space for co-curricular activities.

Curriculum development Process

- Constitute a curriculum committee
- Constitute different focus group.
- Prepare position papers
- Discussion with. Expert, Policy makers, teachers, educationist, community etc,
- Developing draft. Curriculum framework.
- Preparation of syllabus and learning out come.
- Preparation of draft text books and tries out.
- Finalization of text books.
- Collecting feed back.
- Refining text books.

Group No. 6

Qualities of Curriculum: What should be the qualities of curriculum?

- 1- Curriculum must meet in aspiration of people.
- 2- It should entail the details objective of comprehensive education of a child.
- 3- Cognitive and non-cognitive areas.
- 4- It must include contextual specializing.
- 5- Cultural/local knowledge should be in corporate.
- 6- Constitutional values must find place in curriculum
- 7- Must entail the learning level age wise consideration :
 - How children learn
 - Pedagogy classroom transition.
- 8- Evaluation procedures.
- 9- Heritage/ culture

- 10- Native intelligence.
- 11- Community participation as partners.
- 12- Disadvantaged group and marginalized group education.
- 13- New technological inputs are incorporated.
- 14- New challenges for earth-2 community.
- 15- Organic farming.
- 16- Traffic rules.
- 17- Inclusive curriculum
- 18- Multilingual approach
- 19- Teacher's preparedness.

Contextualization: How can be contextualizing?

- Incorporation of local/folk culture/knowledge/context.
- Engagement of community resource person.
- Multilingual approach
- Separate chapter for rural children and urban children
- Slum and disadvantaged group.

Process: What should be the process for develop curriculum?

- Organization of workshops at state level with all stakeholders and also at state and school.
- Teacher process be understood
- Development of child learning by a child
- De-learning of previous text book

Group No. 7

What should be in qualities of curriculum?

There should be following qualities in curriculum.

- Curriculum should achieve the national goal and objectives.
- It should be flexible.
- It should an activity based and project based.
- Focus on local cultured heritage of state.
- Written in regional language.
- Focus on current issue and education.
- According to age appropriate and meet the physical and psychotically need child entered.
- Related to day to day life of child.
- Employment or vocationalization of education
- Holistic presentation development
- Co-scholastic activities.
- Evaluation/measurement techniques.
- Higher order learning objectives.
- Focus on diversity as resource not as issue.
- Focuses on values , moral, human

- Use of ICI in education.

2. How can be contextualizing:

- Related day to day life of child, community, economic and social etc.
- Local, cultural, folk loges of the sates.
- Curriculum - transaction language should be in mother tongue.
- Local games, Puzzles, Idioms, Phrases and stories, poems should be involved into the curriculum.
- It should include great personalities especially from regional areas.
- Related to flora and fauna of regional area.
- State specific his and geography should be included.
- Families with the local art and craft of region.

What should be the process for develop curriculum?

- Identify the stake holder in developing the curriculum.
- Brain storming exercise with all stake holders.
- Major issues and changes required.
- Documenting the major issues making framework on the basis of which curriculum is revised.
- Identification of national level, state level district level and university level inspection in the field and NGO whose to be included in committee.
- Must be written in regional language.
- Curriculum should be put on website; workshop should be organized before finalization.
- Draft curriculum should be disseminating in brief, electronic media etc.
- Include suggestion idea in curriculum.

Group: 8

Qualities of Curriculum

1. Curriculum should be flexible to every day changes helping around.
2. It should lead to all round development of children and should have space for co-curricular activities.
3. It should have child centric approach.
4. It should cover issues on gender equity, social categories, CWSN etc.
5. It should cover issues of value education, peace education, disaster management, national integration etc.
6. It should be age appropriate.
7. It should enable the children to face the challenges of changing environment across the world.
8. Curriculum should provide for evaluation of the child in stress free and contentious and Comprehensive manner.
9. It should guide teachers absent subject specific teaching pedagogy, based on activities and not on rote memorization.

10. It should provide guidance on teacher preparation as per need

How can curriculum be contextualized?

2. Curriculum should be related to National core values, with flexibility to accommodate local specific environment and dialect.
3. It should incorporate local folk stories, songs, illustration, flora and fauna, local festivals and names of characters.

Process to develop Curriculum:

1. Constitution of committee of experts from all stake holders viz. SSA, SCERT, School Education Dept. BOSE, NGOs, eminent teachers and educationists, retired teachers etc,
2. Conducting series of workshops of the focus groups.
3. Seeking opinion form stake holders, outside the core group
4. Finalizing of the document by the committee in tune with NCF 2005.

Group No 9

Qualities of Curriculum: What should be the qualities of curriculum?

1. Qualities :
 - Stage appropriate curriculum
 - Flexibility
 - Comprehensive
 - Local specific in terms of cultural background, geographical and historical feather, language achieve diversity.
 - Provision of time, space and scope for activity learning.
 - Provision of special coaching for children to adjust in the age appropriate classes.
 - Reflection of national concern, values, traditional, consideration for national and cultured features and integration.
 - Inclusion of diverse subject and proper subject scheme.
 - Clear statements of goals, aims and objectives
 - Clear and measurable statements of feasible attainment, methodology, techniques of teaching.
 - Should be cohesive, developing and progressive across the grades stages.
 - Should be frontlines curriculum.
 - Should provide clear evaluation scheme.
 - Should have space for modern technology.
 - Should provide for ICT use.
 - Consideration of legal and constitutional obligations.
 - Should provide time frame in clear tenure with weightage to each subject taking into account learner need, utility and contextual report- once.
 - Suggestions for co-curricular activities.

How to contextualize?

2. Local considerations :
 - Geographical social, cultural environmental, classicist language and literally consideration.
 - People's aspirations and needs.
 - Present curriculum and the curriculum being developed.
 - Curriculum at after stage.
3. National consideration: 1 national, legal, constitutional obligation.
4. Social, cultural issues in the locality.
5. Learner's developmental and growth condition.
6. Impact of media, technology, industrial conditions on the people and society.
7. Vision of development and stage policies.

Process of development:

1. Visualization
 - o curriculum revert and development of conceptual framework
 - o SCERT with a team of experts teachers and teacher education
2. Development of framework - 60 days
3. Review and discussion for finalization - 90 days
4. Development of textbook by subject - 180 days
5. Finalization of curriculum - *30 days
6. Refining of the textbooks and other - 60 days

* The curriculum will be finalized one month before the textbooks are ready.

Attachment 9 – Answers to Participants' Questions

Open Session: On day three, an open session was held in order to help participants raise questions/doubts. Details on the discussion are included here.

What does Competency mean, especially in respect to constructivism (since competency is a behavioral outcome and constructivism does not lend itself to behaviorism)?

Though there are many meanings of the word competency (most people align it with 'competence'), the specific meaning as used in the Indian education circles is related to what was introduced as part of the MLLs (minimum levels of learning) in India, in the nineties. Competency was seen as a specific behavioral output (e.g. child adds two digit numbers with carry-over), which itself was part of a larger skill (e.g. addition). The entire MLLs were defined in the form of competencies, which was consistent with the behaviorist paradigm on which it was based.

However, since the NCF-05 clearly advocates moving beyond behaviorist thinking (i.e. it does not consider learning as 'altered behavior'), it is not exactly clear in what ways learning outcomes should be spelt out. This is still a grey area.

What is the difference between curriculum and syllabus?

The curriculum is the source of everything that is done in classrooms and schools towards children's education. It tells us what is worth teaching, how much should be taught and in what sequence, with what methods and materials (including textbooks), the linkages across different aspects of knowledge, how learning should be assessed, teachers prepared, schools monitored. (Syllabus and textbooks are only part of the larger curriculum.) As said, the curriculum is the source of all work related to education. Even if there is no overt curriculum document (as is the case in some states) there is some tacit curriculum in the minds of teachers, supervisors and others.

Any curriculum document has three parts:

- Rationale
- Description of subjects and learning outcomes
- Implementation imperatives

A syllabus, on the other hand, is a much more specific document which lays out in clear terms the sequence of, and amount of learning for each subject in each class. It includes the percentage of time distributed to different topics / objectives, including guidelines for assessment (i.e. what should be assessed, in what proportion). It is clearly a sub-set of the curriculum.

What do we mean by 'higher order learning objectives'?

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 analyze, 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 (these are the general higher

order learning objectives). 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.

What is the difference between assessment and evaluation?

Imagine I have a guest coming for dinner and I am cooking a special dish for her. During this time, I check to see if everything has been cut properly, has been heated for long enough, whether the salt is OK, and if things have reached the point where I can put my special spice in, and so on.

Later, when my guest tastes the dish, she says: "Ah, you've really cooked it well."

In the above illustration, can you make out who was doing assessment and who did the evaluation?

Tips on 'white hair management' (i.e. dealing with those much senior to us), boss management, thinking skills

Very often, we are required to train or deal with people who much older than us or senior to us. On such occasion, given our cultural context, the situation is fairly difficult. This is also because acceptability does not depend on our knowledge or capability. In such situations we can be effective only if we are likeable first, and knowledgeable / competent later

Boss management (of the positive kind) is only possible for those who deliver quality, on time, and actually anticipate events so that they are ready. It's your reliability and your effectiveness that generates the support/respect of any boss, and also gives you the courage to offer advice if you think something is being done that you think is not alright.

What is the difference between outcomes and steps?

Steps are the action, and outcomes are the results. The confusion arises because very often when we are asked how to attain an outcome, instead of giving steps we offer another (or interim) outcome. E.g. if the question is 'how to improve training' and the answer is 'improve coordination among DIETs and DEO', the latter is not exactly a step ó it is itself the outcome of a series of steps. Hence the answer should be: improved coordination is needed in order to ensure better training, towards which some of the steps could be ó regular meetings, joint development of calendar, common briefing of DIET and DEO by state office, etc.

Appropriate mechanism for TNA?

The usual notion is that in order to know teachers' needs it is sufficient to ask them. However, needs can only be understood if first it is clearly identified what exactly is desired (e.g. exactly what do we want to see the teacher doing), then assess the level at which the present performance is (by classroom observation, analysis of documents, children's performance, etc.), and interacting with teachers to find the barriers / difficulties they are required to overcome. It is a combination of such steps that will help us.

What does 'Unity of thought' and 'harmonization of components' mean?

The programme 'eco-system' that was presented in EEQ I was shared and elaborated upon again. It was emphasized that there has to be consistency of thought and understanding across the three levels.

Harmonization of components implies that the core components are consistent with each other, that the enabling components have the same internal consistency and are clearly aligned to supporting the core components.

Unity of thought implies that all the implementation agencies involved follow the same framework, i.e. are within the same 'eco-system' and organically linked to each other, working in coordination, towards a common vision, based on shared assumptions, towards mutually agreed goals.

Programme Eco-system

Underpinnings ó vision, beliefs and assumptions, approaches	Ground realities
<p>Core components:</p> <ul style="list-style-type: none"> - Curriculum / syllabus - Pedagogy - Material (txbs, TLM, CALM, SLM, lib) - Classroom organization - Planning - Evaluation - School mgt - Community involvement 	<p>Enabling components:</p> <ul style="list-style-type: none"> - Teacher + teacher development - Academic support system - Admin, monitoring and supervision - Performance assessment - Institutional development - Research + programme evaluation - Policy/legislation
Outcomes ó at different levels	

See Attachment 10 – Teacher Related Discussions

Teacher Training Sub-Group Discussion

1. What should be included in Teacher Training Programs?

- Desired outcomes of the training should be clear, in the form of measurable
- Clear performance indicators of what teacher will be able to do after the training
- Development of models for active learning and use of TLMs
- Indicators and guidance for desired classroom processes for child
- Sessions for capacity building for generating learning through activity and exploration
- RTE, concept of curriculum, content and pedagogy
- Demonstrate what a constructivist classroom looks like by involving teachers as the students
- Use actual examples in the training that the teacher will be able to use in the classroom
- Questioning skills ó helping teachers construct good questions, encourage student questioning, facilitating discussions
- How to assess what children have learned and what further support they need
- Teachers should be able to analyze learning outcomes
- Communication skills ó the ability to listen, to respond effectively to a child, non-verbal forms of communication/ body language
- TLMs: Critical evaluation of existing TLMs based on constructivist principles; how to develop and use TLMs effectively (using locally available materials)
- How to embed values and life skills in the pedagogy of different subjects
- Counseling

What else should be included as part of the larger Training Plan?

- Exposure visits
- Videos
- Monthly forums for sharing experiences, success stories, challenges,

2. What should be the qualities of training?

- Participatory methods, involving teachers in activities, discussions, group work,
- Teachers should be encouraged to read and reflect on materials such as the curriculum, good articles
- More of face-to-face trainings rather than distance
- Opportunities for self learning or peer learning (e.g. When teachers are given tasks such as developing materials, and then discussing with each other)
- Diverse range of training methodologies
- Discussion of case studies and best practices
- Friendly environment without hierarchies between Trainer and trainee
- Action research
-

3. What steps should be taken to bring about improvement in training?

- More rigorous selection of Trainers, who have a long-term commitment
- Norms for training should be changed to increase provision

- Collect good training resources such as good reading materials, case lets, videos, portfolios, etc.
- Involving different bodies such as SSA, SCERT, DIETs, Department in training to ensure better coordination
- Ensure of field trial of any training modules that are developed
- After every training program, there should be strong follow-up to see what teachers are implementing, what they are not able to implement

Attachment 11 – National Resource Pool Development

National Resource Pool Development Draft Proposal

Background

Given SSA's needs, and the tight-time frame within which to deliver EEQ requirements across the country, a National Resource Pool is proposed to be developed. This will be identified with help of the states and then carefully filtered through a selection test. An initial eight-month period will provide them with a 'foundation', enabling them to begin contributing to states in the very first year itself. However, they will then be mentored and developed along specific thematic areas over the next two years or so.

Who?

People who have emerged from states, with demonstrated commitment and capability.

Overall it has been our experience that RPs has come from among:

- University academics (and are hence often not able to give a practical shape to their suggestions) or
- NGOs (and are either 'purists' or look down upon government, lacking 'system tolerance' or are unable to think in large scale) or are
- 'Vendors' (for whom the bottom-line is the main concern).

This is not to say that there no good RPs among these groups ó it's just that they are not enough, and certainly not in a position to work with the system for as long as it is needed. Over the last two decades, our experience has been that those who have emerged from the system display the greatest degree of commitment, potential, and above all, willingness to work in the long-term with the system. Hence the proposal is to identify those with the potential (i.e. those who have displayed commitment and capability in the eyes of the state team, who should have a stake in the right people coming rather than someone they want to favor), select them through a test, and then work with them. Survival of the potential NRP member will be contingent on continued good performance.

How many?

- Based on projected needs over next 10 years ó 150 ó 300?
- After the EEQ II workshops, the exact number will be better known.

How identified?

There will be two rounds of selection, followed by ongoing assessment during the entire process.

- In the first round, state core team members (SPO, state quality coordinator, representatives from SCERT, Dept/Directorate of Education) will be requested to identify anyone who they feel has the potential (in terms of commitment and capability). It can be a teacher, a CRC-BRC member, a district/state level RP/official. It can be an NGO member or from a college / university, or any other person ó the important thing is that

something in their past interaction must have convinced you that this person will be able to grow into a really good RP and that we would want to work with her/him.

- A set of guidelines would be issued in the coming month (by end-October 2010) to help you identify such persons. Details of the selection test will be shared (it will be a kind of 'open book' exam and participants will be encouraged to come as well prepared as possible. You will be encouraged to identify 2-3 times the number of persons you think you are likely to need. We will also be working with you during EEQ II to establish the numbers needed.
- The second round will be a proper SELECTION TEST at the regional level. It will be 2-3 day workshop in groups of around 70. There will be written work, pedagogical exercises, group discussion, problem solving, public speaking, lesson analysis, etc. Each participant will wear a large number card, and a trained set of observers (usually 5 per batch of 70) will be recording their performance throughout the entire duration. A benchmark will be set, and all those who attain it (irrespective of number, state covered, etc.) will be selected.
- Later, in the capacity building process, too, rigorous assessment will continue and survival in the group will be contingent on consistent good performance (including ethical aspects).

MoUs

Once participants have been identified, a tri-partite MoU will be signed.

- The trainee RP will commit to taking part in the entire duration of the programme, as well as to contributing a minimum number of days per year to the state's quality improvement efforts.
- The state (and also the trainee's institution) will commit to releasing the RP for the duration required. If needed, the state will fill the gap left by the withdrawal of the RP from the institution, by providing a replacement. The state will also commit to actually making use of the RP so developed!
- The national component will commit to providing the inputs, hosting the events, supplying material, and undertaking the entire process over the duration agreed upon.

A set of do's and don'ts about how we will function, will also be agreed upon.

How developed?

- The 'curriculum' for the emerging NRP members will be collaboratively developed. The state core team, the trainees themselves, and the national component will together agree upon a set of performance indicators, and the requirements that these entail, leading to the curriculum.

- The first eight-ten months will involve a series of workshops and field-work a school and cluster level, and will be a 'foundation' course. During the first year and a half, we would expect all NRP members to work on improving the functioning of the CRCs and BRCs in their state/neighboring states. Towards the end of the foundation course, they will also begin taking part in ongoing activities at the state level (they will be mentored if necessary).
- Over the next two years they will develop skills in specific implementation areas such training, curriculum development, textbook development etc., again in a need-based manner. We will interact with state core teams on a regular basis to assess the functional areas need that might be more urgent in a particular state / region.
- In the years 2 and 3, the RPs will undertake mentored involvement with state level interventions, including at district and sub-district levels ó along a planned set of interactions in keeping with state AWP requirements

What do the states have to do in the next 2 months?

- Identify anyone with potential to become a good resource person for your state / region
- Which areas / specific tasks do you need good RPs for? Please identify.