

Report on Continuous Comprehensive Evaluation (CCE) pilot workshop

Phase II

Vidisha, Madhya Pradesh

July 26- 29, 2013



Schedule

Day 1 – 26.9.13

10:30 am to 11:15 am	Welcome and introduction
11:15 am to 11:30 am	Tea break
11:30 am to 12:15 pm	Recap of 1 st workshop
12:15 pm to 1:00 pm	PPT showing and consolidation
1:00 pm to 1:30 pm	Objectives of workshop and plan
1:30 pm to 2 :15pm	Lunch
2:15 pm to 5:30 pm	experience sharing

Day 2 – 27.9.13

10:30 am to 11:00 am	Recap
11:00 am to 11:15 am	Tea break
11:15 am to 1:30 pm	Experience sharing
1:30 pm to 2:15 pm	Lunch
2:15 pm to 3:00 pm	Nature of subject and Indicators
3:00 pm to 3:15 pm	Subject wise division
3:15 pm to 5:30 pm	Group work

Day 3 – 28.9.13

10:30 am to 11:00 am	Recap
11:00 am to 11:15 am	Tea break
11:15 am to 1:30 pm	Group work presentation by subject groups

1:30 pm to 2:15 pm	Lunch
2:15 pm to 3:15 pm	Group work presentation by subject groups
3:15 pm to 3:45 pm	Indicators
3:45 pm to 4:00 pm	Tea Break
4:00 pm to 4:15 pm	Group formation
4:15 pm to 5:30 pm	Group work

Day 4 – 29.9.13

10:30 am to 11:15 am	Group work
11:15 am to 11:30 am	Tea
11:30 am to 1:30 pm	Group sharing
1:30 pm to 2:15 pm	Lunch
2:30 pm to 3:30 pm	Group sharing
3:30 pm to 4:00 pm	Road ahead
4:00 pm to 4:30 pm	Overall feedback
4:30 pm to 5:00 pm	Vote of thanks

Day 1: July 26, 2013

Overview

Session 1: Welcome address, introduction and about the workshop

Session 2: Recap of the previous workshop

Session 3: Experience sharing by teachers

Session 1: Welcome address, introduction and about the workshop

The day started with the introduction of the participants. Total 35 teachers attended the workshop on the first day. This was followed by an address by Tomar ji where he said that the purpose of CCE implementation is to improve the quality of education of country along with removing fear of examination in children. CCE is not anything new instead; it is a new way to look at assessments, which are integrated with the teaching and learning process. CCE will give a scope to self-assessment of children. He mentioned that only some schools are chosen for CCE pilot project as we observed a few good practices in these schools and teachers, and we expect that with CCE these practices can be improved. He concluded by saying that all these teachers (participating in these workshops) will be contributing in the revision of CCE policy of the state with the help of their own experiences.

DIET principle Shashi Saxena also expressed her views and asked the participants to participate actively in the workshop.

The session ended with the address by Gurbacchan ji where he said that all the teachers from selected schools are very important in the whole process of CCE implementation and that we all have to work very deeply and sensitively.

Session 2: Experience sharing

This session was aimed at helping participants recall the previous workshop and share their understanding from it. In this session, teachers shared what they understood in the previous CCE pilot workshop. Some of the experiences shared by participants were:

- We learnt about what are the pitfalls of traditional ways of assessment
- CCE was explained in the form of activities and stories
- Necessary conditions for CCE were discussed
- We talked about use of local language in the classroom
- We said that we have to give space to child to express herself/ himself
- Classroom environment has to be interesting/ interactive
- Every child can learn. Teacher has to understand child
- Role of a teacher is a facilitator
- Freedom, flexibility, fearlessness and faith were discussed
- Scholastic and co-scholastic domains cannot be seen separately

The session ended with a presentation in which some quotes of teachers from previous workshops were shown.

Session 3: Experience sharing by teachers

In this session, teachers shared about any changes in their classroom/school practices as a result of the previous CCE workshop. Teachers from different schools shared their thoughts on this. They are as follows:

- Children prepared toys from soil and paper, they planted trees and are taking care of them
- Bal cabinet is formed

As the sharing was limited to only sharing of new activities that were taken up by the schools instead of also sharing their linkages with CCE, the facilitator shared a report from one school in Uttarakhand which describes a lesson '*jaane apani rasoi ko*' and said that it will be a good idea if we can mention what is happening in the classroom processes, then it will help us.

After that some of the teachers shared following experiences:

- We have Active Learning Methodology (ALM) in our school, we do activities accordingly and assess children
- Teaching of Mathematics is happening through activities
- We ask children to draw a picture according to their interest and then connect it with a subject
- Children are asked to collect leaves from their surrounding
- We have made our teaching process interesting
- We connect Mathematics and Environmental science with the immediate surroundings of children and their daily life
- Children have become less hesitant and they have started coming to school regularly

Some of the teachers shared their difficulties like - children are not regular, class 6 children are not able to read. Facilitator asked some questions to participants like: How keeping records of children in files is useful for assessment? How do we connect collected information in these files to the education?

The session ended with address by DPC Harendra Singh where he said that difficulties are going to be there, we have to accept them and decide our journey.

Team's internal feedback on day 1:

At the end of day 1, team members had their internal feedback where they said that we should not respond to participants' questions immediately but we have to encourage discussions. One of the team members said that there are three things on which we can work in these kinds of workshops- skills, attitudes and values. He further asked that by doing this workshop, on which of these three things we are working? In response to this question, it was said that workshop

cannot be seen only through these three frames. Team member also raised a concern that teachers are still not clear about what is expected from this series of workshops. But they agreed on the point that there is certainly a change in the thought process of teachers. Team also decided that only one person will facilitate a particular session in order to maintain a flow of that session.

Day 2 & 3: July 27 and 28, 2013

Overview of day 2

Session 1: Recap of the first day by Yashvendra and continuation of experience sharing by teachers

Session 2: Sharing the report from school observation in Uttarakhand by Khajan Singh

Session 3: Sharing the report from school observation in Madhya Pradesh by Faiz and Abem

Session 4: Setting a context for a discussion about nature of subject and Indicators by K. R Sharma

Session 5: Dividing participants into subject groups and discussing paper on nature of subject

Overview of day 3

Presentations from subject groups and discussion on indicators in a larger group

Session 1: Recap of the first day and continuation of experience sharing by teachers

Facilitator: Yashvendra

The second day of the workshop started with Khajan ji singing an inspirational song by Nagarjuna, followed by recap session by Yashwendra. Participants shared their thoughts on the activities performed on first day of workshop. They shared that recollecting from the first round of CCE pilot workshop was a very good session and it will help them to draw a link between two

sets of workshops. They mentioned that the sharings by other teachers helped them in understanding aspects of CCE. Along with these thoughts, there were also some critical thoughts where some of the teachers said that they were unable to understand what new things are expected from them in CCE. They also commented that situations in the schools have to be favorable to do CCE. There was also a realization that only good thoughts are not enough, but implementation is very important.

Facilitator reminded the participants that the workshop was a serious and an honest attempt to understand CCE and asked them for a feedback on the previous day – on what were a few things that they liked and what are the few things that could be done better.

Some of the responses from the participants:

- “I liked example from Uttarakhand, 4th grade that was shared as I got to know something that is done elsewhere and is relevant to us as well.”
- “We spoke about the first workshop, where we looked at CCE in context of school and class. If we want to know the quality of education then we have to know how to do the evaluation and find out the hindrances in what could be few indicators for evaluation”.
- “In 30 years of my teaching career, this was the first workshop that made us think about the previous workshop. We had to recall the sessions of the previous workshop, which also brought feelings related to various sessions, which was a new experience. All the other workshops only talk about starting afresh from that workshop onwards”.
- “We got to listen to experiences of other teachers, who attended the workshop, and did some work on the learning from the workshop. We got to know so many things that were done by others that I didn’t do”.
- “We recalled a few parts from the previous workshop ourselves and were reminded of so many other things that we had forgotten by other members.

When asked for any 1 specific sharing that was based on the work done in the previous workshop, following were some of the responses:

- Members appreciated sharing done by Mr. Sharad from Manipur, who spoke about Nalanda and Takshashila.
- Another teacher got one big elephant made by students in her school.
- Members shared about how one teacher used a strategy to bring students from back row to the front and found ways to motivate them.
- One teacher shared about how in one school files are made for each student and are maintained meticulously.

Concerns shared by teachers:

- One teacher shared that all the sharings done thus far are extremely good and sound well meaning, but there is hardly any work done on its implementation at the school level.
- Another teacher mentioned that instead of recalling last workshop, if we could get some specific inputs from the facilitators, it would be good utilization of time.
- One teacher said that he cannot understand the expectation of this workshop. He asked what is it that we want the teachers to do, and we should give it to them and focus on it instead of discussing the other things.
- Another teacher mentioned that there should be favorable circumstances to implement all that was shared in the previous workshop. He asked that why we do not share what can be done to address those unfavorable circumstances based on our school observations.

Comments by facilitator and other resource persons:

Navneet's response to the issues/concerns raised by the teachers:

In any kind of system, we need to understand the hierarchy. The teacher is considered to be at the bottom. We need to understand and resolve the conflict between the hierarchy and empowerment. We have only treated a teacher as a technician, who will be given a tool to assemble a machine. Instead of asking the facilitators of their expectations, teachers should present their expectations and ask if the facilitators can fulfill their expectations or not. Usually, as teachers, we accept all inputs/suggestions given by various workshops without knowing the larger purpose or background of that workshop.

Khajan's response:

There is no framework for CCE and therefore all states are implementing it based on their context. It is our responsibility and our empowerment to think about how CCE is integrated in the teaching-learning process. This will be the contribution of this group to the state of Madhya Pradesh.

Saurabh's response:

We have mentioned from the beginning that there is nothing that we will give you from our side that you can start doing/implementing. It is a joint initiative among Azim Premji Foundation, Rajya Shiksha Kendra and the 20 schools from Vidisha and Sehore to evolve a policy on CCE in this one year. Saurabh also requested teachers to share their views and disagreements without hesitation, as this will be a part of teacher empowerment only.

Post these responses teachers made a few comments about how there is a discrepancy between what is shared in the workshop and what actually happens in the schools, to which Navneet mentioned that even if teachers take back 5% to be actually practiced in schools, it will be enough.

DIET Principal, ESL head, and Pradeep Malviya from Rajya Shikha Kendra (RSK) joined the session.

Facilitator concluded the session by establishing a point about autonomy of the teachers. He said that we are the ones who have to think about teacher's position in a hierarchical system. Rather than telling teachers what to do, we will be giving autonomy to the teachers in these CCE workshops.

Participants responded by asking whether the autonomy will be given to the teachers or it will be taken by the teachers. They were also not agreeing with the statement that by doing this workshop, we are trying to convince teachers. They felt that only convincing will not work.

Session 2: Sharing the report from school observation in Uttarakhand

Facilitator: Khajan Singh

A story of a teacher '*Prakash sir ki kaksha*' from Uttarakhand school visit was shared by Khajan Singh.

The story was about a teacher who was very friendly with children. It also talks about how a teacher was teaching Mathematics without even making children realize that they are doing Mathematics. The story throws light on integration of scholastic and co-scholastic domains in a Mathematics classroom. In the story, children were also playing with colours while doing Mathematics. Teacher in the story was not forcing children to do the activity in one particular way but he gave them a lot of freedom.

While discussing the story, participants gave a thought to why this story was told in the workshop. They drew some very important points from this story e.g., *only textbooks are not source of information, co-scholastics (drawing, in this story) can be used to teach subjects, the whole class was about learning while playing.* Friendliness of the teacher was noticed and appreciated by the participants. They also noticed that teacher in the story had a plan ready for his next class as well. A complicated topic like fractions can be taught differently with the help of activity given in the story.

One of the teachers said that teachers in her school used to do CCE before also by giving marks to co-scholastics with the help of observations. Children in her school also did self -assessment.

Session 3: Report sharing from school observation in Madhya Pradesh

Facilitators: Faiz and Abem

Faiz shared a school observation report of one school in Madhya Pradesh. The report was about dedicated teachers in the school who were managing more than one classroom at a time. It

also throws light on how good child-teacher relationship enhances learning in a classroom. Participants discussed child- teacher relationship with support from Dongare ji.

Abem shared experiences about how language classes were being conducted in two different schools. One of the classes was very interactive and the teacher was very active in the classroom. Participants compared the two described classes and emphasized the point that in a language class, it is very important to look at meaning of a word through a context as a word could have different meaning in two different contexts, especially in a language classroom.

Session 4: Context setting- Nature of subject and indicators



Facilitator: K. R. Sharma

After the sessions on report sharing, following four processes of CCE were discussed in brief: Understanding child, Teaching learning process, Teacher empowerment and assessment reforms. It was discussed that to teach any subject, it is important to understand nature of that subject. The discussion happened around subjects such as Language, Mathematics and Science. As a part of this discussion, participants said that teaching of Science has to happen through

experiment, through *learning by doing* method. The discussion continued with how the nature of different subject is different and what impact does it have on teaching learning process.

The facilitator continued the discussion with the question ‘How to assess skills?’ and ‘How indicator development plays an important role?’ One of the most important questions that arose was ‘Why do we teach *different* subjects?’ along with the questions like:

- a. How do we understand nature of subject?
- b. How do we understand skills required for that subject?
- c. How do we develop indicators for the skills?



Session 5: Reading a paper on nature of subject in small subject groups, discussions and preparing presentations

Date 27-07-2013 Day-2

भाषा	शाहित	विज्ञान	पर्या०	सामा० कि०
1. विष्णु	1. राम	1. अरविंद	1. शीला	1. ज्योति मिश्र
2. मदन	2. शोभा	2. इंदर	2. किरण	2. गंगाराम
3. सुनीता 1	3. मधु	3. ज्योति	3. गीता	3. बजराम
4. सुनीता 2	4. ज्योति	4. अतुराज	4. भैरवलाल	4. बी.एल. चिटार
5. अशोक	5. प्रदीप	5. राजेश्वर देवी	5. राजेश	5. कंदेदी
6. कौता	6. राकेश	6. सैयद	6. के.आर. जग	6. डॉ.अमल
7. आभा	7. अजय	7. जावेद	7. निभरत	7. सोनल
8. हसन	8. संतोषी	8. संगीत		8. शरद
9. प्रमिता	9. सदीप			
10. नयना	10. यश			
11. अरवि	11. अरती			
12. श्वेता				
13. अरवि				
14. सोनल				
15. नयना				
16. पल्लवी				
17. अरवि				
18. शीला				
19. कौशिक				
20. अतुराज				

Facilitators: Respective subject coordinators and group members

Participants were divided into subject specific groups. Since many primary teachers teach more than one subject in their schools, this division was based on preference of individuals. It was also suggested that teachers from one school go to different subject groups so that they can discuss different subjects among themselves even after going back from workshop.

The group members read note on nature of subjects and discussed among themselves. The discussion was continued for the next day where participants developed indicators on specific topics. Following are the discussions from the subject specific groups as shared by group coordinators:

Language group

Facilitators: Navneet, Abem, Saurabh and Khajan Singh

The group was a mix group of the teachers who taught Hindi, English, Urdu and Sanskrit in Primary and Upper Primary schools. The objective of the session was to build understanding on the following points amongst the participants:-

- To understand the nature of the subject (language)
- To understand what are indicators and how to develop indicators from the lessons of the textbooks

Day 2

Naveent asked the participants, 'What is language?' He asked the participants to ignore the age-old definition of 'language is the medium of communication'. The participants' responses were mostly woven around the said definition like, exchanging thoughts, medium to express, to express feelings, etc. The facilitator narrated a story of 'A Frog and a Tiger'. The facilitator stopped at a point and asked question to the participants, 'What should the frog do to cross the pond?' The participants were so engrossed in the story that they began to respond the question in very interesting fashion. Facilitator got different answers from almost all the participants. They gave the ending to the story and also gave names to the story. Facilitator tried to induce from the participants while narrating the story. Apart from the medium of communication and expression what kind of work language does in the mind? The participants' responses were:-

- Making prediction
- Doing imagination
- According the story the picture of the scene been created
- Able to understand the story, we were doing meaning making
- Interesting
- Reasoning
- Drawing conclusion

The facilitator then drew a picture (of a hover craft) on the blackboard. The participants were asked to share the name that arises in their mind after seeing the picture. They shared that it might be a crown, ship, toy, cap, iron press. Then the facilitator added a quality of the picture. He said it is made of iron, wood and cloth. The participants discarded which were not made up of iron, wood and cloth from the list. The facilitator concluded that when we see a new thing we try to make meaning of it with the help of our prior knowledge. And therefore, we used our previous knowledge to predict events (here, the guesses) so we predicted it according to our previous knowledge.

The facilitator again threw a question to the participants, 'Is it possible to come up with the above points without language?' The participants responded, '*It is not possible without language. We use language in to form thoughts.*' The participants were given to read a paper on nature of subject language called 'some words on the nature of language'. After reading the paper questions arose like – what is decoding? What is *hijje*?

To answer the first question, the facilitator wrote words- Parzania, Rucksack in Roman script on the blackboard and asked the participants to read it. The participants could read it but none of them were able to understand the meaning of the words. The facilitator concluded that to read text without making any meaning is called decoding.

To answer the second question Khajan Singh demonstrated by reading a lesson from the textbook. He read the text by joining letters by letters, for example – to read किताब, he was reading क.. इ.. की मात्रा क, त... आ... की... मात्रा ता, ब ...किताब| The participants understood immediately after the demonstration what *hijje* is.

The session was concluded by each small group being reminded about making the presentation on the nature of their respective subject and its objective on the following day.

Day 3

The participants were given time to prepare a group presentation on the nature of language and its objective. They presented their presentation same as written on the paper. Nothing new was added on.

Mathematics group

Facilitators: Sandeep, Yash and Arati

The group had about 11 teachers. The participants of the group individually read the paper on nature of Mathematics. They had a discussion and shared that the major themes that we learn in Mathematics are - shapes, patterns, & numbers. The group had a long discussion on abstract nature of Mathematics. Some members of the group initiated discussion on 'things that are abstract'. Initially they were of the understanding that only those things that *cannot be seen* can be called abstract. But, with some more discussion, the group concluded that all the things that *cannot be sensed* (using our five sensory organs) are abstract in nature.

The group did a small exercise of defining 'writing pen'. Participants had to take care that the definition is valid for all the existing pens and no other pen should be left aside. It had to satisfy all the conditions for being a pen. The group tried to connect this concept with Mathematics by saying that Mathematics is about logical reasoning.

Participants discussed following points:

- Nature of Mathematics is abstract
- Nature of mathematics is sequential i. e. to understanding some concepts it is necessary to understand some other concepts
- There is a logical relationship between the mathematical concepts
- A statement in Mathematics is proved with the help of previously proved statement

Group also discussed the important skills in mathematics. e.g.

- Problem solving
- Optimization
- Approximation
- Mathematical communication
- Visualization and representation

The group had an interesting discussion on optimization, where a real life example was discussed- If we have a certain amount of money and we have to buy grocery in that money taking care that all our needs are fulfilled, we have to optimize the available resources. The group also had a short discussion on how it is a right of every child to learn Mathematics.

Science group

Facilitators: Javed & Syed

Science group took the approach of reading the paper one by one and then discussing the issues in it. The group discussed the possibility of finding out examples from teacher's day to day engagement with students in classroom. While discussing, the group felt that they somehow talked about the same things those were written in paper and they were not able to figure out examples from their teaching experiences. Teachers discussed an issue of discipline where they were totally of the view that discipline must be followed without questioning by students. The group tabled that 'questioning' and 'verifying' the things with possible ways are the pillars of science. They said that one needs to give open-environment if they want to develop future citizen with open & critical mind. Teachers' belief was shaken after some time but they were not totally convinced. They felt that in science teaching, there must be scope and space for a child to ask questions.

One of the examples which the group discussed significantly and the group members deliberately tried to link with the skills of science like observation, hypothesis, classification, inferences etc. was 'lightning in rainy days'. The group discussed if we give enough opportunity to a child to observe this phenomenon, to make their own hypotheses and again to observe the phenomenon at different time and space and then make their own inferences. If there is opportunity, do they verify their inferences? All the teachers realized and accepted that we do

not follow the processes of science during teaching and our focus remains on giving definition, providing some examples, of course, some time outside textbooks and student have to mug up the information and reproduce this information during examination. Teachers also told that they will be focusing on process of science while teaching science in school.

Another issue which came into the discussion was the notion that exists within the society about medicinal value of utensils, some plants; solar & lunar eclipse etc. We use or apply science in daily life. For example; the use of mobile phones. It was difficult for teachers to distinguish between use of some technological devices and science processes. Even though some devices are a product of science, their *use* does not indicate involvement in a scientific process. During all these discussion the group felt that there is lot to be done in coming days as far as science teaching is concerned.

Social science group

Facilitators: Aanchal and Sonal

The group had 6 members- of which 4 were Post Graduates in non-social science disciplines. All the teachers were from middle school. A paper on nature of social sciences and its objectives was shared. In the group the facilitators initiated a discussion on why do we teach social sciences? Members talked about inculcation of values, understanding society, family, knowing the Constitution. The facilitators engaged in a discussion around each aspect-

Constitutional values- what are these? Why are they needed? Are values similar across all countries or do they vary across countries? The group understood that values are closely related to a country's culture and history and reflect its political ideologies. Social science helps in understanding this connect.

Understanding society- what do we think is society? Does it change? What factors influence change? The group discussed that society keeps changing and impacts every aspect of it- be it family, food, culture, beliefs. Social science helps in understanding this process of change.

Understanding geographical differences- taking an example of a village on the banks of Betwa river and in the desert of Rajasthan, the group discussed the differences in each- differences of food, clothes, occupations, type of homes, vegetation, wildlife, etc. through this discussion the group also spoke of how social science helps in realizing geographical differences and being sensitive to it.

Environmental Science group

Facilitators: K.R. Sharma & Nimrat

There were six teachers in the EVS group, all of whom teach EVS at the primary level in addition to other teaching responsibilities.

The discussion was centered around the reading and was extremely rich. The initial discussions were led by one of the teachers who read out each passage of the handout and shared his understanding, inviting others to do the same. During the discussions, Sharma ji raised certain questions which led the teachers to challenge their own understanding of the subject. Some examples were: If living things move, is the paper moving across the room living? We don't see plants breathing; are they living things? I have stopped growing – am I a living thing?

The discussion on day 3 ended with an interesting exercise led by Sharma ji, who led the group through a definition of mammals by marking certain characteristics as essential or non-essential for various animals. The purpose was to help the teachers identify the competencies needed to undertake this exercise; we concluded that all the competencies that EVS is expected to develop in learners were being exercised.

Day 4: July 29, 2013

Overview

Session 1: Summarisation of previous day's learning by Sandeep

Session 2: Work on developing indicators in small groups

Session 3: Feedback on small group session

Session 4: Next steps

Session 5: Closing session

Session 1: Summarisation of previous day's learning

The session opened with a welcome and an inspirational song sung by all, followed by a brief recapitulation of the previous day's session by Sandeep.



Gurbachan ji then asked the participants to share what they had understood from the previous day's session on indicators. The discussion started with a sharing of understanding of indicators and gradually developed into a joint exercise of developing indicators for topics from various subjects.



A summary of some sharing as well as discussion between DIET faculty and teachers and facilitators of the workshop regarding the meaning of indicators is given below:

Statement: Indicators are milestones during learning, where students are 'making mistakes in the learning processes/ why are they unable to attain competencies or learning objectives; these are used for assigning criteria to assess learning.

Response: A question was asked- Is the approach of identifying where children are making mistakes in keeping with the perspectives on teaching-learning we are trying to build? Mistakes are not milestones; the latter emerge from the nature of the subject, the objectives emerging from these. The child acquires understanding and competencies slowly and not suddenly; the milestones in this are the indicators, *seekhne ke bindu*. To see whether these are attained with quality, and therefore, we need to define these.

Statement: Through expression, writing, oral interaction, etc. with the child, the teacher tries to develop competencies. We need to see what the child is doing, what processes he/she is following and then see if attaining the competencies in keeping with objectives.

If a child is learning to read, he/she may have the *maatras* wrong or the *varnas* wrong.

Response: The two indicators for the above could be

- recognition of varna maala and
- maatra ka gyaan.

It was suggested that we must be careful of the fact that whenever we make indicators, those should be understandable by all.

Statement: Following example was given:

$$\begin{array}{r} 234 \\ + 427 \\ \hline 6511 \end{array}$$

This means the child recognized numbers correctly, understands the '+' sign, can add but can't carry over.

Response: So the child has attained three indicators – the first three you mentioned – and the fourth one is left. What you must note is the simplicity of the indicators. And the example is based on the personal experience of the teacher. Therefore, this is something that all of us can do. At the same time, we must remember that these indicators are only suggested, not final, so they can change from teacher to teacher, and also over time for the same teacher. But we all need to have a common understanding to be able to undertake this very important and serious task.

Response from another participant: We can also say that the child needs to know that he/she has to add from right to left – this can also be an indicator.



Statement: When children write the alphabet in class 1, some leave out letters, some write from right to left, most write with their left hand; during dictation, some use *maatras* incorrectly, some write crooked. Here the competence is *varnamaala likhnaa* (to be able to write the letters of the alphabet) and indicators are:

Indicator 1: Seeda likhnaa (writing straight)

Indicator 2: Write from left to right

Indicator 3: *Maatra* likhne mein sudhaar (improvement in writing the vowels)

Response: *Varnamaala likhnaa* could be the first indicator. We need to see if the indicators match the nature of subject; writing in a straight line is not such an important indicator for languages – we need to ask ourselves what is more important – writing or writing in a straight line. So we need to keep the nature of the subject and its objectives in mind when write indicators.

Example from facilitator: If we have to teach addition – what do we start with?

Responses from teachers:

Recognition of numbers	Understanding addition with
Can count	concrete objects
Understands units and tens	Understanding addition with
Recognition of sign of addition	representations of concrete objects

Example from facilitator: Sharma ji asked the participants to imagine that he is a child of class 3 (9 years old) and read a lesson from the Hindi text book.

Responses from teachers:

Reading	Reading words together
Recognition of words	Reading with fluency
Recognition of <i>maatras</i>	Interpreting meaning of what read

Facilitator: If we have to develop indicators for National symbols, then these could be:

Recognition of national symbols
Talks about them
Connects these to citizenship

Session 2: Work on developing indicators in small groups

In this session the groups worked on developing indicators.

Language group

Participants formed pairs according to the types of school, primary and middle. They first understood the objectives of the lesson. For obtaining objectives or competencies they made an activity and according to the activity they prepared indicators of that lesson.

The facilitator said that after discussing the nature of language and its objective by working in pairs they will try to discuss and develop indicators of a lesson from the textbook. Indicators mean the step to develop skills so that the teachers should know in which stage their students are can provide more help to develop that skill.

Mathematics group

The group developed indicators on the topic factors and multiples. Each group member developed their own indicators. The group also performed an activity to understand relevance to factors in day to day life. E.g. "If we have 30 things with us and we have to pack them with different combinations, the knowledge of factors will be useful as we can get different combinations of numbers for packing them. Discussion continued with understanding importance and need for developing indicators". The group discussed that indicators will vary from teacher to teacher for a particular topic as indicators are totally dependent on teaching-learning process that is being followed.

Science group

Group did the activity of measuring the given length on floor with following the processes like first making the hypotheses and then verifying the hypotheses and then drawing the inferences from these processes. Group also developed some indicators related to this activity. The basis of drafting the indicator was a question: 'When do we say that a child has learnt to do a measurement of length?' Some of the indicators drafted by teachers were:

- Selected a suitable scale for measuring given length
- Talked about division taught in the school
- Predicted the length to be measured in question
- Accurately measured the given length
- Verified the prediction made before starting the measurement

Social Science group

Facilitators: Sadhna and Aanchal

The discussion moved from nature of subjects to indicators in this session. The social science group identified one chapter each from history, geography and social and political life to

develop indicators. Taking the example of latitudes and longitudes, the facilitator walked the group through the process of developing indicators. The group then developed similar tongs for- chapters on Australia, national symbols and sources in history. While the group struggled with this exercise, partly due to their non-subject backgrounds, they did understand the need for breaking up a chapter into specific objectives and indicators. It was observed that the group felt easier to develop geography indicators as compared to history and social and political life.

Through both the days, the group members felt shaky and unsure of presenting the group's work in the large group. To our surprise, the presenter left the workshop without notice! One of the key difficulties we realized was the non-academic background of the teachers in social science, which made them disinterested and disconnected with deep discussions on the subject's nature and objectives. We also felt that the reading could be simplified for this group with specific examples drawn from their local context.

Environmental Science group

The group worked on developing indicators. The session started with a recapitulation of the previous day's work. Group spent a little time together working on indicators for the chapter *Hamare Aas Paas ki Vastuyein* so as to reach a common understanding of what indicators are in EVS. They were encouraged to refer to the nature of the subject, the competencies that flowed from this and consequently the indicators so as to limit the indicators (an example been that spellings are relevant only where terms are concerned). They then worked in three smaller groups on developing indicators for the chapters *Hamare Aas Paas ki Vastuyein* and *Parvat, Patthar aur Maidan*. The small group then shared the indicators, thus bringing out the fact that the idea of indicators is subjective, and contingent on what they plan to do in the class. The conclusion was that indicators need to be individually designed.

Observations: While most of the teachers appeared to have reached some level of comfort and readiness for developing indicators, a few felt lost and one even appeared disinterested. The presentation on day 3 did not go as anticipated as the co-presenter refused to fulfill her role at the last minute and the teacher who made the presentation was nervous.

Session 3: Feedback on small group session



The reaction of the participants was mixed when asked if they thought it was possible to develop indicators – some felt they had ‘gone backwards’ in understanding while others felt that they ‘can do it’ in their schools.

There was a question from a teacher from the EVS group on the difference between *samajh* (understanding) *aur pehchaan* (identification). Saurabh responded with an example: If reading is a *kaushal* (skill), then being able to recognize a word (*shabdi*) from a cluster (*samuh*) of words is an indicator. Is this the same as understanding the work? The same holds good for sentences also. A participant responded that both *pehchaan* and *samajh* are *gyan*, but *samajh* is with *vyapakta*. Saurabh concluded the discussion by saying that *pehchaanna* is a preliminary stage, while *samajhna* is a developed stage. For any *kaushal*, in the beginning comes *pehchaan* and then *samajh*. He concluded by saying that when we say children have understood, we need to bring instances to show the child has understood.

Session 4: Next steps

The facilitators suggested that when preparing for any lesson, they can start by identifying the indicators and keeping a note of them. First write the *kaushal*, and then the indicators for each of these based on the objectives of the lesson. This led to the question whether this was part of planning. Saurabh responded that this is a part of planning but is different – it helps us know our goals and steps towards it, in helping children acquire necessary competencies.

The importance of the task was stressed since the expectation of the state is that the guidelines for CCE will be evolved on the basis of this exercise.

When a teacher asked if they could send the indicators for checking, to the facilitators, Saurabh responded by emphasizing the link between teaching methodology and indicators. He suggested the teacher needs to decide whether indicators are correct or not based on the teaching method and anyone from outside is not the best person to judge the indicators. Gurbachan ji added that it is irrelevant whether indicators are correct or not – the point is to get a collection of indicators to be shared in the next workshop; keeping this purpose in mind, there is no need to worry about right or wrong.

Saurabh said that we are aware that some sort of portfolio of each child is maintained in all schools, we need to know whether it is kept by the school or by the child. So far, most schools have children's drawings put in the file; this could extend to stories written by them, poems, any observation done outside, etc. From now on, each teacher has to see the files of 5 children every day and write a descriptive summary on it (*tippanni*). This should contain teacher's thoughts on why they think something is wrong. He suggested that until this is done, we can't understand what going wrong in the child's learning.

He added that: If you are class teacher of more than one class, you need to see 10 files every day; this could be done roll number wise, so if there are 30 students in a class, a teacher can see the file of each child every 7 days. If there are more than 30 children in a class, then the number of days in which a child's file is seen increases. He clarified that one of the objectives is to identify the number of portfolios that are feasible for a teacher to see in a day.

Responding to questions from the teachers, Saurabh clarified that portfolios are to be maintained for all classes, and not necessarily from each subject since there is no need to force anything.

The third task identified by Saurabh was that in August 2013, each of the participants must write 2-3 pages of their personal understanding of CCE, keeping learning from both workshops as well as their own experiences, and send it to Barsaiyya ji in the DIET – to keep both workshops in mind. Last date identified was 15 Aug 2013.

The last task was that when the teachers come for next workshop, they should get the self - assessment format for students shared by RSK filled by the students and place it in their portfolios. These forms should be brought to the next workshop. It was clarified that these would serve to verify the teacher's assessment.

Finally, Saurabh summarized the entire workshop and concluded by saying that they had moved from sharing a changed perspective of assessment to developing indicators.



Dongre ji also addressed queries from teachers regarding the old and new CCE guidelines. He clarified that teachers did not have to fill the co-scholastic format. About the monthly tests, he clarified that schools can decide when to take these tests, whether once a month or once every two months or not at all. Responding to a question on how to respond to queries from BRC/CRC, **Dongre ji clarified that marks can be given on the basis of CCE, and assured all present that for these 10 schools, notification will not only reach schools, but that he would personally inform the relevant functionaries.**

In response to a question from a teacher on the fact that each textbook states which chapter(s) are to be completed each month, and that this is verified by the inspectors/BRC/CRC, Dongreji

clarified that the textbooks are being printed again and the new one will not have this section; **the teacher can decide how much time to spend on each lesson.**

Session 5: Closing Session

Gurbachan ji clarified that CCE implementation was important not because of Right To Education (RTE) but because it was a good thing for teaching-learning. In response to a teacher's sharing that there is confusion between guidelines and what has been shared in workshops, e.g. scholastic and co-scholastic are different in the guidelines while in the workshops we have been told they are integrated, Gurbachan ji suggested the teachers to read the Blue Guidelines book together in a group and discuss it. They should give their opinion on what is feasible and what only unnecessarily increases their work. They can even evaluate the language and state what is difficult to understand. He suggested that teachers can suggest changes that will make the guidelines more relevant, and requested them to share that too. Gurbachan ji said they should take their time in doing this, but requested them to share their thoughts only with other pilot schools since the other non-pilot schools don't share the privileges given to the pilot schools.

Regarding ALM schools, Gurbachanji merely asked if the school is able to follow ALM properly; and whether there will be any problems with CCE? The teachers responded that there would not be any difficulty.

Once again, the language group represented by Madan Jariya from the Middle School, Simarhar, presented the indicators they had developed for a lesson for the textbook; after some intense discussion the presentation closed with appreciation for the manner in which the indicators had been linked to the objectives. The Mathematics group represented by Madhu ji shared indicators defined with an example worked out on the blackboard.

Gurbachan ji appreciated the fact that a lot of discussions appeared to have taken place. He stressed the need for continued support to teachers and for discussions between BRC/CRC and schools. He reminded the teachers that while they may be doing a little extra, they were doing something for the state with this work.

The DPC Harendra Singh reiterated the significance of CCE for learning and the shift in perspective in entailed regarding teaching and learning. He urged the teachers to do their best and work towards using the understanding they had attained in the workshop in their schools.

Shashi Sharma, DIET Principal, shared a profile prepared by D. Ed. students in consonance with the CCE guidelines prevalent in the state in the previous academic year. She discussed strategies for teaching-learning with the teachers and committed to meeting them in their schools.

Dongre ji of RSK also reiterated the importance of the exercise and assured the teachers of support. Citing the example of Hemraj Bhat of Uttarakhand, he encouraged the teachers to pen down their reflections on the entire pilot, committing to getting noteworthy efforts published by RSK.

Following the vote of thanks by Sandeep ji, DIET faculty Barasaiya ji and Mamta ji, a teacher from the Boys' Middle School in Gulabganj also expressed their appreciation of all participants in the workshop, and the latter recited a Sanskrit *shloka* about the importance of teachers, thus closing the workshop on a special note.