

**Education of Equitable Quality
Regional Workshop Phase II
Pedagogy-RTE Unit, Technical Support Group
Ranchi, 20-23 December 2010**

Participating States: Bihar, Uttar Pradesh, Jharkhand, Orissa, Haryana, Jammu & Kashmir

The workshop began with an activity wherein the state teams were asked to describe their efforts in education through three descriptives. The following responses emerged as a result of this exercise:

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| <p>Bihar Re-vamp Convergent Non-discriminatory</p> <p>Uttar Pradesh Small groups working hard Sensitization-focused (of teachers) Discipline (at dist level, admin officers)</p> <p>Orissa Convergent Systematic Oriented to development. of work culture</p> | <p>Jharkhand Optimistic Continuity Challenge Inquisitiveness Inclusive Displayed (children's work) Participatory/Talkative children Happy Timely (things available) Participatory (of all stakeholders) Involvement Infrastructure</p> |
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Ground Rules: The following were agreed upon as the ground rules for the workshop:

- Mobile on silent
- No observers
- Make sure everyone speaks, everyone listens
- Language:
- Not opinions alone, but reasons as well
- Your notes are the most important output
- No reporting!
- What you say, is what you will have to do!

Presentation on Education for Equitable Quality, followed by discussion

Activity: What can we observe in classrooms that will tell us that children are receiving good quality education?

Some of the responses which emerged include:

- Logical interpretation with systematic approach (can think in structure)
- Confidence (esp. to express their understanding)
- Child says: "I will learn more and more in the next classes."
- Does not accept someone's words without asking questions.
- Responsive & able to interact, retains curiosity
- Child is willingly regular (and excited) in his work related to learning.
- Child takes decision on her own & gives reason

- Able to plan and do their daily work effectively ó applying their school learning into daily life.
- Make analogous relations (correlate learning across disciplines, as well as with daily life and environment)
- Understand causes behind hygiene principles and practices them with thinking.
- Innovative and creative.
- Values, understands and practices honesty ó what s/he is inside reflects on the outside.
- Beside textbooks, is interested in reading all kinds of other material (with understanding)
- Is able to arrive at an opinion on different issues, and express it with reasons.
- Is able to enjoy whatever s/he learns/reads.
- Not discriminating with the peers of basis of gender or other dimensions

After this exercise, the states were asked to identify 5 most important changes that they want in their states in terms of:

Outcomes: At the end of class 5 and class 8, what are the subject specific or general outcomes that they want to develop by end of this stage of learning?

Some of the responses that emerged include:

Bihar

- Understand causes behind hygiene principles and practices them with thinking.
- Along with textbooks, are interested in and have the habit to read other books, enjoy them, and talk about them.
- Sensitive towards relationships (do not have discrimination) and are sensitive towards environment (understand their relation between different factors in the environment, and their own role in preserving or improving it)
- Communication skills: are able to express themselves orally and in writing, and other ways
- Mastery over basic mathematical operations, and ability to apply this mathematical logic in their daily life.

Jharkhand

- Reads with interest and understanding (comprehension), and express what has been read in their own language and their own words.
- Correlates whatever has been learnt at school with the daily life and environment around her.
- Mastery over basic mathematical operations, and ability to apply this mathematical logic in their daily life.
- Able to take leadership, involve others, explain things to peers and help them
- Understand cleanliness/hygiene, both at personal and environmental level, and practice / demonstrate it.
- Sensitive towards environment (understand their relation between different factors in the environment, and their own role in preserving or improving it)
- Utilize local knowledge and resources, and develop the local skills in themselves.

Orissa

- Child can participate in discussion and respond logically
- Enjoy whatever s/he learns
- Shows habits of hygiene with understanding of the cause behind those practices.
- Not discriminating others in the school on the basis of gender, social category and community.

Uttar Pradesh

- Reading with comprehension; ability to express in own mother tongue or regional language
- Experience mathematics, and are able to mathematize
- Experience and enjoy learning science; understand environment / daily life and events / process in it from scientific point of view
- Experiencing and sharing social and environmental challenges with community (understand, decide on her role and play it)
- Linking textbook with library, creative writing and displays it in school level

Conclusion of Day 1: With this, the first day of the workshop was concluded. There was a list of things that states were asked to do, in preparation of the next day. Participants were asked to:

- Refine the list for class 5 (discuss implications) + write out what it means, so that others can understand it
- Develop a list for end of class 8 + write out what it means; so that others can understand it (discuss implications)
- What is the present status vis-à-vis these outcomes in your state (or how will you find it out?)

Day 2

The next day began with some energisers.

States were asked to identify things that they could observe in a school and in a system which would tell them that the processes being used are correct.

Orissa

Characteristics of the process:

- Faith on others' ability
- Collaboration in all areas / aspects / activities
- Mutual respect; no concept of superiority and inferiority
- Processes moving from simple to complex, so that we start from the easier, succeed, have confidence and build the capability to do it.

Indicators:

- Teacher/facilitator listen, and value
- Speak less
- Student collaborating, group work

Jharkhand

- Children are seen to be working and learning on their own in the class
- Children are provided a variety of opportunities, which they are seen making use of [e.g. working on their own or with others]
- Children compete with others to do better than others

- No child is left out of the process; each child is able to share with the teacher, has curiosity.
- Teacher seen to prepare for and plan for teaching, and actually make use of the plan.
- Classroom process is activity based. There are challenges posed, children work on these, reflect on them, apply, and then consolidate their learning.
- Use of activity is made in their daily life and classroom as well.
- When problems are posed to children, they reflect on them, work on them to draw out solutions; apply this to the problems they face as well, and also ask teachers when needed.
- Children display their work; local materials are seen to be used in the classroom.
- Even when teacher is not there, self learning and activity-based learning, group learning is seen in the class.
- Children make use of library, esp. for maths and science, on their own, according to their own need.
- Children discuss, talk about classroom processes and learning, and try to connect with their daily life.
- In co-curricular activities (listed), children take part enthusiastically. Takes part in children's parliament effectively.
- Tries to solve problems
- The different relationships are positive (describe); teachers discuss their plans and even plan together.
- Library books and other materials are made full use of.
- Teachers make use of performance record of children to assess their needs and plan/take action accordingly.

Uttar Pradesh

- Children seen to make stories in the classroom from different sources, and express themselves in different contexts.
- Children enrich their understanding by referring to books in the library, undertake projects, discuss with others and the teacher.
- Children seen to be asking questions such as why and how, and undertake experiments / activities related to principles. Will also work on questions such as what will happen if the conditions of the principle are changed.
- Are sensitive to and undertake action to maintain environment inside and outside the classroom.
- Compare and contrast in sets of data, perceive patterns, analyse and draw conclusion.

Bihar

- Teachers available on task
 - o Increased opportunity time for children
 - o Teacher works as facilitator
 - o Makes student-based plan, based on CCE
 - o Children are without fear and anxiety in the class
- School:
 - o Clean and green school
 - o Children clean
 - o Children eat together

- Library available, books displayed, children reading them, discussing them among themselves, even making stories (and other texts together)
- Community persons are invited as RPs
- Children have opportunities to put things up on stage, debate, put their opinions forward

Discussion on the main output expected at the end of this workshop:

This included:

1. Critical learning outcomes + process indicators + relationship changes you are working towards [and why they are important]
2. The Six SSA Programme Outcomes [what, why, how]
3. What is the present situation? [Situational Analysis; this explains the gap]
4. What are the actions that will help us to achieve 1 and 2?
5. Sequence / schedule these actions ó that's the implementation plan emerging!

Day 3

Activity: States were asked to think of ways in which a CRC can help/support a teacher if she needs help in a social studies activity on how to use a garden to teach children

First the states were asked to think and respond to teacher's question and then on how to prepare the CRC to be able to do what is required in order to really enable and support the teacher to deliver quality. All state teams were then also asked to include a strategy for this in their implementation plan.

Discussion on preparation needed by States to deliver quality.

The following points were included:

- A clear understanding (what is activity, how to do it, how to address different needs)
- An understanding that is shared at all levels, and across different agencies; all involved should know what they have to do in order to deliver quality.
- Components that are linked with each other, and also with the understanding above
- A system that has focus on specific, phased change indicators, and works towards them in a planned manner
- The required capacity to do the above, at different levels

It was then discussed how all of the above can be converted into clear actions that are sequenced, budgeted and scheduled, and included in a plan.

States discussed the following Programmatic Outcomes:

1. Teacher more available, more present in class and actually teaching; increased Time on Task (Swati)
2. A warm, welcoming atmosphere (Nalin)
3. Reduced discrimination in class and school (Ajay)
4. A focus on higher order learning begins to be visible (Pritha)
5. Greater use of active learning in the classroom (Neeraj)
6. Greater involvement of community in quality aspects (Surendra)

Each group was asked to work on their outcome and examine the following points:

- What does this outcome mean?
- Are the proposed steps likely to contribute towards attaining the outcomes; if not, either refine, or drop.
- Is something missing? Suggest additional steps.
- Do you have any advice on any of the steps? [E.g. how to implement it or who to involve or any indicator that you are doing it correctly etc.]
- Finally, by looking at your suggested steps, will a state team become clear about what they can do? Think of the context of your own state and see if it will apply.

Day 4

States worked on finalising their state's implementation plan, which they then presented and made commitments around what is going to be included in the Annual Work Plans.

After the presentations were made, there was overall discussion on the Annual Work plans and how all that we have discussed in the workshop is going to feed into plans to make them holistic in every sense. States also gave commitments on when they would come back with their revised final plans which TSG consultants would look at and help them develop further. With that, the workshop was concluded by thanking the host state, Jharkhand for hosting the entire team so well by welcoming us into their state. Each state was also thanked for their enthused participation.