

REPORT OF THE ORIENTATION WORKSHOP
FOR CCE PILOT PROJECT
IN MADHYA PRADESH
Dist: SEHORE

by
RAJYA SHIKSHA KENDRA
supported by
AZIM PREMJI FOUNDATION

Introduction /Rationale of workshop

“Intelligence is diverse, and pedagogy and evaluation should aim at making it possible for this diversity to bloom..... it is children’s responsiveness to what is taught rather than just their capacity to retain it that should be the focus of evaluation.” (NCF 2005)

Stemming from the above thought, the NCF emphasises that the focus of the pedagogy should be to nurture various aspects of children’s growth and assessment as an integral part of teaching-learning process. NCF suggests ways of assessments that are flexible and enhance learning of students as opposed to assessments that are punitive. In order to achieve such aims of assessments, it recommends Continuous and Comprehensive Evaluation, which will enable diagnosis, remediation, enhancement, and effectiveness of learning.

In order to realize this vision Rajya Shiksha Kendra (M.P) and Azim Premji Foundation have joined hands and set on a journey to evolve an efficient, practical and acceptable format or process of CCE, keeping in view the social environment and facilities available in the schools, as emphasized by NCF and also taking into account experience of state in the last two years with respect to CCE. For this purpose 20 schools of Vidisha and Sehore have been selected jointly by Rajya Shiksha Kendra (RSK) and (Azim Premji Foundation)APF, for piloting, following a rigorous process of school visits, revisits, profiling, consultation and discussion with education functionaries. In the light of learning and feedback of pilot study the existing guidelines would be reviewed and enriched. The format thus evolved would then be scaled in all 50 districts of Madhya Pradesh (MP).

A core group has been created to provide support to these schools for successful implementation of CCE pilot. It includes members of DIET, BRC, CRC, BAC and teachers of the selected schools. Academic and technical support would be provided by RSK and APF. Orientation of first batch from Sehore district was conducted in RSK from 8th to 11th January. This was the first in the series of four workshops planned to be conducted over a year.

The report tries to capture the day wise proceedings in detail.

Day 1

The first day started with introduction and welcoming the participants by Mr.P.L.Dongre from RSK and Mr. Anant Gangola from APF respectively. In the introduction, Mr. Dongre requested the participants to understand CCE and its process so that they can implement CCE in its true spirit, in their school. Mr. Anant Gangola heartily congratulated and welcomed the participants. He mentioned that lately, CCE has emerged as a focal point in all discourses on education. MP has made this excellent feat to build a new perspective in CCE in the whole state. The state has undertaken this project to build understanding and thereof a framework on CCE, taking inputs from the people, who are directly working with the children. He said he has full faith in the people in the hall as they must be doing something worthwhile to be a part of this workshop. Further he stated that 4 important things are

needed in moving from 'Education' to 'Universalization of Education' or 'Education for All'. These are:-

- *Nai samajh* -New understanding
- *Nai samvedna*- New sensitivities
- *Naye sarokar*- New concerns
- *Naye sansadhan* -New resources

Mr. Gangola mentioned that this was something new, which the society has not taken up in the last few years. The second session was the open house experience sharing on the CCE. Some of the experiences which were shared by the participants are as follows:

One of the participants mentioned a concern that based on the assessment, and the marks/grades obtained, there is more practice or revision done with the children that might not be the best way to increase their performance. Another participant mentioned that he was instrumental in organising Bal-Sabha every 2nd Saturday – where children are allowed to express their thoughts freely, and were given an opportunity to express themselves creatively. Another participant mentioned that *Bal-cabinet* – ministers guide their peers based on their roles. Few others mentioned the importance of assessment of (along with scholastic on a monthly basis) co-scholastic activities like drawing and painting, social activities in the community, cultural activities etc. For environmental studies, gardening activities can be a part of their co-scholastic assessments. One participant brought out the importance of Library as an important medium to build interest among the children. Children are also learning new things by reading news-papers on the daily basis.

Different files are being maintained on the activities of the students like, listening to the radio programmes and discussions based on certain topics. Assessment is done based on this activity and records are maintained. Projects are given on certain topics and then assessed. Mind-maps are also made to understand the child's level of understanding of the topic.

A prompting was done to understand on what basis teachers assess the activities that they do under CCE. Some teachers were able to identify a few indicators but mostly weren't. Few responses from the group were: participation, motivation, self-confidence, understanding of the concept etc. and then grading based on the above criteria. A discussion based on the topic of teaching helps the teacher to understand the current understanding of the child. One has to identify the limitations and then motivate the children on their strengths. Social and co-scholastic areas are assessed based on the judgement of the teacher (based on the interactions over the month). One participant mentioned that the teachers are not able to identify indicators based on which one can assess the cognitive abilities. According to some members, the opportunity to assess children for honesty is very limited. They mentioned that for regularity, they give grades based on their attendance. Marks for participation are given equally to the whole group because it's a group work. A concern was also raised about the inability of the teacher to monitor the whole group process because students are working after school, at home etc.

One participant mentioned how assessment can be done on various indicators that are observed on a continuous basis. On academic activities the content, presentation, singing, the way the song is sung, this promotes the overall development of the child – *bahumukhi pratibhaon ka vikas*.

The third session was on Reading of Munshi Premchand's story *Bade bhai-saheb*, by Mr. Anant Gangola. It was followed by a discussion in which participants responded that the story is still quite relevant. The discussion also brought forth a pertinent point that bookish knowledge is not education and if life-skills are not developed through education, then it is a failure of the education system

Day 2

The session began with the presentations by small groups, on readings from the previous day. There were four groups. The highlights of their presentations could be summarized as; Children are born with a natural ability to learn, which is extended by the school. Children are not like blank-slates, blank page, wet-clay, and empty vessel. They come to school with a world of knowledge. The time that children take to learn things is varied. All children learn at varying pace. Children have a natural and intrinsic quality to be sensitive to others.

Later Ms. Indu from Azim Premji Foundation addressed the group. Few things that Indu emphasised while addressing the group were:

- Children surprise you.
- Develop trust and open all channels of communication with them.
- Unless we understand the children we will not be able to do a 'comprehensive' assessment of their abilities.
- When we do continuous assessment without the element of comprehensiveness, we start labelling the students, which is a dangerous practice.

Session 3

The second session was on the Teaching –learning Process. The key points brought up from the presentations made, based on readings in the smaller groups were:

- Every child learns information from their own contexts
- We must create opportunities that provide freedom to learn to children
- Importance of bringing local language in learning to strengthen it
- Give opportunities to all children to help them come out of fear and hesitation
- Importance of teacher's equal involvement and participation in an activity
- The role of teacher in promoting scientific thinking and simultaneously evaluating students



The session was summarised by Mr. K.R. Sharma, who highlighted the main points mentioned in the presentations and appreciated the effort made by the groups in being able to identify key points related to student learnings from the readings.

After the reading, few very sensitive points that the groups raised, based on the readings were that the fear of rules de-motivates and pressurizes a child. A child will have better concentration when free from fear of the teacher and the rules. Rules are means to meet the goals and not *vice versa*.

Summing up of the session was done by Saurabh wherein he emphasised that the teachers should become reflective practitioner and that they are themselves responsible for their own empowerment. He highlighted that there is a need to closely examine 'means' and 'ends'. When we make rules we need to reflect on how we make them and what do we seek to achieve through these rules.

He shared a few thoughts and questions, for the group to think deeply. Like, How much importance do we need to give to the means? What is the role of the teacher – *Are we teaching or are we facilitating their own learning?* What is the role of enabling institutions, conditions (govt. support) to help the teacher achieve their aims.

He also shared the plan for the next one year to give them clarity on our engagement with the schools.

Feedback/Reflections from the Foundation & RSK members:

Members largely felt that the participation from the members was excellent. The discussions were rich in the small groups, and the participants were comfortable with the method of reading and discussing. Members mentioned that participants were still confused about the expected level of participation from the Workshop, and hence were still hesitating to express their opinions and thoughts. A concern raised was on the monotonous nature of activities that were planned for other sessions as well. Another concern raised was regarding preparedness of the participants to undergo this level of workshop.

Suggestions and concerns raised within the group:

- A suggestion of considering the next workshop to be residential one to address the issue of hesitation among the participants.
- Suggestion of RSK's stronger participation in the workshop to build confidence among the teachers about the process.

- The need to be more patient with the teachers in order to build comfort and trust between the teachers and the Foundation+RSK.
- The need to be careful in planning the gap between the 1st and the second workshop.
- We need to build the 'idea' of trust amongst the teachers
- we need to convey the message that **teachers are our partners** in this journey of bringing a shift in the education.

Day 3

The session began with reflection on the previous day. In context of the empowerment, Dr. Promila Yadav, Manager, Research and Evaluation Cell, RSK said that empowerment means the capability to take decisions. Teachers should be able to understand the learning level of each of the child in the classroom so that she/he can take appropriate decision to give proper input to them. She said that teacher should feel free enough to complement the role of the parents. Further she added that the empowerment of teacher and children should not be taken separately. This should be inbuilt in the developmental process. She also suggested the participants to read Right To Education Act and update knowledge by regularly reading school education related articles/papers.

Ms. Aanchal of Azim Premji Foundation said that learning is a natural process. It is necessary to understand why the learning level differs among children of the same class? In this context, she added that teacher should know and understand the environment of the children. They should also need to be sensitive in every sense. The classroom must be free from fear so that the relationship of teachers and pupils becomes cordial. The freedom of teacher in teaching learning process is also very important because teacher should not wait for the directions every time.

Gurbachan ji of Azim Premji Foundation, concluded by saying that empowerment in true sense means to give up intransigence from mind and deeds.

Later, the participants were given to read the paper called *Pareeksha* written by Giju bhai followed by discussion on the same. After the discussion, each group presented their opinion and views on the paper. The common points that emerged from the group presentations were:

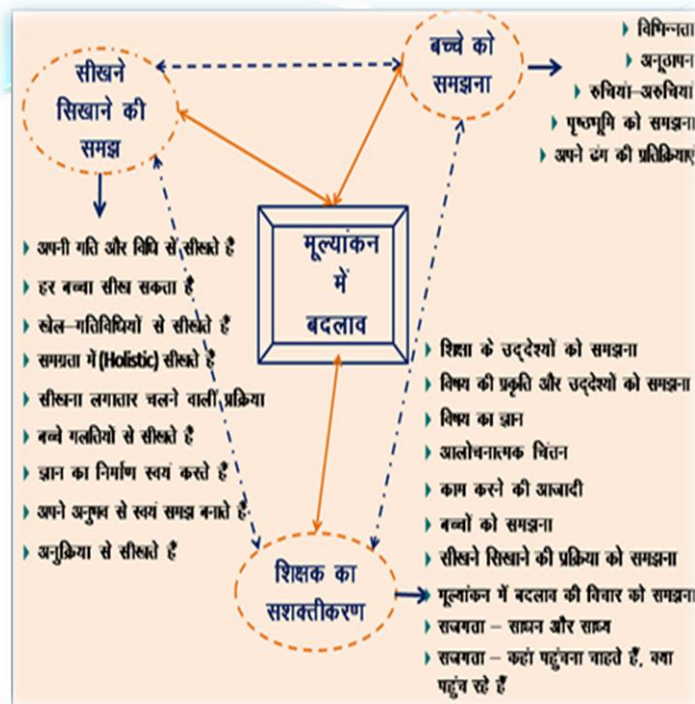
- Pressure of examination both on students and teacher
- In the paper the students were ready for only book based exam.
- Examination on the applied or practical knowledge of the students
- Sensitiveness towards cleanliness
- Importance of life skills

Later Dr.K.N. Bijalwan (Uttarakhand state coordinator-SSA), shared his experience on the CCE related work which is happening in his state. He talked about the 3 F's; Freedom, Flexibility and Faith and its influence in the teaching - learning processes. Dr. Bijalwan shared the 3 F's that were operating principles in Uttarakhand, leading to the evolution of CCE processes.

- First F : freedom – of child and of teacher, of schools.
- Second F : flexibility – in Teaching Learning, in assessment – no detention policy so can have flexibility but expected to ensure all children reach expected learning levels
- Third F : faith – in the teacher, in the process, in the idea of the project, in the people working on the project



The day ended with consolidation of all the sessions by Mr. Saurabh Rai and Ms. Aanchal. It can be summarised through the following



DAY 4

The session began with the sharing of the feedback of the previous day's sessions. This was followed by an experiment on solubility by each group. The objective of the experiment was to help the participants to experience the process of scientific thinking, experimentation, and deriving conclusions, and understand the various skills required for the process



The session was conducted by Mr. K.R Sharma of Azim Premji Foundation. The participants were provided water, urea, sugar, salt, turmeric powder and soil. They were asked to tell the most soluble thing by doing the experiment. After the experiment the groups were able to come up with the following skills:

- Observation
- Concentration
- Enthusiasm
- Rationality
- Learning by doing
- Prediction
- Comparison
- See the changes
- Consensus understanding
- Confidence
- Draw a table
- Draw inference
- Reflection
- Work as a team

In the last session, the participants were given to read the textbooks. They were divided into five groups according to the subjects: Hindi, social science, environmental studies, science, and mathematics. They were asked to read the chosen lesson and pick out the skills and indicators which can be brought out by the lessons.

The groups worked on different subjects and identified indicators in their respective subjects



Conclusion & Way Forward:

Gurbachan ji concluded the workshop by urging the participants to try and give a new meaning to assessment in the light of a fresh understanding gained in the four days of the workshop. He said that “your experiences will become a part of document which will help lakhs of teachers in implementing CCE throughout the state”.

“Your problem is our problem and your success is our success” , these words of Mr.P.L.Dongre of RSK resonated the confidence of the State in the ability of the participants to live up to the expectations. He added that “We expect that the State will benefit by your commitment”.

Sudhir ji of RSK asked the participants to experiment and evolve processes by being patient and making small efforts, one at a time.

The teachers were suggested a way forward:

- Identifying skills and indicators in the chapters taken up, deciding teaching process and assessment on that basis
- Observation of at least 2 students everyday
- Child friendly homework
- Reviewing CCE guidelines and suggesting changes

The participants were asked to keep a record and share these in the next workshop. Phone numbers and mail ID’s of APF and RSK members were shared.



At the end of the day Additional mission director(Sarva Shiksha Abhiyaan) Mr. Shobhit Jain addressed the participants and asked them to share their workshop experience. He narrated the story ‘The *Animal School*’ very beautifully to build the context of CCE and to emphasise the need for valuing the uniqueness of each child and for providing such environment where they get a chance to demonstrate their *unique Genius*.

He gave the participation certificates and thanked the participants for their enthusiasm and promised continuous support from APF and RSK.

