

TDC Program

प्रोग्राम

2018

जुलाई - मध्य सितम्बर



Teacher Development Coordinator Handbook

LIC 3

Learning Improvement Cycle 3
LESSON PLANNING

Name of the TDC:

School/Zone:

विषयसूची

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- समग्र भूमिकाएं और जिम्मेदारियां
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- अव्यवस्थित संसाधन टीम
- स्कूल के उद्देश्य जनवरी 2018 – मार्च 2018
- कहानियां 30 मिनट सत्र, एआरटी, मीटिंग, एकल सत्र

टीचर डेवलपमेंट को-ऑर्डिनेटर प्रोग्राम

दिल्ली सरकार ने 64 पाब्लिक स्कूलों के साथ साल 2015 में स्कूली शिक्षा में सुधार की शुरुआत की। उसके बाद से हम एक लम्बी दूरी तय कर चुके हैं। हमने कई बड़े पैमाने के प्रोग्राम डिजाइन किए और इन्हें लागू किया जैसे एवरी चाइल्ड कीन रीड कम्पेन, कुनौती 2018, मेंटर टीचर प्रोग्राम, स्कूल लीडरशिप प्रोग्राम और अब टीचर डेवलपमेंट को-ऑर्डिनेटर प्रोग्राम। स्कूलों में सुनिश्चित करने की वास्तविकता में सुधार लाना इन प्रोग्रामों का मुख्य उद्देश्य है।

टीचर डेवलपमेंट को-ऑर्डिनेटर एससीईआरटी द्वारा मेंटर टीचर प्रोग्राम के तहत शुरू की गई एक पहल है। निम्नलिखित दृष्टिकोणों और प्राथमिकताओं के साथ-साथ स्कूलों में बढ़ाने वाले सभी अध्यापकों के प्रशिक्षण विकास द्वारा अध्यापकों का नेटवर्क बनाए इस प्रोग्राम का मुख्य उद्देश्य है।

‘एक ऐसी शिक्षा प्रणाली जिसमें सभी एक साथ मिलकर सीखते हैं।’

इस दृष्टिकोण के लिए निम्नलिखित प्राथमिकताएँ तय की जाती हैं:-

- छात्रों के बुनियादी कौशल में सुधार लाना (साक्षरता एवं आर्थिक स्तर)
- बाल सम्मुख शिक्षण विधियों के द्वारा छात्रों के सर्जित परिणामों में सुधार लाना
- स्वशासन प्रणाली के माध्यम से कक्षा प्रेरण और सहयोग

साल के दौरान हम इस दृष्टिकोण को हासिल करने के लिए एक साथ मिलकर काम करेंगे। टी.डी.सी. को मेंटरिंग और कौशल विकास के रूप में अपने स्कूल में बदलाव का नेतृत्व करने के लिए सिस्टम का सहयोग मिलेगा। वह मेंटर टीचर्स, स्कूल प्रधानाध्यापक और छात्रों के सहयोग से अपने स्कूल में अकादमिक रसायन टीम का नेतृत्व करेगा / करेगी।

समग्र भूमिकायें और जिम्मेदारियां

अध्यापक/अध्यापिका: मैं अपनी कक्षा की प्रथाओं को अधिक जातिम बनाने के लिए मेहनत करता/करती हूँ और विद्यार्थियों के सभी सदस्यों को भी ऐसा करने के लिए सहयोग प्रदान करता/करती हूँ।

- 1. कक्षा की प्रथाओं के बारे में जागरूकता हासिल करने और दृष्टिकोण विकसित करने के लिए एक दूसरे का भेक्षण करना।
- 2. प्रेक्षणों के आधार पर अपनी कक्षा के लिए प्रथाओं का चुनाव करना
- 3. स्कूल और कक्षा में सकारात्मक बदलाव लाने के लिए स्कूल स्तर के अभियानों में हिस्सा लेना

ए.आर.टी. सदस्य: मैं उत्कृष्टता की मदद से कक्षास्तरीय प्रथाओं में सुधार का नेतृत्व करता/करती हूँ और अपने विभाग के अन्य सदस्यों को भी ऐसा करने के लिए प्रभावित/प्रतिक्रिया देता/देती हूँ।

- 1. नई कक्षास्तरीय प्रथाओं को अपनाना और अपने अनुभवों को सहकर्मियों के साथ साझा करना
- 2. सभी छात्रों को जर्नींग पर ध्यान देना और विकास मानसिकता को प्रोत्साहित करना
- 3. कक्षा में सहकर्मियों का स्वागत करना और सीखने हेतु उनकी कक्षा का प्रेक्षण करना

टी.डी.सी.: मैं अध्यापकों में संलग्नता सहयोग का नेतृत्व करता/करती हूँ और अपने स्कूल एवं अध्यापकों की पेशेवर विकास के लिए कक्षास्तरीय प्रथाओं में सुधार लाने के लिए प्रतिक्रिया/प्रतिक्रिया देता/देती हूँ।

- 1. कक्षास्तरीय प्रथाओं के अनुभवों और जर्नींग को साझा करने के लिए अध्यापकों को प्रोत्साहित करना
- 2. कक्षास्तरीय प्रेक्षणों के बाद विकासशील, केंद्रित फीडबैक/प्रतिक्रिया देना
- 3. स्कूल में अध्यापन/टीचिंग में सुधार पर ध्यान देना

स्कूल के प्रधानाध्यापक: मैं सुनिश्चित करता/करती हूँ कि अध्यापकों को कक्षा की प्रथाओं में सुधार के लिए अपनी सहयोग में काम करने और इन पर ध्यान केंद्रित करने का मौका मिले।

- 1. अध्यापकों को नियमित रूप से अपने विचार साझा करने के लिए आमंत्रित करना जिन्हें उन्होंने प्रभावी पाया हो।
- 2. अध्यापकों से नियमित रूप से उनके अध्यापन/पढ़ाने के तरीकों के बारे में पूछना तथा अध्ययन एवं अध्यापन पर ध्यान देना।
- 3. अध्यापकों को इन्तरेक्षण एवं रचनात्मकता के लिए प्रोत्साहित करना, उन वैयक्तिक अध्यापकों के उत्कृष्टता देना जिन्होंने कुछ अतिरिक्त या विशेष प्रयत्न किए हो।

मेंटर टीचर्स: मैं कक्षास्तरीय प्रेक्षणों के माध्यम से अध्यापकों को प्रभावित/प्रतिक्रिया देता/देती हूँ और टी.डी.सी. को लगाते स्कूल में अध्यापकों के बीच जागृकी संचरण को बढ़ावा देने के लिए प्रोत्साहित करता हूँ।

- 1. टी.डी.सी. को ऐसे सलाहजन उपलब्ध कराना कि अपने पढ़ाने के तरीकों की विभिन्न विशेषताओं पर विचार कर सकें बेहतर कर सकें।
- 2. टी.डी.सी. के लिए उत्कृष्ट फेसिलिटेशन का उत्कृष्टता स्थापित करना तथा अध्ययन/अध्यापन में सुधार के लिए सकारात्मक और रचनात्मक प्रतिक्रिया देना।

समग्र भूमिकायें और जिम्मेदारियां

डाइट फॅसिलिटेटर: ने टी.डी.सी. विकास रात्र का नेतृत्व करता/करती है और सुनिश्चित करता/करती है कि उन्हें अपनी स्कूल में कलात्मक प्रयासों में सुधार के लिए उचित सहयोग मिले।

- > टी.डी.सी. के लिए उत्कृष्ट फॅसिलिटेशन मॉडल का उदाहरण स्थापित करना तथा अध्यापन/अध्यापिकाओं में सुधार के लिए सकारात्मक एवं सचनात्मक प्रतिक्रिया देना।
- > सिस्टम में एक कैम्पियन की भूमिका निभाना, ताकि टी.डी.सी. एवं अध्यापक/अध्यापिका प्रयासों में सुधार के मार्ग से स्थिरता न हों— सुनिश्चित करना कि सभी बैठकें/सर्चिंग लर्निंग में सुधार से सम्बन्धित हों।
- > निर्धारित रूप से टी.डी.सी. के साथ सम्पर्क में रहना, जहाँ जिले के अध्यापकों में हुई प्रगति के बारे में निर्धारित रूप से चर्चा एवं विचार-विमर्श करना।

प्रोग्राम मैनेजर: ने टी.डी.सी. विकास रात्र के फॅसिलिटेशन का नेतृत्व करता/करती है और सुनिश्चित करता/करती है कि सिस्टम में सभी के द्वारा प्रोग्राम की मुख्य प्राथमिकताओं को ध्यान में रखते हुए काम किया जाए।

- > डाइट, टी.डी.सी. और गैटर टीचर को सहयोग देना कि वे साथ मिलकर निर्धारित प्राथमिकताओं पर काम कर सकें— यानि वे सरक्षित बैठकें और एजेंडस के अनुसार काम करें।
- > अध्यापकों और स्कूल की प्रगति को पहचानने के लिए संसाधन एवं भंड उपलब्ध कराना और जानकारी साझा करना।
- > सभी हितधारकों को समझौती अफेयर्स उपलब्ध कराना तथा इन अफेयर्स के आधार पर योजना बनाना।

टी.डी.सी.: ने सुनिश्चित करता/करती है कि जिले में हर स्थिति कलात्मक प्रयासों में सुधार पर ध्यान दे। टी.डी.सी., एच.ओ.एच. और एस.टी. को अपने प्रोग्राम की प्राथमिकताओं पर केंद्रित हो और अध्यापकों द्वारा प्राप्त जाने वाले बदलाव में सभी सहभागियों भूमिका निभाए।

- > मुख्य प्राथमिकताओं पर पूरा ध्यान देना और सुनिश्चित करना कि सभी सभाधन और बैठकों का एजेंडस इन प्राथमिकताओं के अनुरूप हो।
- > अन्य टी.डी.सी. के साथ जानकारी और विचारों को साझा करना उन्हें बताना कि लर्निंग में सुधार के लिए अध्यापकों के लिए क्या मददगार हो सकता है।
- > गए विचारों और सचनात्मकता के लिए खुले विचारों को अपनाना ताकि अध्यापक टी.डी.सी. एवं अन्य लोग लर्निंग में सुधार के बारे में आने वाले विचार साझा कर सकें। उन स्कूलों को पहचानना जो प्रगति कर रहे हैं तथा अपनी विचारों को इनसे सीखने का सीका देना।

डाइट: टी.डी.सी. के कार्यों का प्रेरणा करणालयों स्कूलों में आम सुनिश्चित और समर्थन पर जानकारी देने और सभी हित सम्पर्क किए टी.डी.सी. के साथ सम्पर्क में रहना।

- > विषय जीवन प्रशिक्षण की योजना बनाना जो टी.डी.सी. प्रोग्राम के अनुसार संरक्षित हो।
- > जलद अनुसार विषयगत सामुहिक सभी की योजना के लिए टी.डी.सी. के साथ मिलकर काम करना।

टीचर डेवलपमेन्ट को-ऑर्डिनेटर की भूमिका का विशिष्ट विवरण

“मैं अध्यापकों के बीच केन्द्रित, संरचित आपसी सहयोग का नेतृत्व करता/करती हूँ और अपने स्कूल में क्लासरूम प्रथाओं में सुधार लाने के लिए प्रतिक्रिया/फीडबैक देता हूँ/देती हूँ।”

इस भूमिका के लिए टीचर डेवलपमेन्ट को-ऑर्डिनेटर

- अध्यापकों को क्लासरूम प्रथाएँ एवं अपने अनुमन साझा करने के लिए प्रोत्साहित करेंगे।
- क्लासरूम प्रथाओं के बाद तथा कक्षा में विकास हेतु फीडबैक/प्रतिक्रिया देंगे।
- स्कूल में अध्यापक प्रथाओं में सुधार पर ध्यान देगा।

टीचर डेवलपमेन्ट को-ऑर्डिनेटर को निम्नलिखित तरीकों से विकास में सहयोग मिलेगा:

1. हर अकादमिक साल में 3 को-लर्निंग सत्र आयोजित किए जाएंगे। जिसके द्वारा अध्यापकों के प्रभावी एवं पेशेवर विकास को प्रोत्साहित किया जाएगा तथा कक्षा में प्रभावी प्रेरणा और प्रतिक्रिया के माध्यम से क्लासरूम प्रथाओं में बदलाव लाने का प्रयास किया जाएगा।
2. टीचर डेवलपमेन्ट को-ऑर्डिनेटर को स्कूल एआरटी सीटिंग्स के दौरान एमटी के विजिट से सहयोग मिलेगा।
3. एमटी दो मासिक विजिट आयोजित करेंगे (अर्ध-दिन स्टाफिंग मीटिंग, फीकल्डी मीटिंग, एमाल कंसर्ट रात्र आदि।)
4. टी-टीसी के प्रश्न और फीडबैक का उत्तर देने के लिए एमटी के साथ क्लासरूम प्रथा विजिट।
5. लर्निंग तथा फीडबैक से जुड़े आंकड़ों/डेटा को साझा करने और उनका निर्माण लाने हेतु एमटी सीडीई और साइड फॉर्मलिटेटर्स को मासिक बैठकों।

एकेडमिक रिसोर्स टीम (ए.आर.टी.)

ए.आर.टी., सदस्यों की प्रस्तावित मुद्रिका, "नई उदाहरणों की मदद से क्लासरूम सत्रों में सुधार का नेतृत्व करना/करती है और अपने विभाग के अन्य अध्यापकों को भी ऐसा करने के लिए प्रभावित/इंगित/प्रेरित करता/करती है।

- नई क्लासरूम प्रक्रियाओं को अपनाया और अपने अनुभवों को सहकर्मियों को साझा किया करता/करती
- सभी छात्रों की लर्निंग पर ध्यान देना और विकास-प्रतिप्रेरणा को प्रोत्साहित करना
- कक्षा में सहकर्मियों का स्वागत करना और सीखने हेतु उनकी कक्षा का प्रेक्षण करना

कौन: माध्यमिक/उच्च माध्यमिक अध्यापकों का विविध समूहों को छात्रों से इस थीम पर आधारित नई क्लासरूम रणनीतियों को इम्प्लीमेंट करता/करती है।

टीजीसी के लिए नोट हालांकि ए.आर.टी. का बहुत स्वेच्छिक है, फिर भी कुल अध्यापकों का 10 फीसदी या न्यूनतम 5 अध्यापकों की संख्या टीजीसी है जो इन ए.आर.टी बैठकों में शामिल हो सकें और बैठक के संचालन को सुगम बना सकें।

कैसे: ए.आर.टी. की संरचना एचडीएस और मेट्र टीकर के सहयोग से टीजीसी द्वारा तय की जाएगी।

वे क्या करते हैं:

1. ए.आर.टी. स्कूल में प्रकाशमय/एकेडमिक वर्क को बढ़ावा देने के लिए टीजीसी और एचडीएस के साथ काम करते हैं।
2. टीजीसी के साथ मासिक ए.आर.टी बैठक में हिस्सा लेते हैं। इन बैठकों में वर्क की नई उपलब्धियों को इम्प्लीमेंट/लागू करते हैं और लिए अन्य अध्यापकों को मदद करते हैं।
3. टीजीसी को 30 मिनट के साथ के प्रभावी फॉरिलेटेडन में सहयोग प्रदान करते हैं। (विषय बाहर चर्चा, कक्षा बाहर चर्चा, विद्यार्थी विशिष्ट वर्क)

एकेडमिक रिसोर्स टीम के कुछ मौजूदा मॉडल

वे कैसे दिखाई देते हैं:-

1. एक टीम में हर विषय से कम से कम एक अध्यापक (TGT/PGT) होता/होती है, जो मासिक ए.आर.टी बैठकों में हिस्सा लेता है और विषय बाहर/कक्षा बाहर 30 मिनट के विभिन्न सत्रों को फॉरिलेटेड करता है।
2. एक टीम में हर सैकण्डरी/माध्यमिक कक्षा (TGT/PGT) से कम से कम एक अध्यापक जो मासिक ए.आर.टी बैठकों में हिस्सा लेते हैं और टीजीसी के सहयोग से विषय बाहर/कक्षा बाहर 30 मिनट के विभिन्न सत्रों को फॉरिलेटेड करता है।
3. हर विषय से कम से कम एक रीजियल फौजन्टी जो मासिक ए.आर.टी बैठकों में हिस्सा लेता है और टीजीसी के सहयोग से विषय बाहर/कक्षा बाहर 30 मिनट के विभिन्न सत्रों को फॉरिलेटेड करता है।

वे कैसे काम करते हैं:

1. वे मासिक ए.आर.टी, मीटिंग में हिस्सा लेते हैं और मौजूदा थीम के आधार पर क्लासरूम रणनीतियों को इम्प्लीमेंट/लागू करते हैं। 30 मिनट के सत्र के लिए साप्ताहिक/मासिक योजना बनाते हैं। जिसमें ए.आर.टी सदस्य
 - प्रमाण विषय के अध्यापकों, प्रमाण कक्षा के अध्यापकों के लिए 30 मिनट के सत्र का आयोजन करते हैं।
 - सभी अध्यापक रोलाता कक्षा का विषय के अलग समूह में हिस्सा लेते हैं।
2. मासिक ए.आर.टी बैठकों में हिस्सा लेना और मौजूदा थीम के आधार पर क्लासरूम रणनीतियों को इम्प्लीमेंट/लागू करना। 30 मिनट के सत्र के लिए साप्ताहिक/मासिक योजना बनाना जिसमें ए.आर.टी सदस्य-
 - समान विषय के अध्यापकों, समान कक्षा के अध्यापकों के लिए 30 मिनट के सत्र का आयोजन करते हैं।
 - अध्यापकों का एक समूह (विषय विशिष्ट, कक्षा विशिष्ट) मासिक/साप्ताहिक योजना के आधार पर अपनी-प्रांश के अनुसार सप्ताह में एक-दो बार सत्र में हिस्सा लेता है।

नोट

- संघीय शिक्षा, लर्निंग और विकास का विभाग टीजीसी में हिस्सा ले सकते हैं अगर वे निर्धारित मानकों को पूरा करते हैं।
- कुछ स्कूलों में भी कई भी ए.आर.टी बैठकों में हिस्सा लेते हैं। उन्हें रणनीतियों के आधार पर इनमें हिस्सा लेने की अनुमति होती है लेकिन उनकी संख्या ए.आर.टी सदस्यों में नहीं हो सकती।

स्कूल के उद्देश्य

जुलाई 2018 - मध्य सितम्बर 2018

टी.डी.सी. प्रोग्राम की दृष्टिकोण और प्राथमिकताओं को ध्यान में रखते हुए अगली एल.आई.सी. के लिए निम्नलिखित उद्देश्य पहचाने गए हैं।

दर्श के उद्देश्य (जुलाई 2018- मध्य सितम्बर 2018)

यह समय का यह समय है जब हमारे विद्यालय के बच्चे नए अवसरों के साथ से जूझ रहे हैं। यह समय हमें नए बच्चों से साथ जोड़ने और एक ही पंथ में सुनिश्चित करने के लिए हमें काम करने में काफी महत्वपूर्ण चाहिए हो सकता है। इसलिए अपने विद्यालयों की जलवायु और रिक्तियों की प्राथमिकताओं को ध्यान में रखते हुए हम अगले तीन माह 'पाठ नियोजन' पर काम कर रहे होंगे।

- **अध्यक्ष** पाठ नियोजन पर छात्रों समझ बढ़ाते हैं और कक्षा में पाठ नियोजन प्रक्रिया को लागू करते हैं।
- **टी.डी.सी. - ए.आर.टी.** बैठकों के दौरान बड़े ग्रुप को शामिल करने के लिए अपनी समझ बढ़ाते हैं और प्रोग्राम की प्राथमिकता के अनुसार 30 मिनट के साथ आयोजित करते हैं। आवश्यकतानुसार टी.डी.सी. अपने विद्यालय में पाठ नियोजन को लेकर जागरूकता बनाते हैं। टी.डी.सी. पाठ ज्ञान विभागों का संचालन विद्यालय में प्राध्यापकों/अध्यापिकाओं की मदद से करते हैं।
- **एम.टी.** - टी.डी.सी. के लिए सॉलर/संरक्षण की भूमिका निभाते हैं और उनके प्रोग्राम की प्राथमिकता के अनुसार ए.आर.टी. मीटिंग 30 मिनट के साथ एच.कोरिंग कौल में मदद करते हैं। इसके अलावा वे नियमित रूप से टी.डी.सी.-ए.आर.टी. के साथ मिलकर एल.आई.सी. की थीम पर किए गए गए अवसरों पर चर्चा करते हैं और प्लानिंग में मदद करते हैं।
- **स्कूल के अंदर लर्निंग के माहौल/संस्कृति को बढ़ावा देने के लिए एकेडमिक रिसोर्स टीम की कार्यप्रणाली को प्रभावित के साथ आगे बढ़ाते हैं और प्रयास करते हैं कि इन मीटिंग्स में हुई चर्चा कक्षा कक्ष में प्रयासों में तबदील हो।**

सीखने योग्य कहानियाँ

एल.आई.सी. 2 (समझ की खोज एवं सुधार)
और ग्री-एल.आई.सी. (भाषा की बुनियाद) से

आपने दूसरे तर्ज में 'समझ की खोज एवं सुधार' और ग्री-एल.आई.सी. में 'भाषा की बुनियाद' पर सफलतापूर्वक काम किया है। आपने अपनी गतिविधियों, कामकाजियों और तकनीकों से जो अनुभव प्राप्त किया है, इससे हम सब को कुछ सीखने का मौका मिला और अपने तर्ज के लिए बेहतर तैयारी करने का अवसर मिला है। हम आप सभी से अनुरोध करेंगे कि आगे भी कक्षा और स्कूल से मिले अनुभवों को अपने एमटी से या व्हाट्सएप ग्रुप पर साझा करें ताकि दूसरों को भी आगामी तर्ज में सीखने का मौका मिले। यह अनुभव कोई कैसे रखें हो सकती है या अपनी मौजूदा थीम पर आधारित टैपिंग हो सकता है। आपके अनुभव को दर्शाने वाले कोई वीडियो हो सकता है या ऐसा वीडियो हो सकता है जिसमें आपके द्वारा मौजूदा थीम पर की जाने वाली गतिविधियों को दर्शाया गया हो या गतिविधियों का विवरण देने वाले कोई तस्वीर भी हो सकती है।

Every student has hidden skills, we only a need to manifest them.

School- GGSS, Lambi Gali, Hauz Qazi, Delhi-06

TDC- Rajni Lamba, Librarian, 20162291

I feel proud to be a part of Foundation skill campaign. My Neo-Nishtha students were a big challenge for my teaching skills. Some students were not able to recognize alphabets. Although, they were keen to learn. Their enthusiasm towards my teaching strategies created a great interest for teaching in me. Faiza, student of class VI-B was a big challenge among them. Faiza was not able to recognize letters. She had never prepared a notebook. Although, I had observed interest and curiosity to learn new things in her. For that some activities were planned in which students played the role of alphabets A to Z and asked to draw the cards of alphabets with pictures. Now by this, she was able to recognize some alphabets but not properly. Next day when I asked her to recognize those letters she had learnt, she forgot and that made me little bit disappointed but that can't be the end of my trust. I trust her skills. I thought there is a need for more attention. So I asked one of my student to adopt her and teach her during the free periods. Now, it was on 30th Nov 2017, when Faiza recognized letters A to K for the first time. Her mother had also shown some interest in her studies. Now she also prepared a notebook and started helping with her homework. I praised her regularly. She was rewarded with special clap, star student and many more admirations. It made her more enthusiastic. By 13th December 2017, she was able to recognize alphabets A to Z. To improve her skills, I had prepared some beautiful charts based on phonemes of two letters and videos had been played on Youtube. The girl who had never shown her interest in any activity or competition, took a part in library activity week. Now she had also learnt to come forward. That was really a big achievement for me. Moreover, at the end of December Faiza recognized some three letter words too.

That was all her hard work, curiosity, enthusiasm and my trust in her. I had tears of joy that day. Her success story became an inspiration for me and for all.



A Success Story as TDC at Skv Chirag Delhi-1923037

As a teacher I always consider myself fortunate to be able to work with young and versatile minds. It was one step further to be in the role of TDC working more closely with HOS colleagues and all the stakeholders in the school. While in this role some experiences were like guiding lights worth sharing with all.

As TDC I thought appropriate to work with Neo Nishtha group children too. With the permission of HOS I adopted a group of 15 students from O2 section of class VIII. It was a new and overwhelming experience as I struggled to find suitable way/ strategies to make my children fluent in reading and writing. A few techniques, few consultations and internet surfing for various ideas later, the ice was finally broken and students were comfortable coming to me with their work and mistakes too. They started sharing their day to day experiences and writing/ drawing some on board too. ALL BUT TWO.

Ruchi and Sudeep were two students neither comfortable nor approachable. As told by their class teachers and co learners they frequently missed school, skipped classes and never participated in class activities.

Ruchi, as told by students, had never brushed teeth, seldom bathed and had no friend in the class-her copies were blank and she seemed very disinterested in her surroundings. Sudeep on other hand was told to me by her teacher was a slow learner and needed special education.

By now I knew whom I had to focus on, I started with distributing small gifts like - face cream, toothbrushes, soaps to all the students and had five minutes session everyday as to how did they use the gifts and every child use to get a pat and a hug as added incentive if they drew something related to it on board. With the hygiene part tackled, Ruchi started to look more confident and readily got her hair cut to deal with lice menace. The sparkle in her eyes and regular presence conveyed to me I had succeeded. Alongside I also approached their class teachers and requested them to give them special five minutes in the class praising their little efforts and giving them some material to read every day. Her three classmates were specially assigned the task of looking over her notebooks and ensuring the submission.

I began working with Sudeep by building her confidence in herself. I gave her small tasks to accomplish like counting the number students present and recording them in her notebook writing the date on the black board and sending her frequently to convey some message to some class or a teacher. Slowly she started showing initiative in bringing her notebooks to me and trying to complete her work and started reading small words. But most important both the girls began to SMILE. The Smile on their faces, I believe is the biggest success for me as teacher and as a TDC because both my colleagues and students helped me unconditionally to help these two wonderful girls.

This was followed by a casual remark to me by their class teachers " Ira Ma'am Ruchi & Sudeep have done very well in their exams".

30 मिनट की मीटिंग का सदुपयोग

राजेश कुमार गोयल, मेरठ, पंजाब 19900425

30 मिनट की मीटिंग का संकुलर होने के बाद इसे मेरे किसी भी विचारलय में सीरियस नहीं लिया। अनेक प्रश्न होने लगे जैसे 30 मिनट में क्या घर्षा होगी? बैठने- बैठने ही समय खत्म हो जाएगा। बर्षों को भी रोट पर देखना होता है। एक जोर कारगर्जी कार्यवाही करनी पड़ेगी। मगई छोट कर के केवल उन्हीं कामों में जारी रही। योजना समझाने पर फॉर्मलिटी के लिए ही रही मीटिंग होने लगी पर रजिस्टर में भरा जाने लगा। मीटिंग हो ना नहीं तो पर रजिस्टर में जरूर लिखा जाने लगा।

ए.आर.सी. और टी.जे.सी. के मंचन के बाद मैंने अपने 6 इक्की का एक WhatsApp ग्रुप बनाया और जिन विद्यालय में मैं जाता था के मीटिंग के बिंदु साझा करने लगा। ज्ञान ही कुछ ज्ञान बिंदु जित पर 15 से 20 मिनट बर्बा हो सकती है। आजने लगा। सभी से अपने सुझाव शेयर करने का कहा कुछ को बच-औन-बन द्वारा मोटिवेट करके सेंसरिंग कराते लगा। समस्याओं के समाधान भी शेयर करने की कुछ ही विशेष निवेदन किया। अब सभी साधियों को लगने लगा था इतना मुश्किल भी नहीं है बल्कि फायदा होने लगा। धीरे-धीरे विषय की मीटिंग के साथ साथ अन्य विषयों जैसे 'मूल्य अन्वेषित विषय, हाउ टू कनेक्ट ऑफिक विंग जेली लाइफ, न्यू एप्लिकेशंस, रोल गॉडल, पैदावाजी कोर निष्प, इंपोर्टेंस ऑफ लॉर्नंग आउटटकम, असेसमेंट ऑफ लॉर्नंग आउटटकम' आदि पर भी घर्षा होने लगी। ग्रुप में जोयर्सिग ही सभी के सुझावों का फायदा सभी को मिलने लगा। आज अधिकांश मीटिंग HOS इनी 30 मिनट में करने लगे। अब 30 मिनट का फायदा सभी को नजर आने लगा और इसका सदुपयोग होने लगा।

Be Your Own Lamp

Anjali (Mentor Teacher), GGSSS No.2 Gandhi Nagar D31, 1003034

The demand of the new century is regeneration of man. That is possible only by building an integrated human being. The outer light can sustain us through storm and rough weather, but the inner light will sustain us forever. Ms. Savitri a true women, religious, helps the poor and destitutes, does not have feeling of malice, bonds of intimate relationship with others. This is because of more life as well as work experience. As students have not seen the other ground so they thought our ground is best, so love Savitri ma'am also. But the reality was she became the part of the Traditional System, where no one ask or search you, whether be a part of progressive world or not. After observing people of progressive world in one of the gathering, she got motivation and wanted to be a change, but unfortunately didn't try. Then incarnation of compassion appeared and very aptly said "you have to search yourself the path of liberation. How long shall I continue to guide you" but again she resorted the traditional system. Again can say qualities of a true leader reflect in their pupil if lightens their own lamp.

On the other hand Mr. Raghava was that personality for whom students hankered and surprisingly, he also have all the qualities like Ms. Savitri but except one that he wanted to be a change and worked for it. A good thing was he didn't want to be a part of Traditional System but a part of progressive world. He was also creating academic environment like Ms. Savitri, but initially he worked on self. It lead to transformational change in the way of teaching-learning process, students started enjoying the study hour and this change created change in his colleagues also, as he created a positive academic environment.

He searched for the inner light and made sincere efforts in the right direction, he was Sure that he will not go towards darkness. He proved by following his own inner light that we should go on proceeding on the proper path and shall be able to reach our goal. 2

MY JOURNEY AS A TEACHER DEVELOPMENT CO-ORDINATOR

Rajesh Kumar Kathuria (TDC) GBSSS JJ Colony Nangloi Delhi 110041

समाजशास्त्रक दृष्टिकोण से शाप चलने पर कठिन-से-कठिन सरता भी आसान हो जाता है। एक TDC के रूप में इनामकारी काम आगे बढ़ाने से पूर्व हमने Academic Resource Team को गठन किया। स्वयं अध्यापक होने के कारण Academic Resource Team के सदस्य भाजों की वस्तु-स्थितियों से वाकिल थे। नया क्रियापक इन Academic Resource Team के सदस्य से जुड़े रहे। Academic Resource Team के गठन के बाद बैठकों को नियमितता प्राप्त हुआ। ART की मासिक बैठक आयोजित की गयी जबकि अध्यापकों की विषयवार प्रतिदिन बैठक की गयी। इन बैठकों में समय-समय पर HOS व मीटर टीचर की भागीदारी बनी रही। बैठकों में ART सदस्य व अध्यापकों को अपने सुझाव व अनुभव शेयर करने का अवसर मिलता था। तीन मिनट की प्रतिदिन की बैठकों में सभी सहभाग्यपूर्ण वह बात उभर कर आती कि सभी शिक्षक अपने प्रोफेशन के प्रति आराध्य थे। सभी अध्यापक अपनी कक्षा न भाजों की समस्या को लेकर सजग थे। बैठकों में वे इन्हें संलग्न करते। मुख्य आधारित शिवा शिवा व नौकन का कुशल, नये-नये कौशल-क्रियाशील निम्नो-लीडर के भाजों की समस्याओं, अभिन आचर-कम का महत्व व उदात्त आकलन आदि ऐसे टॉपिक थे, जिन पर अध्यापकों ने अपना मौखिक विचार दिया। तीन मिनट की इन बैठकों से ही वह परिणाम प्राप्त हो जाता कि निम्नो-लीडर की शैव-शक्ता में गरीब गिरावट आयी। ऐसे भाजों को गठन व होबन कौशल में प्रभावकारी सुधार आया। ऐसी तकनीक पर सभी ती गयी जो भाजों के बुनियादी कौशल में सुधार लायी। इनसे अध्यापकों में जानगी के शाप काम करने व समस्याओं से निपटने की प्रेरणा मिली। विशेष रूप से ऐसे विद्यार्थियों को जिनमें कोई शारीरिक व मानसिक परेशानी रही, उनमें शिक्षा के प्रति जलक पैदा करने में हम सफल रहे। बैठकों में अध्यापकों की अपनी कामयाबी को साझा करने से हम सब और प्रोत्साहित हुए। समय-समय पर मीटर-शिक्षक ने विभाग व ऊपरी स्तरवालों को निर्देशों को बैठकों में माध्यम से शिक्षक तक पहुंचाया, जिससे उन निर्देशों का समुचित क्रियान्वयन संभव हो सका। इन सभी आयोजनों में प्रधानाचार्य की अक्षरशास्त्रक उपस्थिति व उनका तत्पर अवलोकन/सूच्यक इस कार्यक्रमों के लिए अनिवार्य का कार्य किया।

नौ सठें मेरा मित्रान बुनियाद

मित्रान बुनियाद के नाम से ही पता चल रहा है कि यह हमारे देश के सबसे बड़े बच्चे के लिए बनाया गया है। हमारे देश के बच्चे हैं कि हमारे ही देश का अधिकार होते हैं, देश की बुनियाद होते हैं। कौन सा देश तभी प्रगति करता है, उनका जो हवा है और उनके भी बढ़ते होते हैं और देश की नींव होती है। बच्चे, मित्रान बुनियाद किसी भव्य दृष्टि बच्चों की नींव पक्की करते हैं बहुत ही महत्वपूर्ण कार्य है।

जब मैंने मित्रान बुनियाद के बारे में सुना तब तो मेरा मन खुल ही चुका था। मैंने सोचा कि मैंने जो बहुत सारे व इस समे का ज्ञान ले लिया। मैं अपने अन्दर की जगह खोज कर रही थी जो एक फर्स्ट क्लास डिजिटल बुनियाद है। इसलिए मैंने न के मित्रान बुनियाद भी तो मैंने देश के माता से अर्पित है।

इस समय में जहाँ से हमें सबसे पहले मुद्रा अधिकाधिक के नेतृत्व में हमारे एक टीम बनाई। इस टीम में का अधिकाधिक, मास्टर हुए जो पहले से ही बहुत प्रेरणादायक थे व डिजिटल करने में बहुत ही उत्कृष्ट रहे थे। कुछ छात्रों को भी चुना गया जो मित्रान के इस काम में हमारी मदद कर रहे हैं। उन छात्रों को 'volunteer' का नाम दिया गया है। मित्रान का पहला काम 2 अप्रैल 2020 को शुरू हुआ। पहले काम शुरू होने में पहले हमारे ही लोगों की, अधिकाधिक का अधिकाधिक, मुद्रा अधिकाधिक, डिजिटल और अधिकाधिक का समय, समय बर्बाद हुआ और बहुत कुछ नहीं, अगला अंतरिम हमारी का इंतजार किया गया। अंत, डिजिटल, माता व मित्रान अधिकाधिक माता ही इस बच्चे को पहला अधिकाधिक दिया जा रहा है। बच्चों बहुत ही जल्द में नींव रहे हैं। अंत, अधिकाधिक, हमारे काम का था। बहुत बड़ा डिजिटल तभी अधिकाधिक होगा। मैंने बच्चे हमारे समय में डिजिटल करेंगे, इसका काम 'यह' हमारे अधिकाधिक रहे हैं। अब हमारा काम था बच्चों को

व हमारे अधिकाधिक को साथ में लाने के लिए समझा रहे। अधिकाधिक हमारे के लिए प्रेरणादायक होगा। हमारे लिए हमारे कुछ ही अधिकाधिक साथ में कई काम के माता अधिकाधिक होगा। हमारे अधिकाधिक लोगों को व हमारे ही साथ साथ ही। हमारे लिए हमारे अधिकाधिक का हमारे अधिकाधिक है।

अब हमें हमारे मित्रान का दूसरा काम। हमारी मित्रान बुनियाद की टीम फिर एक नया प्रोजेक्ट के काम शुरू करेंगे। अगला हमारे अधिकाधिक हमारे के लिए है। सभी बहुत काम के साथ कर रहे हैं। मुद्रा अधिकाधिक की कार्यक्षम में अधिकाधिक और अधिकाधिक हमारे से ही मिलता रहा डिजिटल डिजिटल का 'म' सोझा भी अधिकाधिक था।

My Journey as a Teacher Development Co-Ordinator

Geeta Malik (TDC) School: S. V. Sec. B-1 Narela

After my selection as a TDC by the Principal, I was very nervous because I was a fresher, a new appointee. But my principal showed a great faith in me and motivated me. When I attended the seminar in August it was really worthwhile. But the real challenge was in the school to make my acceptance and it was really very tough but not impossible. Very soon I was successful.

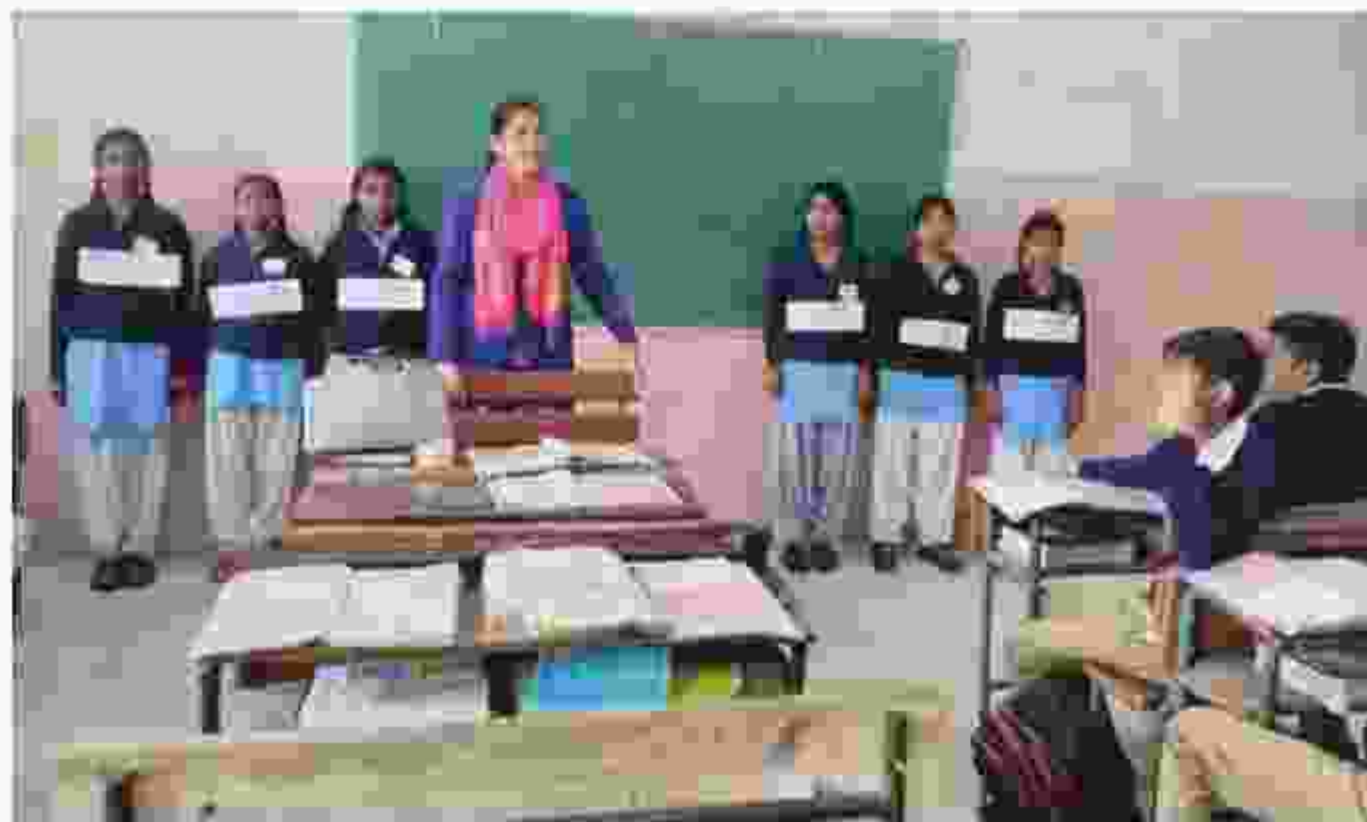
Challenges

1. To make regularity in 30 minutes session
2. To motivate the teachers to share their teaching strategies

STEPS

1. In overall program, first of all we worked on the theme "CONNECT" for this each students was asked to make a "NAME TAG" and it was a great success. Now each student can be recognized by the teacher with their name and class.
2. We have fixed to have one day of the week as "ACTIVITY DAY" for each subject as Monday – Hindi, Tuesday -English, Wednesday -Mathematics By this fixation each teacher took it their responsibility.
3. In 2nd LIC we have worked on theme " Look for Understanding and Respond " and tried new strategies for teaching and evaluation.
4. I myself has applied a new strategy in class IX D which is academically week class. Those students who are very mischievous and create disturbance in class , I just asked them to keep their head down and not to learn anything. But it was amazing that after one day they said Mam, we can learn by this way because now they were fully attentive when I was teaching.

As TDC , I can say that this program has changed the mindset of the teachers and students also.



My journey as Teacher Development Co-ordinator (TDC)

Dr (Mrs) Sudha Sharma, TDC (Emp. ID-19870256) BNNGSKV KHERA KALAN, DELHI - 110082

School ID - 1310039 HOS: Mrs. Meenakshi Kohli

"Changes call for innovation and innovation leads to progress"

It has been now nearly one year of my working in the role of Teacher Development Co-ordinator in my school. Even before coming into this role, I use to get actively involved in the process of creating and sharing best teaching practices in the school to enhance interest in children towards the subject. But this role of TDC provided me the platform to embark on my journey of professional growth.

The workshops and the training programme for TDC help me for planned implementation of innovative ideas of teaching to make teaching learning joyful. With a vision of "Education system where everyone learns", I worked relentlessly throughout the year with my support system - ART TEAM-HOS-MT-DCE (School)-SCERT/DIE.

In the very beginning as per LIC-I, the concept of "CONNECT" was shared among all the stakeholders. Belief, trust and love are the foundation of this connection. With the super team of 13 ART members and my HOS, during monthly ART meeting 30 minutes sessions and in one-to-one interactions, we reflected upon the challenges faced by us and found solutions collectively. We implemented best teaching practices in our classroom and opened our classrooms for shared learning. We focused on all students learning, keeping in mind that differential learning levels of students with a growth mind sets.

As TDC, in the classroom observations I always gave positive feedback on child centred pedagogies to be followed by the teachers. I am fortunate enough in that the ideas shared by me with ART team and other teachers was taken up in good spirit and followed up effectively.

After implementing LIC-II "Look for understanding and respond" assessment methods like mind mapping, group learning and peer assessment were followed to assess differential learning levels of students. Then we responded according to assessed data. We all made use of ICT modules in CAL and computer lab to design academic enrichment sessions.

The beautiful result of the whole process carried out for a year is reflected in the significant improvement in learning outcomes at different levels of our students. Marked improvement and satisfaction is there in teaching methodology by teachers. They are using innovative teaching aids/methods to improve teaching and enhance learning among students so as to develop their personality, values and zeal to learn.

This system of facilitation is going to bring the desired change in our education system in coming years.

Again proven that change call for innovation and innovation leads to progress.



सरिता ठाकुर प्रेरणा का सदाहरण

सरिता ठाकुर एक हठमूक महिला। न कोई तर्क, न कमिशन। बीजोटी 'अंग्रेजी' की अत्याधिक मिलनमय लगभग अक्टोबर 1980 इतिहास परिणाम रहता अंग्रेजी के विषय में। जब भी विद्यालय जाती रहती मुलामाता होती और उसकी मदद मुलामा व प्रभावपूर्ण सब मन की मोह लेते। वे तो वह पीजीटी की तो पिछले वर्ष उसकी कण हो मुलामाता हो पाई। केवल खुदी के समय ही उसकी नमस्ते होती। 'परंतु ही उनका हंसमुख चेहरा अपनी और अवश्य लौकिकता सब इस रूप में जब प्रभावकारी थी तो टी.टी.टी. के उत्तरों में बसा की गई तो पाता बला कि विद्यालय की बरिदा कलापिका होने के नाते सरिता जी को ही टी.टी.टी. निमृक किया गया है। मैंने चाहा भी कि प्रभावकारी जो किनी ऐसी वीर्य टी.टी.टी. अध्यापिका दिनका शिक्षण व व्यवहार दोनों प्रभावकारी हैं उन्हें टी.टी.टी. की बनाया जाए यशु मेरे सब उनका सब तो हो गए। और जब सरिता जी से मिलने की इच्छा बता की तो पाता बला कि वह अनुमोदित थी। अतः जल्द ही इसी लक्ष्य विद्यालय में फिर से जाना हुआ क्योंकि टी.टी.टी. गतिव्यवस्था से मिलना भी था। जैसे ही वह विद्यालय के अधिका में आई तो उन्हें देखते ही मेरी आधी निराशा सामान्य हो चुकी थी। जब जाना कि यह वही हठमूक बीजोटी महोदय है जो सदैव दूसरों से खलवित कर खुद भी खुल रहती है और दूसरों को भी रखती है। और मेरे मुँह से निकल 'अच्छा आप हैं सरिता जी! बह बह बह'। परंतु जब उनकी शंकाएँ जहली मुलामाता में ही सामने आने लगी किन्तु मुझे कणायस पहले तो ही था भी, की क्या होगा? कैसी होगी? मैं तो फल गई बिना मेरा एक समान वक्त कि 'आप इतने अच्छे हो कि जो आप आया।' सब मैं हुआ आपके साथ'। और इसी ने सरिता जी का भी विश्वास दिया। और मुझे की बला सरिता जी ने भी मेरे लिए हुए इस विश्वास पर बड़ी आसानी से विश्वास किया, कि 'हो यह बात तो है कि आप है तो मुझे कोई चिन्ता नहीं'। अब शुरू हुआ हमारा असली सफर अपने दो गौरविक बहकन हमने, प्रगती चुनौती क्या है क्या करता है इस समय में चर्चा की। बीजोटी होने के नाते उन्हें पिछले वर्ष से बल रहे किनी भी चुनौती समी कान की कोई सुचना नहीं थी सुचना थी तो बला कि वह गेट आते हैं और निरीक्षण करते हैं इस विषय में उन्हें जानकारी दी गई। उसकी वक्तव्य आ गिरा के फेकली मीटिंग क्या है? उदाम क्या करना है? वह क्या होता? यह भी समझा। साथ ही यह भी बता कि वह जब भी की लौकिक बीजोटी अत्यधिक की अत्यधिक में जानने पीछे की वह देख कि वह कौन प्रभाव है। जो भी अत्यधिक व बुरा अनुभव हो चला है नोट कर ले अपनी बोचरी में सब से मिले चर्चा करे बला करे और शिक्षकों ने क्या जालेनाइया आ रही है इस पर चर्चा करने की राहात थी उनका गौरविक प्रभावकारी जी ने कम कर दिए आदेशमुख आने वाले समय में जब भी जाती चुनौती मिलती वक्तव्य बनाती। व वक्तव्य साथ में लेकर बला में निरीक्षण करने जाती। एक बार तो स्वयं निरा की कला में निरा की दो अत्यधिकता वह बीजोटी महोदय के सामने पड़ा कर स्वयं दिखाया, किन्तु कि उन्हें बहुत अधिक गतिविक आगति शिक्षण के विषय में जानकारी मिल पाई। गतिविकिता बना होती है? वह-वह किन्तु प्रभाव करायें जो समझी है, यह भी जानकारी हुई किन्तु अब भी उन्हें यह जाना भी कि मुझसे यह नहीं हो पाएगा क्योंकि अत्यधिक आ गिरा के फेकली मीटिंग के समय में इतना अधिक जाला नहीं दिखाया था रही थी और न ही मीटिंग के लिए आती ही थी। उन्हें जना समय में वह नहीं कर पाएगी और उन्होंने मुझे जना कि वह मुझसे नहीं होना आप किनी जैसे का बला थी। मुझे लगा इतनी हठमूक महिला यदि टी.टी.टी. नहीं बनी और उन्हें हटा दिया गया तो यह बहुत बला होगा। उनका स्वमान ही टी.टी.टी. बनने में सबसे अधिक मुख्य भूमिका निभाएगा। अब मेरे सामने एक चुनौती थी कि उन्हें किस प्रकार टी.टी.टी. बने रहने के लिए प्रेरित किया जाए। सबसे पहले मैंने उन से जुड़ने का। उनके करीब आने का ही प्रभाव किया और इस प्रभाव के नाते मैं उन्हें अपने साथ लेकर गई और उन्हें उनके घर पर लेला। साथ ही कण प्रेरित कर बला जादि के विषय में चर्चा की तो जान कि वक्तव्य बरितार को चुनौती किना जाला निभाया। और कौन अपनी चुनौती को अपनी जिम्मेदारियों का निर्वाह किया। किन्तु उन्हें स्वास्थ्य तबकी समझाए आई पिछले कुछ वर्षों में और उन सब से जल्द आउ भी हठमूक सबके सामने रखी है। बला इसी स्वभाव की प्रभाव मैंने उनकी कौन और कहा कि कोई जैसे होता था मैं लौकी तो इन परिस्थितियों के आगे चुनने देक देते गमन यह आपकी हिम्मत है। आप इतनी हिम्मत हैं। आप हर कार्य कर सकती हैं। जब उन्हें यह जना कि, हाँ मैं कुछ भी कर सकती हूँ और अपनी समीचीन की उन्होंने जना पहचाना।

अगली बार जब मैं विद्यालय गई तो उन्होंने मेरी प्रभाव में मेरे कणको की सारी की और वेरा ही बनाने की इच्छा आदि की तो मैंने भी उन्हें कहा आज ही मैं आपको अपने लेन से मिलण दूंगी और ऐसी ही देस बला दूंगी आप मेरे साथ जलिए पहले हम जानें कि गहले में मेरे जनी के पास गए और जनी से मैं उन्हें आने पर ले कर गए जना हमने साथ साथ योजना किया और वेरी बला की। वही तो हमारे कला अवीर जोड़ने की प्रेरित पूर्ण रूप से आरम्भ हो गई और एक नए जाल की मुलामाता हो गई बला में ही यह बात भी सामने आई कि विद्यालय राजनीति का भी सरिता जी सिकार रही थी प्रधानाध्यापिका उनकी प्रभावकारी का समित सम्मान उन्हें नहीं दे पाती थी, उन्हें यह भी विश्वास दिलाया कि यदि आप एक टी.टी.टी. होने के नाते विद्यालय में बलाता करती हैं तो आप का कार्य ही अत्यधिक पहचान बनेगा और कण विद्यालय की नगी विद्यालय से बाहर भी आपका सम्मान और आपकी पहचान बनेगी। यह विश्वास भी एक बहुत बला प्रेरणा बना सरिता जी के लिए और विद्यालय में पूर्ण रूप से टी.टी.टी. की जिम्मेदारियों को निभाना आरम्भ करने आरम्भ किया साथ ही साथ टी.टी.टी. की ऐनिंग में भी इसमें उन्हें फायदा पहुंचा। सरिता जी को कण बी व चुनौती प्रेरित प्रभावकारी के समय की प्रभावकारी भी के समय चुनौती प्रभाव किन्तु किन्तु तब तक यह दूसरा बला का मिलने उन्हें एक अच्छे टी.टी.टी. बना में मेरना का कार्य किया और साथ ही साथ सब मेरा कार्य था, उस भूमिका की बाधना तब उद्देश्य की उनका सामने जना किनी लेकर मैं भी विद्यालय में आई थी कि हाँ इन विद्यालय के बला का बना सभी ही सकता है, जब सभी अध्यापक उन्हें इनके सार पर आकर उनके सार अनुसार शिक्षण अधिगम प्रक्रिया का चयन करे गतिविकियों का प्रयोग करती हुए इनकी समझ पर कार्य करे यह बात कही ता कही उन्हें भी स्विकार हुई और उन्होंने अत्यधिक से

जुड़ने एवं आत्मविश्वासों को प्रेरणा देने का कार्य करना शुरू दिया। अब परिणाम यह है कि किसी भी विद्यालय कि यदि कोई भी गतिविधि उनके समक्ष आती है या उन्हें पता चलती है कि यह कुछ नया है जो कक्षा या समस्त विद्यालय में अवश्य अपने अभ्यापिकाओं से साझा करनी है। एवं उस गतिविधि को तब करने एवं अन्य अभ्यापिकाओं से करवाने का प्रयत्न भी करती है। अभ्यापिकाओं को प्रेरित भी करती हैं और इसका एक उदाहरण हाल ही में प्रस्तुत हुआ एक उम्मीदों जैवों समय में आयोजित किए गए लोडिंग मेला का आयोजन का पता चलने पर आने विद्यालय में भी उसी प्रकार के लोडिंग मेले का आयोजन करने का प्रयास किया और जो-किस बहुत ही आश्चर्यचकित अनुभव रहा। अब वह प्रतिदिन कुछ ना कुछ नया सुचनात्मक करने का प्रयास करती है। Connect सम्बंधित गतिविधियों को उन्होंने तब करके उदाहरण प्रस्तुत किया। छात्रों को चुनने की प्रेरणा अक्सर में कुछ ना कुछ नया करने के लिए प्रेरित करती हैं। अभ्यापिकाओं को भी जबकि वे अधिक सहजता देने का प्रयास करती हैं। उनको भी गतिविधि करते के लिए प्रेरित करने के साथ-साथ उन्हें वास्तव में मिलती हैं और उनको हर गतिविधि को निकाल कर समझ में आती है कि वह-वेकिए हमारे विद्यालय में किन्ना कार्य हो रहा है। आज छात्रों में जो परिवर्तन आया है वह काफी दर्शनीय है कि गैलीटी होकर इतना बदलना विद्यालय में बदलाव आने का वास्तव में चुकी है। और उनके आत्मविश्वास की तो बात ही क्या है घनाकार।

TDC Program: Sowing Empathy and Happiness Across Classrooms

MONIKA JAGOTA, TDC : SKV NO.1, C-BLOCK, JANAKPURI (1618017)

When a young child enters school, she is full of curiosity. She wants to explore the surroundings and asks countless questions. A little encouragement from the teacher and her bubbly effervescence transforms into willingness to experience and discover new things. Her serious efforts have to be seen to be believed, punctuated only by distractions of the joyful kind.

But, by the time she comes to higher classes, school life in its most strict and disciplined form has caught up with her. Sitting in the farthest corner of the classroom, she obstinately refuses to be involved in the learning process. Her curiosity has been scuttled over the years and her questions have brought her disapproval and rebuke from the significant elders, who too were brought up the same way. She hardly knows why she comes to school besides escaping the dreary routine at home.

Suddenly one day, a teacher enters the classroom and seeks everyone out, but in an approving manner. She remains indifferent to the attention. The teacher persists with each child, seeking a glimpse of their inner worlds. Children can't resist chocolates, toys and affection for long. This teacher offers plenty of empathy and a few chocolates and lo, the classroom suddenly transforms into a garden full of linnets and blooming flowers and happiness. An unbreakable bond is formed, one that values individual differences as much as it values academic achievement.

CONNECT between the teacher and the students, the students themselves and the world at large, provides a humane perspective to the teaching-learning process. Cramming and reproducing mundane factual information is replaced by critical and creative thinking. Freedom and acceptance of individual expression and emotions enhances a child's confidence and self worth. When a teacher values a child, the child also begins to value herself for what she is and what she can do. This translates into success at all levels.

The teacher now knows her along with her strengths and weaknesses and works relentlessly to transform the latter into the former. She is continuously assessed not to find faults with her, but to recognize and rectify the gaps in the learning process. The teacher too becomes a learner, trying to discover better ways of transacting the curriculum at hand. Thus, ASSESSMENT becomes a non-threatening metacognitive tool, enhancing learning outcomes.

Scores of teachers across the government schools in Delhi are becoming go-givers by connecting with their students at one on one level. The TDC program has initiated a change in the teachers' mindset by making them aware of this primary duty towards the students amongst the hustle and bustle of their daily responsibilities in schools. The focus is on creating a joyful learning environment where the students are free to ask questions and uncover answers through their own initiative. The process of valuing oneself and others has begun in a collaborative manner.

No doubt there are unlimited challenges on the way, both academic as well as non-academic. But at the end of the day, "What matters is not what we teach; it's what they learn, and the probability of real learning is far higher when the students have a lot to say about both the content and the process." - Alfie Kohn

Success Mantra

TDC: Ms. Adilakshmi, HOS: Ms. Pramila Varshney, School: SKV2 Palam Village, New Delhi

Under the guidance of Ms. Pramila Varshney (Hos) Ms. Preeti Batra (MT) and Mr. Balasahel Program Manager I along with my ART members and colleagues moved towards goal LOOK for UNDERSTANDING and RESPOND. A new theme with a new concept YES, my journey as Teacher Development Coordinator has been a transformation. Started working for LIC. With 3 ART meetings LIC 1 AND LIC 2 we have been learned courage, conviction and commitment towards teacher learning practices and improve classroom practices. TDC program has been helped and motivated to my inner skills and knowledge and utilized it in systematic manners and develop my perspectives towards bring systematic and positive change in my students.

From the first LIC 1 under the theme connect learned to CONNECT with students as deeply as and established good relationship with students and ART members. At this point I would like to share a success story of one of my colleague which is a result of LIC1 and LIC2.

From a soul of English Teacher Ms. Pallavi and Mohini, a shy and dumb girl, always sitting in the last corner bench of the class 9th, was eager to learn but, had no practice to learn till class 8th. She felt herself extremely helpless in learning as I felt myself in teaching 55 students in a 30 minutes period. It was high time for both of us as it was class 9th! I was sure of her failure in class 9th connect theme was helped me to establish meaningful relationship with particular students and next cycle Look for understanding and respond. Cycle help me to develop new approach and strategies to build and experiment some tools such as Mind Map and Sing for understanding. Through this activity I could closely examine both girls and developed my intervention tools to work with Mohini and few others. Started activity oriented remedial classes. Then I noticed that these students were not really that weak and we ART members given special attention and realised that they also needed a platform to learn by sharing we always provided her many platform in class such as peer learning and we always appreciated to her in class her confidence level has been grow and she got motivated towards learning like me! Then we started a new journey. I interacted and connected individually with them.

I realized that Mohini was neither shy nor dumb. Today when I was checking class 9th annual exam English answer sheets, I feel glad and contented that Mohini has passed with flying colours. She has taken up her first flight on her own and so the other students. I wish them all the best for class 10th and future ahead. TDC Program always helps me to provide platforms such as 30mi session, ART monthly meetings to develop collaborative learning environment in my school. I should say thanks to my HOS, ART, MT, DIET Facilitators and finally our Program manager Bala for providing high motivation and support always.

Learning With Fun

TDC: Neelam Parashar, School: Govt. Girls Sr. Sec. School, Sector 3, 1st Site, Dwarka 1821203

Teaching is not only a profession but its passion for me. I always enjoy my teaching hours. "It's my personal experience if teaching is joyful than learning will be joyful." My journey as TDC is memorable about a year ago when I was selected as TDC by all the staff members. I was little bit worried about the role of a TDC in the school. I was thinking about my fellow teachers, will they co operate me in my duties. After having few days training session I was very much clear about my work. After having a introductory meeting with all the staff members along with HOS. I was able to convey the message that with team work we can make positive changes in our professional growth. We form our ART team in which we had 20 teachers of different subjects.

The powerful LIC 1 Cycle "connect" we the members of our school team were ready to connect with great spirit and enthusiasm with the great success of LIC -1, our students are very much comfortable with their teachers and sharing their daily to daily experience of there.

The LIC -2 which is based on Look for Understanding and Respond, carrying wonderful experience first of all I would like to say thanks for selecting need base theme. As a teacher we were working very hard to improve result and classroom practices specially NISTHA AND neo NISTHA group and these theme played vital role

to improve classes of this group. Especially teacher motivation has been increased and ART Members spending extra time with students.

AS TDC I started motivating teachers for innovative teaching and learning. I started it with myself. I invited some of my fellow teachers to observe my class teaching. On that day I planned for a Role play by the students on CONSTITUTIONAL ASSEMBLY. In which students were enacted the role of assembly members and tried to convey how our constitution be formed. After this example most of the teachers of our school started activities based teaching in all most All subjects.

We observed there is a positive competitive approach within teachers and students. usually teachers were talking about the progress of their students in the staff rooms. in 30 minutes session they were planning about, how to make there next lesson interesting. Meanwhile I was observing there enthusiasm and Passion about their teaching, learning competence. To increase their interest, with the help of Art members and MT, we create a WhatsApp group, " Learning with Fun " of our school teachers in which they shared their teaching experience, problems they are facing and students response. It was very useful and time saving experience and very innovative in our school team work.

To achieve the following goals LIC2

- To improve the learning levels we selected the low achiever's (based on their reading and writing skills)
- With the help of Volunteer teachers and subjects teachers from ART team extra classes in zero hours was taken to improve their performance.
- With the help of Art members and VKS members those students were identified whose attendance was short, with phoning message and personnel meeting by VKS members the problem was sorted out
- To make the learning joyful all the teachers motivated by Art members to make activity base learning, experience and strategy were shared among them for the improvement of understanding.
- Worksheets were used to improve their learning in which Mind Map, peer assessment is being planned.

In this LIC -2 in an ART MEETING the case study of RADHA & RAMAN was enacted with the help of MT and Art members and a video Learning from Mistakes: MY Favourite No was shown and discussed the strategy with teachers to improve their class room learning. Over all my experience as a TDC in the school and with other TDC, to work together for the betterment of our students was wonderful, hoping for the best in future success. Specially I would to say thanks our entire school team Hos and Special thanks to Vinoda Bala, Dinesh Sir, Roy Sir and our program Manager Mr. Bala Sir they really helped and support for entire process.

TDC: IRRA moam

The professional journey for each individual is different in different fields in my professional pursuits there are various experiences and incidents that left me speechless and proud of my students we often talk about student's attitude and complaint the output is not coherent with our input. This perception and also that senior students are less receptive- was shattered one day for me. In one of my 12th class period while discussing- PEER PRESSURE I gave them one activity. This activity was mentioned in TDC booklet and I was supposed to conduct it with my teachers during 30 minutes session; never the less I gave them one paper each and asked them to crumple it and open it latter to straighten down. No matter how much they tried the creases could not be straightened. That explained the phenomena that if we hurt, humiliate or put down somebody the pain would never be erased no matter how hard we try or say sorry. So the discussion went on to the importance of being a good human being and trying not to hurt anyone.

The period was over, the Incident forgotten till I decided to do the same crumpled paper activity as part of my 30 minutes session with my colleagues. The moment I gave them the paper and asked them to crumple it – down started pouring the responses from various teachers. They all knew about this activity. HOW? Their students had told them. It turned out to be that on teachers day while resuming the role of the teachers, the class 12th students had performed the same activity with all junior classes and suggested them to become good human beings first.

I had nothing more to say. My eyes were filled with tears of joy our students had proved to be real teachers.

TDC Self Reflection - How Am I Developing?

TDC: Savitri Sachdeva HOS: Gauri Dhar MT: Preeti Batra

School: GGSSS NO 3 Palam Enclave, ND-45 School Code: 1821024

We had conducted our Name-Tag Activity in LIC-1 under the theme connect i.e. how the teacher can connect with their students, so that he/she feel safe and important in the class. As a class level and as a whole school level we had identified the challenges and problems and tried to find out the solution.

In LIC-2 'Look' for understanding and Respond. The three activities were conducted:

1. Mind Gap
2. Peer group Assessment
3. Sign for understanding and Respond & tried to find out the gap between the understandings and respond.

In this LIC-2 Problems and challenge were identified by each individual subject teachers and action plan was made by the teacher herself. In the second ART-2 we all discussed and update our action plan and talk about the activities like My favourite No. Anonymous Self-Assessment circulate for understanding and respond & Student Profiles.

In ART-3 we have share our strategies and evaluate. This is what happened during the session. After conducting the whole session, I felt confident, happy & excited regarding my facilitation skills, since all the teachers were happy, took active participation and ended the session by giving a sign for understanding and respond (i.e thump impression).

It was a wonderful opportunity for me to lead as TDC with the potential ART members. There were definitely ups and downs but the response met by the students and teachers was remarkable. It made me feel proud and confident. So I thank Hos to have chosen me as TDC & be a part of this program. And I Thank all of my potential ART Members for their great motivational support and cooperation. At the last but not the least I Thank MT Preeti Batra and Programme Manager Bala Sir for full guidance and for visiting with STTB TEAM. It was really a historic moment for our school.

Demystifying the journey of a TDC!

Name: Ms. Gurdip Kaur School: GGSSS HARKESH NAGAR School ID: 1925341 MT: Mr. Ashok Upadhyay

When I became the TDC of my school I did not have any idea about what my role in the school is going to be nor did I know whether it was going to help me in my teaching in any way. But over the months as I underwent trainings and started conducting daily academic meeting s and ART meetings in my school, certain things started becoming clear to me. I sum them up as follows:

1. It is very essential for a teacher to connect with her students and it is possible to do that if a teacher makes efforts. She must know her students very well.
2. A classroom situation starts improving when a teacher changes her mindset from "fixed" to "growth" i.e. she opens up her mind to new things.
3. For me, a growth mindset means that a teacher too learns in the class, that a teacher can improve her teaching using innovative methods, that she should know more than her students i.e. there should not be any stagnation and she can assess herself as she delivers the content in the class.
4. A teacher is a role model for her student. Values can be conveyed to students through the day to day behavior of the teacher; values are caught they cannot be taught.
5. It is very important for a teacher to assess/evaluate her teaching regularly so that gaps can be filled well in time.
6. When a group of teachers sits to discuss certain issues/problems, solutions are definitely bound to come and this in fact this is the main aim of the daily half an hour academic discussions.

7. When a teacher bears all these things in mind, learning outcomes are surely going to improve in the class and if all teachers make conscious efforts towards these goals, the overall academic environment of the school is going to change for the better.

We in GGSSS HARKESH NAGAR have started using some methods like the mind map, peer assessment, group work etc. in our classes and we hope results will start showing with the passage of time.



The Boards Challenge

TDC: Mrs. Reena Principal: Dr. G.S. Sharma School: GSV Sector-6, Rohini Mentor Teacher: Mrs. Preeti Nanda
Among so many problems, the present challenge for us is:

1. To prepare the students of class tenth face exams which is going to be a board based exam first time after so many years.
2. To enable every child attain a minimum learning level under RTI (Chaurasi 2010).

With the consent and worthy help and guidance of my HOS and the mentor teacher, I, as TDC, took a head start in the following manner:

- a) **Know your students:** All the class teachers were told to maintain "Student Profile" collecting data about the student's family conditions, health, hobbies, passions, future aim etc. It helped the teachers know their students better and the students in-turn found themselves more attached with their teachers.
- b) **Performance Chart:** Performance Charts were made and pasted on the front wall so that the students could see the improvement in their performance all the time before them and get motivated to perform better in future. Different colors were selected for different subjects and performance was marked with the help of stars, weekly. The students were found taking interest in getting a star before their names.
- d) **Making WhatsApp groups:** WhatsApp groups of tenth class students including their subject teachers have been made. The students are checked randomly anytime to check whether they are following the timetable (already given to them) or not. Through this group we are in direct contact with their parents too.

Our Biggest Achievement: The 30 Minutes Session

TDC, RPSKV Ritihala Shikha Gupta

It is said that change is inevitable but growth is intentional. One reason people resist change is because they focus on what they have to give up, instead of what they have to gain. At RPSKV Ritihala bringing teachers together for a 30 minutes talk daily was indeed a challenge. Grouping teachers and convincing them to spare their crucial 30 minutes for subject discussions was a milestone. However, under the leadership of our revered Principal Mrs Manju Kochhar and Vice Principal Mrs. Suniti Vaid, this huge task also seemed like a cake walk. Sitting together with the mentor Mrs. Preeti Nanda and pondering over the appropriate way out was the next step. Subgrouping as much as a staff of 120 teachers into small functional subject specific groups was not very easily manageable. The teachers – without a doubt initially remained skeptical about the program's success in general and the students' success in particular. Gradually the teachers themselves experienced the sweet taste of success with their pupils and began to believe that miracles can indeed happen, with hard work and lots of faith. It gives me immense pleasure to see how our teachers have begun to sit together and discuss problems, challenges they meet and even make efforts to find solutions for the same. Not only innovative teaching methods are discussed but content is taken up and peer group teaching is also attempted.

Indeed, NOTHING WILL CHANGE IF NOTHING WILL CHANGE



खण्ड दो

टी.डी.सी. को-लर्निंग
सत्र के लिए गतिविधियां

कक्षा कक्ष प्रथा विकास की रूपरेखा



इस खंड में

- पिछले चक्र से रिफ्लेक्शन
- कक्षा कक्ष प्रथा विकास

टीडीसी को-लर्निंग सत्र के लिए गतिविधियां :
पिछले चक्र से रिफ्लेक्शन

टीडीसी को-लर्निंग सत्र से मेरी सीख/ नोट्स

टीडीसी को-लर्निंग सत्र से मेरी सीख/ नोट्स

खण्ड तीन

टीचर डेवलपमेन्ट डिज़ाइन प्लान



इस खंड में

- अध्यापकों के साथ चर्चा की योजना के लिए सामान्य दिशानिर्देश
- टी.टी.सी. कार्यसारिणी

अध्यापकों के साथ चर्चा की योजना के लिए सामान्य दिशानिर्देश ए.आर.टी.

सवाल 1: डिज़ाइन योजना का सर्वश्रेष्ठ इस्तेमाल कैसे किया जाए और कौनसी चीज़ों को ध्यान में रखना चाहिए?

आइए ईमेल और एलएम प्रोग्राम के अनुभवों के आधार पर पिछले सत्र में दिए गए सुझावों पर एक नज़र डालें:

1. पहले ए.आर.टी. मीटिंग करने की कोशिश करें। (इससे पहले कि आप अन्य अध्यापकों के साथ बातचीत शुरू करें)

- चूंकि ए.आर.टी. स्कूल में सभी अध्यापकों को इंगैज करना करने के लिए के सफ़र का हिस्सा है। इसलिए जरूरी है कि मासिक ए.आर.टी. मीटिंग का आयोजन पहले किया जाए क्योंकि इससे ए.आर.टी. सदस्य को स्कूल के अगर नई प्रथाओं को प्रदर्शित करने या सीखा मिलेगा।
- आपको सब के संचालन के लिए आभास करने और फीडबैक पाने का मौका मिलेगा। फेसिलिटेशन में कई समझाए जा सकती है और आप बेहतर जानते हैं कि अन्य अध्यापकों से बातचीत के दौरान आप क्या बेहतर कर सकते हैं।
- एकमात्र टीहोसी के रूप में आपके लिए अन्य अध्यापकों के साथ चर्चा करना मुश्किल हो सकता है, इसलिए ए.आर.टी. सदस्य हमें समझ तक सभी अध्यापकों को जोड़े रखने में मदद कर सकते हैं।

2. अध्यापकों के विकास के लिए समय और प्लेटफॉर्म खोजने की दृष्टि से इन्वेस्टिव और आभावादी बनें।

- आप व्यापक से व्यापक मीटिंग्स में हिस्सा लेकर अध्यापकों के विकास को प्रोत्साहित कर सकते हैं। फिर चाहे यह 10 मिनट के कम ऑन का सत्र हो या 2 घंटे की ए.आर.टी. मीटिंग। आपको हमेशा अध्यापकों के बारे में कुछ जानने का मौका मिलता है, इसी तरह उन्हें भी आपसे कुछ न कुछ सीखने का मौका मिलता है।
- साइड वेब्स इवाज और एमओएस की मदद से आप बेहतर संचालन कर सकते हैं। इन दोनों में साथ समन्वय बैठकर आप अपनी मीटिंग्स की समग्र सारिणी बेहतर बना सकते हैं।

3. मीटिंग टीचर से सलाह/ सवाल पूछने में हिज़्ज़के नहीं।

- मीटिंग टीचर के पास फेसिलिटेशन और अध्यापकों को मार्गदर्शन देने में दो साल का अनुभव है।
- वे आपको सब की बेहतर योजना बनाने में मदद कर सकते हैं, आपके सवाल का समाधान कर सकते हैं। अगर आपकी समझ है कि आपको फीडबैक की जरूरत है तो आप उनसे अपने फेसिलिटेशन का प्रेक्षण करने के लिए कह सकते हैं।

सवाल 2: आपके स्कूल में सभी अध्यापकों को शामिल करने के लिए सर्वश्रेष्ठ उपलब्ध मंच कौन सा है?

1. मासिक ए.आर.टी. मीटिंग

एफेक्टिव रिसोर्स टीम जैसा कि नाम से ज्ञात होता है, अध्यापकों का एक मुख्य संग्रह है जो स्कूल की अकादमिक जरूरतों के लिए सहयोग प्रदान करेगा। जौधगत अच्छा होगा अगर स्कूल के 10 पीसवीं उसोहित अध्यापक इसके हिस्सा बनें। (अलग-अलग कक्षाओं और विषयों से जुड़े अध्यापक)। ए.आर.टी. संभवतया एकमात्र तरीका है जिसके द्वारा आप अपने स्कूल के सभी अध्यापकों तक पहुंच सकते हैं। खासतौर पर तब जबकि आपके स्कूल में 25 से ज्यादा अध्यापक हों। आपकी हैपडकु में विस्तृत सरविक संघ योजना दी गई है जो आपकी ए.आर.टी. मीटिंग के बेहतर संचालन में मदद करेगी।

2. योजना 30 मिनट की मीटिंग

आकादमिक वर्षों को बढ़ावा देता 30 मिनट की मीटिंग का मुख्य उद्देश्य है, ताकि स्कूल को आभाषन के लिए उत्कृष्ट संस्थान के रूप में विकसित किया जा सके और एक ऐसी शिक्षा प्रणाली का विकास किया जा सके जहाँ हर बच्चे को सीखने का मौका मिले।

एक टीचीसी के रूप में यह आपको रूठ के लिए वर मुख्य प्राथमिकताओं से जुड़ी बर्बाद गुरू करने का अवसर देता है।

1. ऐसी तकनीकों जो छात्रों के बुनियादी कौशल (साक्षरता और आंकिक क्षमता) में सुधार ला सकती हैं और छात्रों के लर्निंग के समग्र परिणामों को बेहतर बना सकती हैं।
2. ऐसी असाधारण प्रथाएँ जो सूझ-बूझ के साथ लर्निंग को बढ़ावा दे।
3. अध्यापकों की सामूहिक एवं व्यक्तिगत क्षमता एवं प्रेसेवर विकास

इसलिए 30 मिनट की हर मीटिंग में मीटिंग की इन प्राथमिकताओं पर ध्यान देना होगा।

दूसरे और तीसरे दर्जे में महीनों के उद्देश्यों के अनुसार इन विषयों पर ध्यान देना होगा:

- **प्रावस्था 1 जुलाई:-** गार नियोजन पर आधारित प्लानरलूम रणनीतियों को पहचानना और लागू/इम्प्लीमेंट करना।
- **प्रावस्था 2 अगस्त:-** असाधारण रणनीतियों में सुधार और रिफ्लेक्शन जिसे असाधारण में इम्प्लीमेंट/ लागू किया गया।
- **प्रावस्था 3 सितम्बर:-** स्कूल सिस्टम में लागू की गई रणनीतियों का मूल्यांकन

उपरोक्त विषयों पर ध्यान केंद्रित करते हुए आप टीचीसी की भूमिका में अपनी विद्युत्सपीकता बनाए रख सकते हैं।

इस चक्र के विषय की ध्यान में रखते हुए 30 मिनट के सत्र के लिए चर्चा के कुछ बिन्दु हैं:

1. अगली कक्षा के अध्यापकों के समग्र सत्रों के लर्निंग प्रोफाइल को समझ करना। अकादमिक सत्र की शुरुआत की महीने में व्यावहारिक पर सज्जगी हो सकता है। इसको लेकर 30 मिनट का सत्र आवश्यक पक्षों तिरांगे सिखली कक्षा को शिक्षक/ शिक्षिका अगली कक्षा के शिक्षक/ शिक्षिका के साथ बच्चों की लर्निंग प्रोफाइल पर चर्चा कर सकें। ये प्रोफाइल सरल तौर पर इन बिंदुओं पर चर्चा कर सकते हैं—
 - अ बच्चे का नाम
 - बच्चों के मौजूद पक्ष (विषय और कौशल दोनों)
 - स जिन बिंदुओं पर बच्चों को सहायता की आवश्यकता है (विषय और कौशल दोनों)
 - य घर की स्थिति और सहाय-विश्व की भाषा की माझ में स्थिति
2. मिशन बुनियाद पर शिक्षक-शिक्षिकाओं द्वारा कार्यशाला में सीखी गई रणनीतियों को अपनी शिक्षक-शिक्षिकाओं के साथ साझा करना।
3. बच्चों के अधिभाषण सिलन बुनियाद में क्या श्रुतिक निम्न साजते हैं। इसको लेकर चर्चा करना एवं इसकी लिए योजना बनाना।
4. भाषा की बुनियाद को लेकर ए.आर.टी सदस्यों द्वारा कक्षा में किए गए प्रयासों पर चर्चा करना
5. विद्यालय की सभी शिक्षक-शिक्षिकाओं बच्चों के भाषा अधिभाषण को बेहतर करने में क्या सुविधा निम्न सकते हैं।
6. चर्चा करें कि बच्चों के सीडिंग स्तर के बारे में समझ का आकलन कैसे किया जाए कि कक्षा में सुरक्षा, भयभीतता कासावरण बना रहे। बच्चों में इस बात पर ध्यान दिया जाए कि हम कैसे एक अध्यापक के रूप में स्कूल में अपनी भाषा का उपयोग कर सकते हैं जो इस कासावरण को बनाता है।
7. कक्षा सिस्टम चर्चा इस चक्र की चर्चा में अच्छी प्रणाली, दुलीतियों बच्चों के परफॉर्मन्स में सुधार या किसी विशेष भाग में सुधार पर विचार-विमर्श किया जाएगा। इस चर्चा में आप बातावित करेंगे कि आपकी कक्षा में कौन-से विचार-कारण सम्मिलित हो रहे हैं और बीच से आइडिया प्रसारण करण में शामिल गती हो रहे हैं।
8. बच्चों के सीडिंग स्तर में सुधार लाने की रणनीतियों पर चर्चा

नोट इसके अलावा आप सभी से निवेदन है कि आप स्वयं भी ऐसी कुछ बीरियाज, रीतिरस इत्यादि बूझें और उन्हें अपने वादियों के साथ बातावित पर साझा करें जो इस समकल की बीच से जुड़े हों। तबत होगा कि समग्र समक पर सभी के साथ इसे साझा किया जा सके।

मीटिंग की संरचना के लिए सुझाव

सुनिश्चित करें कि हर किसी को हिस्सा लेने का मौका मिले। इसलिए आप 2-3 अध्यापकों को साक्षात् करने के लिए कहेंगे कि उन्होंने अपनी क्लासरूम रणनीति से क्या सीखा। और सुनिश्चित करेंगे कि उन्हें फीडबैक भी मिले।

- एआरटी सदस्यों को उदाहरणों द्वारा अपनी कामगारियों को साक्षात् करने का मौका दें।
- जहां तक हो सके गहरी के संभावित उद्देश्यों पर ध्यान दें।
- अध्यापकों से छात्रों द्वारा किए जाने वाले काम साक्षात् करने के लिए कहें, क्योंकि इससे अध्यापक कुछ ना करने के लिए प्रेरित होंगे, और दूसरों की इम्प्लीमेंटेशन के प्रमाण देंगे।
- जल्दी से पिछली मीटिंग का दोहरान करें। कोई व्यक्ति मीटिंग के नोट्स भी ले सकता है। हर बार जितना व्यक्ति को नोट्स लिखने के लिए कहें ताकि सभी सदस्य सक्रियता से हिस्सा ले सकें।
- प्रशासनिक मामलों या ऐसी चीजों की बर्बाद करने जो "सर्कल ऑफ इन्फ्लूएंस" के सहित ना आती हैं।
- मुख्य सत्रों में एचओएस को आमंत्रित करें।
- सुनिश्चित करें कि चर्चा की समाप्ति स्पष्ट उद्देश्यों के साथ हो।
- सत्र का समापन सकारात्मक उत्साह के साथ करें।

आम इस फॉर्मेट की इस्तेमाल मीटिंग के लिए आपका खुद का फॉर्मेट तैयार करने के लिए कर सकते हैं।

महीने का उद्देश्य

पहले सप्ताह का उद्देश्य
दूसरे सप्ताह का उद्देश्य
तीसरे सप्ताह का उद्देश्य
चौथे सप्ताह का उद्देश्य

रोज़ाना 30 मिनट के सत्र के नोट्स

सत्र के दौरान कार्यवाई
(प्रतिभागियों की
संख्या, सामूहिक
सीटिंग, सत्रों के मुख्य
बिन्दु, दिन के मुख्य
बिन्दु, अगली बार के
विषय, प्रस्तुतकर्ता आदि)

सत्र से प्राप्त सहमत
कार्यवाई

3. वन-शीन-वन सत्र

वन-शीन-वन सत्र या व्यक्तिगत सत्र स्कूल में अध्यापकों के साथ अधिक व्यक्तिगत चर्चा के लिए उपयोगी हो सकते हैं। एक टी.टी.सी. के व्यक्तिगत चर्चा रूप में ये आपको निम्नलिखित अवसर प्रदान करते हैं।

- फैलो टीचर्स के साथ तालमेल बनाना। मिथकों और घमों को दूर करना।
- मेंटर और मेंटी के बीच संबंध बनाना। अध्यापक आपसे मुख्य मुद्दों के बारे में खुलकर बात करेंगे।
- किसी दिए गए विषय पर गहन चर्चा करना। हो सकता है कि कोई अध्यापक किसी विषय पर खूबी चर्चा करना चाहे, जबकि मीटिंग के अन्य सदस्य इसमें रुचि न दिखाएं। व्यक्तिगत चर्चा द्वारा इस समस्या का समाधान हो सकता है।
- एक दुसरे से फीडबैक लेना और देना। कई बाद समूह में फीडबैक लेना और देना मुश्किल हो सकता है। खुलकर बातचीत करें और अध्यापकों से फीडबैक लें।

प्रभावी व्यक्तिगत सत्र के लिए आम सुझाव

- सक्रियता से सुनना और उपस्थित रहना। स्वीकृति: अध्यापकों के लिए जरूरी है कि खुले दिग्गज से मीटिंग में मौजूद रहें और खुलकर बातचीत को सुनें। इससे आपकी चुनौतियों को बेहतर समझने और तदनुसार प्रतिक्रिया देने में मदद मिलेगी।
- स्पष्ट और प्रभावी बातचीत: किसी तरह का धम न हो, इसके लिए स्पष्ट बातचीत करें।
- मुद्दे को बेहतर समझने के लिए उचित सवाल पूछना। इस तरह के सत्र में जरूरी है कि आप दूसरे व्यक्ति की चुनौतियों को समझें। सवाल पूछने से आप महत्वपूर्ण कौशल को बेहतर समझ पाएंगे।
- अंतर्ज्ञान का इस्तेमाल करना: कभी कभी हमें लगता है कि सामने वाला व्यक्ति जो बात कहना चाह रहा है, उसे अच्छी तरह समझा नहीं पा रहा या हम उसकी भावनाओं को खुल कर नहीं समझ पा रहे। ऐसी स्थिति में हम अपने अंतर्ज्ञान का इस्तेमाल कर सकते हैं और उससे स्वातंत्र्य भी मूछ सकते हैं।
- अनुमान लगाने के बजाए समझने की कोशिश करना: अच्छा होगा कि आप अनुमान लगाने के बजाए स्पष्टीकरण पर ध्यान दें। हम भावनाओं को समझने के लिए कुशल सवाल का इस्तेमाल करना चाहिए। ताकि सामने वाला जो सोच रहा है या महसूस कर रहा है, उसे अच्छी तरह समझा सकें।
- उचित फीडबैक देना: एक प्रभावी मेंटर हमेशा सराहना, प्रोत्साहन और ब्याई बैकरी वीरों का इस्तेमाल करता है।
- सहनशक्ति, तालमेल और विश्वास स्थापित करना। सामने वाले व्यक्ति को बेहतर समझने के लिए सहनशक्ति और तालमेल बहुत अधिक माफ़े रखता है। व्यक्ति की बात को खुल कर समझने के लिए जरूरी है कि आपके बीच भरोसा हो।

इन व्यक्तिगत सत्रों को ट्रैक करने के लिए नीचे दी गई विभिन्न प्रावस्थाओं के फॉर्मेट का इस्तेमाल कर सकते हैं। यह ट्रैकर आपको अध्यापकों की चुनौतियां समझने में मदद करेगा और आप मेंटर टीचर्स के साथ इनके बारे में खुलकर बातचीत कर पाएंगे।

टी.डी.सी. कार्य सारिणी

मीटिंग	मीटिंग की संरचना	मुख्य कार्य	किस तारीख तक पूरे किए जाएंगी
पहली प्रारंभिक (प्रस्ताव)	ए.आर.टी. मीटिंग से पहले	• मीटिंग को प्रभावी बनाने के लिए समय और स्थान तय करने में पहले अग्रणीकों से बातचीत कर लें। • ए.आर.टी. मीटिंग के लिए एम.टी., एच.ओ.एस. को आमंत्रित करें। • एल.आई.सी. की पहली मीटिंग के लिए सभी ए.आर.टी. सदस्यों को आमंत्रित करें। (मीटिंग का प्रयोक्तृ दिनांक और समय बताएं) • स्कूल मीटिंग के दौरान या प्रारंभ पर एम.टी. के साथ मीटिंग को रिवर्सल करें। • अगर हो सके तो ए.आर.टी. मीटिंग के लिए एम.टी./ एच.ओ.एस. को आमंत्रित करें। • मीटिंग के लिए आवश्यक सामग्री तैयार रखें।	
	ए.आर.टी. मीटिंग के दौरान	• एल.आई.सी. और प्रोग्राम को अच्छी तरह समझना • बीच 'घात नियोजन' के प्रकार पर एल.आई.सी. के पहले चरण का संचालन करना • इस बारे में कक्षा की एप्लीकेशनों को साझा/ चर्चा करना कि वे कैसे अच्छे के साथ संबंध बना सकते हैं और इन्हें कैलिब्रेट कर सकते हैं। • कक्षा की रणनीति को लागू करने के लिए एकत्रित प्रयास बनाना। • कक्षा कक्षा प्रभाव विकास की सुपरवेज़ पर चर्चा के लिए दिन और समय निर्दिष्ट करें	
	ए.आर.टी. मीटिंग के बाद	• सैलू रिफ्लेक्शन शीट का इस्तेमाल करते हुए ए.आर.टी. मीटिंग पर रिफ्लेक्शन करना • मीटिंग के संचालन के अपने अनुभव को साझा करने के लिए एम.टी. के साथ रिफ्लेक्शन शीट का इस्तेमाल करना • कक्षा का प्रभाव विकास की कोशिशों को लेकर नार्ड सदस्यों के साथ बात करें। मीटिंग को इसका हिस्सा बनाएं।	

मीटिंग	मीटिंग की संरचना	मुख्य कार्य	किस तारीख तक पूरे किए जाएंगे
		• मीटिंग अटेंडेन्स टेबल पर एचओएस के हस्ताक्षर करवाने के बाद इसे अपने एम.टी. के साथ साझा करना। • वन ऑन वन और 30 मिनट के साथ आयोजित करना। • मीटिंग को लेकर अपना पीडब्लूएस जमा करना। • यह सुनिश्चित करें कि आप और सभी आर्ट सदस्य अपनी कदा कदा का समय बताने के लिए पीडब्लूएस लें।	
दूसरी प्राक्कथ (अगस्त)	ए.आर.टी. मीटिंग से पहले	• मीटिंग के प्रभावी संचालन के लिए अध्यापकों से बातचीत कर डी मीटिंग का स्थान, समय और दिनांक तय करें। • इस एल.आई.सी. की दूसरी ए.आर.टी. मीटिंग के लिए सभी ए.आर.टी. सदस्यों को आमंत्रित करें। • स्कूल मीटिंग के दौरान या फोन पर एम.टी. के साथ मीटिंग को रिहर्सल करें। • अगर हो सके तो ए.आर.टी. मीटिंग के लिए एम.टी./एच.ओ.एस को आमंत्रित करें। • मीटिंग के लिए आवश्यक सामग्री तैयार रखें।	
	ए.आर.टी. मीटिंग के दौरान	• इस थीम के लिए एल.आई.सी. के दूसरे चरण का अभ्यास करें- रिफ्लेक्ट और अपडेट। • वीम पाठ नियोजन पर साझा समझ विकसित करें। चर्चा करें कि इन रणनीतियों का मूल्यांकन क्यों जरूरी है। • आकड़ियां पर चर्चा करें, साझा करें। मौजूदा थीम पर आधारित व्यासलय रणनीतियों को लागू करने/इम्प्लीमेंट करने के लिए प्रभावी एक्शन प्लान बनाएं।	
	ए.आर.टी. मीटिंग के बाद	• सेल्फ रिफ्लेक्शन शीट का इस्तेमाल करते हुए ए.आर.टी. मीटिंग पर रिफ्लेक्ट/विचार व्यक्त करें। • रिफ्लेक्शन कौशल में मीटिंग के संचालन का अनुभव साझा करें/एम.टी. के साथ किशोरा का अनुभव बताएं। • यह सुनिश्चित करें कि आप और सभी आर्ट सदस्य अपनी कदा कदा का समय बताने के लिए एक दूसरे से पीडब्लूएस लें। • अध्यापकों को रणनीतियां लागू करने के लिए सहयोग दें और उन्हें याद दिलाएं कि अपने पोर्टफोलियो में सेल्फ रिफ्लेक्शन शीट का इस्तेमाल करते हुए इन रणनीतियों पर रिफ्लेक्ट/विचार प्रस्तुत करें। • ए.आर.टी. सदस्यों को प्रोत्साहित करें कि आपसी सहयोग को बढ़ावा देने के लिए विभिन्न रणनीतियों को लागू करने के लिए एक दूसरे को सहयोग दें। • मीटिंग अटेंडेन्स टेबल पर एचओएस के हस्ताक्षर करवाने के बाद इसे अपने एम.टी. के साथ साझा करना। • वन ऑन वन और 30 मिनट के साथ आयोजित करना। • मीटिंग को लेकर अपना पीडब्लूएस जमा करना।	

मीटिंग	मीटिंग की सराजो	मुख्य कार्य	किस तारीख तक पूरा किए जाएंगे
वित्तवारी आवश्यकता (वित्तवारी)	ए.आर.टी. मीटिंग से पहले	• मीटिंग के प्रभावी संचालन के लिए अस्थापकों से बातचीत कर ही मीटिंग का स्थान, समय और दिनांक तय करें। • एल.आइ.टी. को तीसरी मीटिंग के लिए सभी ए.आर.टी. सदस्यों को आमंत्रित करें। मीटिंग का प्रयोजन, दिनांक और समय बताएं। • स्थूल मीटिंग के दौरान या फ़ोन पर एम.टी. के साथ मीटिंग को रिहर्सल करें। • अगर हो सके तो ए.आर.टी. मीटिंग के लिए एम.टी./एनओएस को आमंत्रित करें। • मीटिंग के लिए अत्यधिक सामग्री तैयार रखें।	
	ए.आर.टी. मीटिंग के दौरान	• लर्निंग इम्प्लूमेंट साइकल के तत्वों को दोहराना। • भाषा की गुणवत्ता की रणनीतियों के बारे में प्रेजेंटेशन देना जिन्हें भाषा और स्कूल में लागू किया गया है। • अध्यापक कैसे वर्किंग ग्रुप में दो गई प्रेजेंटेशन पर फीडबैक पर अप्रैट वेरी हैं, इस पर रिफ्लेक्ट करने/विचार व्यक्त करने का आग्रह देना।	
	मीटिंग के बाद	• सैल्फ रिफ्लेक्शन बीट का इस्तेमाल करते हुए ए.आर.टी. मीटिंग पर रिफ्लेक्ट/विचार व्यक्त करें। • एम.टी. के साथ रिफ्लेक्शन जॉल में मीटिंग के संचालन का अनुभव साझा करें। • कक्षा प्रेक्षण के लिए ए.आर.टी. सदस्यों और एम.टी. को आमंत्रित करें। • अस्थापकों को रणनीतियाँ लागू करने के लिए सहयोग दें और उन्हें याद दिलाएं कि अपने पीरिफोर्सिटी की सैल्फ रिफ्लेक्शन शीट पर रणनीतियों रिफ्लेक्ट करें। • सहयोग को बढ़ावा देने के लिए विभिन्न रणनीतियों के संचालन के लिए एक दूसरे को सहयोग प्रदान करने के लिए ए.आर.टी. सदस्यों को प्रोत्साहित करें। • मीटिंग अटेंडेन्स ट्रेकर पर एनओएस के दस्तावेज़ करतारों के बाद इसे अपनी एम.टी. के साथ साझा करें। • गैर चुनिंदा करने कि आप और सभी आर्टिस्ट सदस्य अपनी बधाई पत्र प्रेषण के द्वारा चारों को लिए प्रोत्साहित करें। • वन-ऑन वन और 30 मिनट का वक्त आशीर्वाद करना। • मीटिंग को जेकर आगमन अधिकृत रूप से करना।	

ए.आर.टी. मीटिंग्स के लिए विकसित विस्तृत योजना

टीचर डेवलपमेंट डिवाइज़ 'जात की हर समस्या का उपदेस्य'

- प्राप्ति 1 जुलाई 'गैर निम्नलिखित पर आधारित कक्षागत रणनीतियों को प्रयोग में लाना/इम्प्लीमेंट करना।
- प्राप्ति 2 अगस्त कक्षागत रणनीतियों में सुधार और रिफ्लेक्शन जितने कक्षागत में इम्प्लीमेंट/लागू किया गया।
- प्राप्ति 3 सितम्बर, स्कूल सत्र में लागू की गई रणनीतियों का मूल्यांकन।

एल.आई.सी. थीम का परिचय: पाठ नियोजन

हमारे शिक्षा आज भी सीमित 'पाठ नियोजन' पर आधारित है जिसका उद्देश्य हमें हमारा परिमप 'आचरणों' को हासिल करना होता है। इस दृष्टिकोण से बच्चे जैसे जानी-माने जाते हैं जिन्हें हम प्रशिक्षित कर सकते हैं या फिर एक कंप्यूटर की समानातिष्ठें हम जानें जिससे भी आसंकर कर सकते हैं। इसीलिए परिणामी पर बहुत ज्यादा ध्यान दिया जाता है। और इस बात पर रहता है कि ज्ञान को जानकारी के दुकानों के रूप में प्रस्तुत किया जाए जिससे बच्चे प्रोत्साहित होने के बाद उन्हें सीधे पाठ से याद कर सकें। अंत में यह देखने के लिए ज्ञान के मूल्यमूलक पर भी बड़ा ध्यान रहता है कि बच्चे ने याद किया कि नहीं। लेकिन तुरन्त यह है कि हम बच्चे को हमारा ज्ञान सृजन में तल्लीन रखने की आवश्यकता को समझें।

राष्ट्रीय पाठ्यचर्या की रूपरेखा २००५ - खंड - २.४.४. पृष्ठ - २४

Our educational practice is still based on limited 'lesson plans' aimed at achieving measurable behaviours; according to this view, the child is akin to a creature that can be trained, or a computer that can be programmed. Hence, there is too much focus on 'outcomes', and presenting knowledge divided into bits of information to be memorised directly from the text or through activities after 'motivating' children, and finally on evaluating to see if children remember what they have learnt. Instead, we need to view the child as 'constructing knowledge' all the time.

NCF - 2005, 2.4.4., Pg - 21

राष्ट्रीय (पाठ्यचर्या की रूपरेखा- 2005) में भारत की संस्कृति ज्ञानों को लेकर किया गया उल्लेख हमें सीकने पर मजबूर करता है। बचिण पहले पाठ नियोजन की आवश्यकता है भी या नहीं इसी में सवाल खड़ा है। पाठ नियोजन किसी भी कक्षा में जाने से पहले अपने पाठ की एक रूपरेखा बनाने की प्रक्रिया है। लेकिन यदि मैं एक अनुभव शिक्षक/शिक्षिका हूँ तो मुझे इसकी क्या आवश्यकता है? पाठ नियोजन हमें सीका देता है पाठ की सामग्री को बच्चों के लिए रोमक बनाने का, जिसमें कई बार कुछ गतिविधियों की व्यवस्था की भी आवश्यकता पड़ती है जिसे आप सजाना बनाते समय पहचानते हैं। पाठ नियोजन करते समय आप अपने पाठ के उद्देश्यों को ध्यान में रखते हुए गतिविधियाँ डिजाइन करते हैं जो आपकी पाठ्यक्रम को पूरा करने के साथ-साथ बच्चों के लिए पाठ को रोमक बनाने का भी काम करता है।

अभी तक जो पाठ नियोजन को लेकर एक अवधारणा है वह शिक्षण-अधिगम प्रक्रिया (teaching learning process) से ज्यादा उसकी सीखने पर केन्द्रित है। अभी तक इस पर ही ध्यान दिया जाता रहा है कि पाठ को कितना हिस्सा पूरा हो गया या बच्चे ने पाठ को कितना याद कर लिया या समझ लिया। लेकिन इस पूरी प्रक्रिया में हम बच्चों को ज्ञान सृजन करने को कहकर महान ज्ञान देने वाली इकाई और शिक्षक/शिक्षिका को ज्ञान देने वाली इकाई मान लेते हैं। इस सीनैंग इंग्रुमैन्स राइजिग के माध्यम से हम इसी अवधारणा को चुनौती देंगे। हम पाठ नियोजन को शिक्षण-अधिगम प्रक्रिया पर केन्द्रित करने का प्रयास करेंगे। इस प्रक्रिया में शिक्षक-शिक्षिका बच्चों के साथ मिलकर ज्ञान का सृजन करें जहाँ में सीनैंग शिक्षक/शिक्षिका और बच्चे एक दूसरे के विचारों और अनुभवों से सीखें। इस प्रक्रिया में बच्चों को आनंद और और वे इससे स्वयं को जुड़ा हुआ महसूस करें सकें।

इस साईनिल के मुख्य उद्देश्य हैं:

- कक्षा में पाठ नियोजन (lesson planning) की आवश्यकता को समझना
- एक रूपरेखा के अंतर्गत पाठ नियोजन का जगतातर कक्षा में अभ्यास करना और अपने सीखियों से स्वयं के विकास के लिए प्रतिक्रिया लेना।
- 'कनेक्ट' और 'आकलन' पर अपनी समझ बख्तर करते हुए उन्हें अपनी पाठ नियोजन के रूपरेखा का हिस्सा बनाना

लर्निंग इम्प्रूवमेन्ट साइकल 3: पाठ नियोजन

ART Meeting 1

- एकेडमिक रिसोर्स टीम का नई लर्निंग इम्प्रूवमेन्ट साइकल में टीम पाठ नियोजन में औपचारिक स्वागत करना।
- पाठ नियोजन की आवश्यकता को समझना और एक समरेखा के आसपास उसका अन्वेषण करना दो नई समरेखा के अंतर्गत एलआईटी के पहले चरण में पाठ नियोजन करना। इस पर अपनी अकादमिक रिसोर्स टीम के सदस्यों से क्या क्या प्रभाव विकास के दायरे के द्वारा फीडबैक लेना

लर्निंग इम्प्रूवमेन्ट साइकल

ART Meeting 3

- क्या मैं खानू की नई पाठ नियोजन की रणनीतियों के बारे में टीम के खानू में प्रेजेंटेशन साझा करना
- इस बात पर सोचने का अवसर देना कि कैसे अध्ययन अन्य समूहों की प्रेजेंटेशन का इस्तेमाल भाषा की गुणवत्ता रणनीतियों में सुधार लाने के लिए कर सकते हैं।
- इस एलआईटी में किए गए प्रयासों के लिए एक दूसरे को खससा करना

ART Meeting 2

- पाठ नियोजन के अंतर्गत क्या मैं किए गए प्रयासों पर रिकलेक्ट करते हुए एलआईटी के दूसरे चरण का सम्बन्ध करना
- पाठ नियोजन अपनी समझ बेहतर बनाते हुए अपनी पाठ नियोजन की समरेखा में कनेक्ट और आकलन को सम्मिलित करना। इस पर अकादमिक रिसोर्स टीम के सदस्यों से क्या क्या प्रभाव विकास के दायरे के द्वारा फीडबैक लेना
- विचारों को साझा करना तथा अगले माह का एक्शन प्लान बनाना

इस टर्म के लिए टीडीसी की मुख्य गतिविधियां

गतिविधि	कब तक पूरी होगी	विशेष दिनांक
एम.टी.-एच.ओ.स-टी.टी.सी. मीटिंग		
मासिक ए.आर.टी. मीटिंग 1		
एम.टी. रिकलेक्शन कॉल / मीटिंग		
एम.टी.-एच.ओ.स-टी.टी.सी. मीटिंग		
मासिक ए.आर.टी. मीटिंग 2		
एम.टी. रिकलेक्शन कॉल / मीटिंग 2		
एम.टी.-एच.ओ.स-टी.टी.सी. मीटिंग		
मासिक ए.आर.टी. मीटिंग 3		
एम.टी. रिकलेक्शन कॉल / मीटिंग 3		

खण्ड चार

प्रावस्था के अनुसार
मीटिंग आयोजित करने
के लिए दिशानिर्देश



इस खंड में

- पहली प्रावस्था: कक्षा की चुनौतियों को पहचानना तथा पाठ नियोजन को ध्यान में रखते हुए समस्याओं के समाधान के लिए कक्षा की रणनीतियों को इम्प्लीमेंट/लागू करना।
- दूसरी प्रावस्था: कक्षा में इम्प्लीमेंट की रणनीतियों में सुधार धर रिफ्लेक्शन/विचार व्यक्त करना तथा पाठ नियोजन में फेजिंग और आपस में काम करना।
- तीसरी प्रावस्था: कक्षा कक्षा में लागू की गई रणनीतियों को साझा करना और इनका मूल्यांकन करना।

First Phase (July): Identifying Challenges in and Implementing Classroom Strategies around theme “Lesson Planning”



Lesson planning should focus on 'Teaching-Learning Process in the Classroom' instead of the traditional approach of 'Learning Outcomes of the Students'

Monthly ART Meeting 1

Overall Objectives of the Meeting

- Academic Resource Team to officially welcome the theme 'Lesson Planning' in the new Learning Improvement Cycle.
- To understand the need for Lesson Planning and to create a framework to practice it.
- To implement Lesson Planning in the provided framework as a part of the first stage of LIC, and to further take a feedback from your fellow teachers in the Academic Resource Team through the 'Classroom Practice Development Framework'.

When should the monthly ART meeting 1 be organised?
The meeting should be organised by the third week of July.

Simple Facilitation Guide

Key Steps	Time	Area of Discussion	TDC Notes
STEP 1: Welcome and Introduction to the Program	10 minutes	1. Welcoming the teachers to first ART meeting 2. Brief introduction about the meeting: Structure of the meeting Objectives of the meeting 3. Community Agreements 4. Energiser- 1.2.3	
STEP 2: Sharing the learnings, support and feedback	25 minutes	Activity 1: The need for lesson planning: https://www.youtube.com/watch?v=x03r1OL82Zc Secondary Science	
STEP 3: Practising Teachers Professional Behaviour and Mindset	35 minutes	To create your lesson strategy on the basis of the lesson planning framework	
STEP 4: Create an Action Plan	15 minutes	Creating an Action Plan - Choose a classroom strategy to implement in your classroom or school	
STEP 5: Closing and Next Steps	5 Minutes	Closing and Reminders	

Detailed Instructions

STEP ONE	WELCOME AND INTRODUCTION TO THE PROGRAM (10 minutes)
Introduction:	 • Welcome the teachers to the Learning Improvement Cycle which specifically focuses on the theme 'Lesson Planning' • Thank the teachers for coming, specially those who came on time.
Agenda and Objectives of the meeting:	Start with explaining the 5 Steps of the meeting and expected outcome from the meeting (Refer to Easy Facilitation Guide, page ———. You can use a chart paper and hang it in front and refer to it at different stages of the meeting.) Objectives of the Meeting: • Officially welcoming the Academic Resource Team to the new Learning Improvement Cycle with the theme "Lesson Planning" • To understand the need and provided framework of Lesson Planning. • To implement lesson planning in the provided framework as a part of the first stage of LIC, and to further take a feedback from the teachers in the Academic Resource Team through the 'Classroom Practice Development Framework'.
Community Agreement:	 • Say to the participants, "to achieve the objectives effectively, we are going to create a set of mutually agreed rules which we will follow throughout the meeting. Let's call these rules as Community agreements." • If required, we will keep updating these agreement for better functioning of our meeting. • The idea behind community agreement is: • Everyone take responsibility for effective functioning of the meeting. Regulate behaviour of the participants • Some examples of the community agreements are given below: ✓ Everyone has their own opinion. Respect each others' opinion and give chance to others to express their opinion. ✓ Practise Growth Mindset: See mistakes as an opportunity to learn. Doing so will help you try new things and be innovative. ✓ Be a good listener ✓ Participate actively. If you can, avoid using cell phones. ✓ Express your opinion and be willing to reflect on them. Note Write these before the start of the meeting (to save time) and ask the teachers to refer to them. If needed, the teachers can add or delete some points. The main objective of community agreement is to ensure smooth functioning of the meeting. This is decided collectively by the group, and the responsibility of the facilitator is to ensure that the group and the session are focused on the core aim. You may change these on the basis of the difficulties faced in your session, and if the need so be, you may also highlight these in the session.

Energiser: 1,2,3



You can either conduct your own energiser or you can try the one given below:

- Ask the teachers to stand up while facing each other.
- Keeping the time in mind, you may repeat this activity 3-4 times.

FIRST ROUND: Ask the partners to count quickly till 3 one by one. If 'A' says 1, then 'B' says 2 and 'A' says 3. Then 'B' says 1 and 'A' proceeds in the similar manner. Let this happen for a few seconds in pairs.

SECOND ROUND: Ask the partners to repeat this exercise, but this time they have to clap instead of saying 1.

THIRD ROUND: Ask them to repeat, and this time all of them have to clap instead of saying 1 and snap their fingers instead of saying 2.

FOURTH ROUND: This time they have to clap instead of saying 1, snap their fingers instead of saying 2, and thump their feet on the ground instead of saying 3.

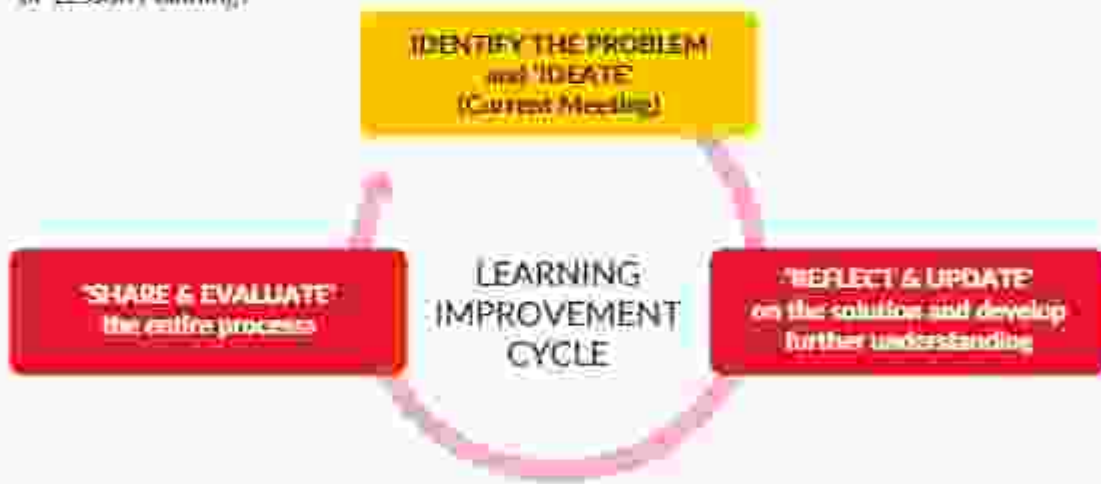
- The more the speed of doing these activities, the more fun they will be for the participants.
- This process will energize everyone and make them more active. Being the facilitator, you can do this activity with any group if you feel that they are low on energy or if they need to be made more active.

STEP TWO

SHARE THE LEARNINGS, SUPPORT AND FEEDBACK (25 minutes)

Understanding the LIC

Remind the ART members that we are in the first phase of LIC and we will focus on identifying the challenges on the mentioned theme. The discussion will be focussed on the current theme of 'Lesson Planning'.



Activity 1: Importance of Lesson Planning



Case Study



Importance of Lesson Planning

- Show all the participants the following video, and discuss the questions listed below:
- The need for lesson planning: <https://www.youtube.com/watch?v=xDG3r1QL8Zc>
- Secondary Science
 - In this science class, the teacher has made preparations for experiment well in advance for her students. How did it impact her classroom?
 - Had the teacher decided the objectives of this class? How did identifying clear objectives help her class?
 - The teacher mentioned that the crucial reason behind implementing Lesson Planning is that it helps her organize and utilize her classroom time better. Do you agree with her statement? What other advantages could Lesson Planning have?

STEP 2:
Discussing
the Outline
of Lesson
Planning



Share the Lesson Planning template with your participants as mentioned in their portfolio. This template divides a lesson into three parts:

- Ask all the participants to be divided in 3 groups, and ask each group to study an activity and discuss it.

PRIMARY ACTIVITY:

This activity is used to generate interest among students while beginning the class, to build enthusiasm related to the lesson, or to prepare them for the lesson. This activity can be conducted in the initial minutes of the class. Some examples are as follows:

A. THOUGHT OF THE DAY: When the children enter the class, you can have an inspirational quote by a thinker, writer or scientist written on the blackboard. When the class begins, you may ask them to think and write about it. Try to give them questions which they can formulate their own ideas upon. Some sample questions are:

1. What does it mean?
2. Do you agree with it? If yes, then why? If no, then why?
3. Do you think this is related to your life?

B. BEGINNING BY READING: You may begin the class by reading an excerpt from a poem, story, any book or a newspaper column to the students (try to link this to the curriculum so that students can build an enriched opinion). Then ask the students to write their interpretation of the passage in one sentence or a small paragraph in their notebooks. After a few days, you may encourage the students to bring their interpretation to class and present it in front of everyone.

NOTE

Try to pick quotes and excerpts that match the class. Since this is a primary activity, try to finish this within 5-10 minutes.

MAIN ACTIVITY:

Main Activity should be conducted to fulfil the objectives of your lesson today. Keeping these objectives in mind, this activity can be diverse. For example:

1. For a lesson on wildlife, you may ask the students to collect leaves from trees, and to discuss their colour, shape, form and other aspects.
2. For a lesson on the history of India's freedom struggle, you may divide the class in groups and ask them to enact the role of any freedom fighter.
3. For a mathematics lesson on profit and loss, set up a small market in the classroom using various items where different shops sell them at different prices (the idea is to have different shops sell the same item at different prices, i.e. one shop may sell an item for INR 50, while the other sells it for INR 45 with 10% tax).
4. For an English lesson, the students can be asked to do a role-play on several characters or lessons. To encourage diverse perspectives on one lesson, debate can be organized.

NOTE

This activity will constitute of the major time of the class, and you will have 5-10 minutes for the final activity that will follow.

CONCLUDING ACTIVITY:

- This activity is to be conducted towards the end of the class, and it can be used for various objectives. For example:
 1. To analyse the efficacy of the class: We may take anonymous feedback from students. They can share it in the form of slips, and this can be later discussed by the students and teacher both. Some questions can be like the following:
 - a. What did you understand by the class today? Write it in 2 lines.
 - b. Was there something that you did not understand or something that could have been better in today's class?
 2. To share with the students the outline of the next class: You may leave some interesting hints that lead to the next class or give them some exciting homework that allows them to interact with their surroundings and also forms a base for the next class.



NOTE

- You may use the activities as per the theme of 'Examining and Improving Understanding' from the previous Learning Improvement Cycle. These will help you in your analysis.
 - When all the groups have finished discussing, ask them to share their discussions with everyone in 2-3 minutes.
- Based on the points that emerged from this discussion, draw a conclusion, and stressing on the importance and utility of Lesson Planning, say that despite being time-consuming, Lesson Planning improves the quality of class and the teaching-learning process of students and teachers. We can regularly use this for the 30 minute academic session in the school.

Teachers need to understand how to plan lessons so that children are challenged to think and to try out what they are learning, and not simply repeat what is told to them. A new problem is that in the name of 'activities' and 'play-way' methods, a lot of learning is being diluted by giving children things to do that are far below their capability. One concern is that a focus on activities would become too time consuming and make greater demands on teachers' time. Certainly, doing activities require that time be spent in planning and preparing for activities. Initially, teachers need to make an effort to establish the classroom culture for activities and to establish the rules that will govern the space and use of materials.

NCF 2005 2.4.4, Pg.22

STEP THREE

PRACTISING PROFESSIONAL BEHAVIOUR AND GROWTH MINDSET (35 Minutes)

Introduction

After discussing the basic framework of Lesson Planning, we will discuss how to implement this outline in our classroom. Ask the teachers to keep their textbooks with themselves for this unit, and using this we will plan our lessons.

Activity 3 : Practising Lesson Planning

- Ask the teachers to open any lesson from their curriculum that they are going to teach, and ask them to prepare for their next class using the Lesson Planning framework in mind. If a teacher has a doubt pertaining to the framework, ask them to clear it simultaneously.
- If the group in the meeting is huge, and there are more than one teacher for a particular subject, they may form a group for smooth Lesson Planning. They can together design interesting primary, main and concluding activity. Some examples of these activities have been provided on page number ____ of their portfolio, where we have discussed previous activities as well.

**NOTE**

- Kindly pay attention to the fact that these activities are not to be designed simply for the sake of it, but are rather in sync with the objectives of the class. For every activity, there are some points that need to be followed in order to design these activities. Based on these points, total score is to be counted by them where they need to ensure that their minimum score is 66%. If the score is less than that, they need to make necessary changes in their lesson plan till the time the score gets more than 66%.
- When all ART participants have prepared their Lesson Plan, ask them to discuss this in small groups and take feedback from other participants. Ask one or two participants to share their Lesson Plan with everyone.

STEP FOUR**CREATING AN ACTION PLAN (15 minutes)****Introduction**

Now that we have created a Lesson Plan, we will create an Action Plan to incorporate it into our daily practices.

**Activity 4:
Creating an
Action Plan**

- Divide the participants into smaller groups. Ask them to refer to page no. 17-18 of their portfolio and in the next minutes, write down how they will practise the process of Lesson Plan.
- Ask them to list out the expected change that they wish to see through practising lesson planning.
- Because from this session we will invite each other to our class and expect them to help the class grow for the dual purpose of our professional development and the improvement of the class. Keeping this in mind, decide a time when everyone can build a consensus on the Classroom Practice Development Framework together.

STEP FIVE**CLOSING AND NEXT STEPS (5 minutes)**

- Referring to the portfolio, ask the teachers to state their implementation strategy and timeline.
- Remind ART members to self-reflect before coming to the next meeting.
- Suggest the teachers to reflect on their classroom practices into ART portfolio.
- Decide a time and day to discuss Classroom Practice Development Framework with teachers.
- Suggest the teachers that they can use these strategies to improve the language acquisition of the students in the classroom.
- Tell them that we can discuss what we learnt today in the 30 minutes session too.
- End the meeting on a high note.
- Ask the teachers to share any story or positive incident or poem from their classroom. End the meeting with some poem or energiser.

Lesson Plan (पाठ नियोजन)

Date: _____		Class: _____	
Subject: _____		Lesson Name: _____	
Objective of today's lesson (आज के पाठ का लक्ष्य)			
Opening routine (प्रारंभिक गतिविधि)			
Pointers to design Opening routine (प्रारंभिक गतिविधि के लिए कुछ बिंदु)			Yes/No
Does the activity excite or build anticipation among children about the upcoming chapter? क्या ये गतिविधि बच्चों में आने वाले पाठ को लेकर रुचि उत्पन्न या कौतूहल पैदा करती है?			
Does the activity make students think about what is about to come next? क्या यह गतिविधि आने वाले पाठ को लेकर बच्चों को सोचने पर मजबूर करती है?			
Is it an activity which is a regular activity and can make students attentive or think about upcoming lesson? क्या यह कोई ऐसी नियमित गतिविधि है जो कक्षा की शुरुआत में बच्चों को आने वाले पाठ के लिए तैयार कर सके या सोचने पर मजबूर कर सके?			

Main Activity focused to fulfill the objective (उद्देश्य पूर्ण करने के लिए मुख्य गतिविधि)



Pointers to design Main activity (मुख्य गतिविधि के लिए कुछ बिंदु)	Yes/No
Does the activity make students participate more than the teacher? (One of the thumb rule to see it is who is getting to speak more:- teacher or student) क्या यह गतिविधि बच्चों को अधिक भागीदारी का मौका देती है? (इसके लिए यह देखा जा सकता है कि गतिविधि के दौरान किसे ज्यादा बोलने का मौका मिल रहा है?— शिक्षक / शिक्षिका या बच्चे)	
Does the activity allow the different modes of learning:- By doing By seeing, By listening, By speaking, by reading and by writing? क्या गतिविधि कक्षा में अलग अलग प्रकार से सीखने का मौका देती है— कर के सीखना, देखकर सीखना, सुनकर सीखना, बोल कर सीखना, माध्यम से सीखना और लिख कर सीखना?	
Does the activity give students an opportunity to ask questions? क्या यह गतिविधि बच्चों को सवाल पूछने का मौका देती है?	
Does the activity give students an opportunity to discuss in pairs or in groups? क्या यह गतिविधि बच्चों को जोड़े और समूह में चर्चा करने का मौका देती है?	
Does the activity leave students with excitement and curiosity? क्या यह गतिविधि बच्चों को रोमांचित और उत्सुक होने का मौका देती है?	
Does the activity give students a chance to explore, contradict and form their own conclusions? क्या यह गतिविधि बच्चों को खोजने, एक दूसरे के विचार में विवाद प्रकट करने और उन्हें अपने स्वयं के निष्कर्ष निकालने का मौका देती है?	
Does this activity take into account the kind of challenges student face in this specific lesson? क्या यह गतिविधि इस पाठ में उन चुनौतियों का ध्यान रखती है जिनका सामना बच्चे गुजर फिरे जाते हैं?	
Does this activity involve processes to assess whether the students are learning as per objectives? क्या यह गतिविधि वह आकलन करने का मौका देती है कि बच्चे उद्देश्यों के अनुसार सीख रहे हैं या नहीं?	
Does this activity give students a chance to reflect on their work to learn from their mistakes? क्या यह गतिविधि बच्चों को अपने काम पर चिंतन कर अपनी गलतियों से सीखने का मौका देती है?	



Closing Routine (अंतिम गतिविधि)

Pointers to design closing routine (अंतिम गतिविधि के लिए कुछ बिंदु)	Yes/No
Is it a teaser of the next day's class? क्या यह अगले दिन की कक्षा की एक छोटी सी आखड़ी है?	
Is it an assessment technique to see how did today's class go to modify for the next class accordingly? क्या यह कोई आकलन तकनीक है, जिससे पता चले कि आज की कक्षा कैसे ली गई और अगली कक्षा में क्या बदलाव लाए जा सकते हैं?	
Note: If you have got 'Yes' as an answer less than 66% (less than 10), you should relook at your activity and modify it accordingly. यदि आपकी इन में उत्तर 66 फीसदी से कम (10 से कम) मिले हैं तो शायद आपका अपनी गतिविधियों को दोबारा देखकर उन्हें बदलना चाहिए।	

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TDC SELF-REFLECTION

How Are You Developing?



It's time to reflect!

Why?

- To identify and build on my strengths as a Teacher Development Coordinator
- To identify my areas of improvement as a Teacher Development Coordinator
- To identify pointers for Support Call or One on One sessions with Mentor Teachers.

Dear Journal,

It has been almost _____ months now, since I have been working with ART members. We conducted our 1st meeting of current LIC today and I am going to reflect on my experience of this meeting.

GENERAL REFLECTION ABOUT THE MEETING

In today's meeting, we covered the First step of Learning Improvement Cycle (LIC) which is _____ and further developed the understanding on the theme 'Look for Understanding and Respond'. To have a general sense of how it went, this is what happened during the session:

- _____ (no. of teachers present) teachers attended the meeting out of _____ (total teachers) teachers
- _____ teachers came on time during the meeting
- The emotion that I felt right after the meeting _____ (happy, sad, excited, tired, interested, surprised etc.)
- I felt this way because (possible reason) _____

CONTENT OF THE MEETING

- I think the session/activity (the activity that went really well) _____ clicked very well with the teachers because I observed that (incident/observation/event that made me believe that session went well) _____
_____ in the session
- I think that the content of session/activity (as _____) did not go well with teachers as per my expectations because I observed during the session that _____

MY FACILITATION DURING THE MEETING

- After the meeting I felt _____ (happy, confident, anxious, excited, hopeful, stressed, worried etc.) regarding my facilitation skills.
- Our TDC Co-Learning Session specifically focussed _____ related to facilitation skills.
- I think out of the above-mentioned skills, I did really well in using _____ during the session. I can say this confidently because I observed (examples: teachers' responses or observations from session that makes me believe that session went well) _____

- On carefully reflecting, I remember what could have been better while conducting the session was (Challenge I faced in facilitation skills) _____

- Before the next time I conduct the ART meeting, (what could help me overcome the challenge) _____

_____ could help me to overcome this challenge.

HIGHLIGHT OF MY SESSION (MY LIGHT BULB MOMENT)

It was a wonderful opportunity for me to facilitate the ART meeting. There were definitely ups and down during the session but the incident that made my day (Light Bulb moment :- Incident or response that gave me sense of achievement or feeling of pride) _____

It made me feel

Anything and Everything I feel like writing/drawing right now

Date

Time

Signature

30-minute meeting for Phase 1

Goal of the Month: To identify challenges, and to implement classroom strategies and to solve difficulties on the basis of the theme Lesson Planning.

Goal of the Week 1
Goal of the Week 2
Goal of the Week 3
Goal of the Week 4

When you reflect upon the theme of this cycle the following points have been suggested for the 30-minute session:

1. To share the learning profile of students with the teachers of the next class (this can be particularly useful in the initial months of the academic session). Do conduct a 30-minute session based on this where the teachers of previous class can discuss the learning profile of students with the teachers of the next class. This profile may simply talk about the following:
 - Name of the student
 - Strengths of the student (subject area and skill both)
 - The areas where the student needs assistance (subject area and skill both)
 - The condition of home and the interest of parents in the student's education
2. To share the Lesson Planning strategies learnt during the workshop with other teachers and to encourage them to implement that in their classroom.
3. To share Classroom Practice Development Framework with other teachers and to encourage them to take feedback from other teachers.
4. To discuss the efforts by the ART members in the classroom on Lesson Planning and to use this with other teachers.
5. To facilitate Lesson Planning activity in the 30-minute session so that teachers of the same topic can sit together and decide common solutions based on the topic.
6. Discuss how to establish a better connection with students. This will include discussions on how to spend personal time with students apart from studies, staying in regular touch with their parents/ guardians, and how to appreciate students for their efforts.
7. Classroom-specific discussion: Good practices, challenges, improvement in the performance of students or improvement in a specific student will be discussed. You will discuss which kind of ideas are working effectively in the class and which ones are not.



NOTE

You are requested to find similar videos, readings etc. that are related to the theme of this cycle, and share them with your colleagues over a WhatsApp group. You may try to share these with everyone from time to time.

NOTES FOR THE DAILY 30-MINUTE SESSION

Actions during the Session (number of participants and group setting, discussion, main points, highlights of the day, presenter for the next session etc.)

Work-related agreement received from the session.

Second Phase (August):
Improvement and reflection on those classroom strategies which were implemented in the class and to develop a deep understanding of the theme 'Lesson Planning'.



Monthly ART Meeting 2

Complete Objectives of the Meeting

- To practice the second stage of LIC while reflecting upon the efforts made in the classroom for Lesson Planning.
- To further develop your understanding on the theme of 'Lesson Planning' and to attach context and analysis to it.
- To share your thoughts and to create an action plan for the next month.

When should the monthly ART Meeting 2 be organized?

This meeting should be organized before the second week of _____ 2018.

Simple Facilitation Guide

STEPS	TIME	AREAS OF DISCUSSION	TDC NOTES
STEP 1: Welcome and Introduction to the Programme	10 minutes	• Welcoming the teachers to the second ART Meeting • Brief summary of the objectives of the second ART Meeting • Setting the context of community agreement • Energizer: Dancing Numbers	
STEP 2: To share learning, provide support and feedback	15 minutes	• Learning improvement cycle • Reflection on the efforts of the previous month on the current theme	
STEP 3: Practice of the teachers' professional attitude and thinking	45 minutes	• Link "Connect" to Lesson Planning • Link "Assessment" to Lesson Planning	
STEP 4: Create the Action Plan	10 minutes	To work in a group: Choosing a strategy on the basis of your reflections and to plan new activities for classroom	
STEP 5: Next stage	10 minutes	Group plan: How will the team members help each other in implementing the chosen strategies	

Detailed Instructions

STEP ONE	WELCOME AND INTRODUCTION (10 minutes)
Welcome	 • Welcome the teachers to the second meeting of Learning Improvement Cycle on the theme 'Lesson Planning' • Thank the teachers for attending the session, particularly those who came on time
Objectives of the Meeting 	• To practice the second stage of LIC while reflecting upon the efforts made in the classroom for Lesson Planning • To further develop your understanding on the theme of 'Lesson Planning' and to link 'Content' and 'Assessment' to it • To share your thoughts and to create an action plan for the next month
Welcome and Community Agreement 	• As soon as the teachers enter the classroom, ask them to write their names on the tracker and hold their portfolio in their hands • Remind the teachers about community agreement. Display the following points on a flip chart: ✓ Everyone has a perspective. Respect all perspectives and allow everyone to express their thoughts. ✓ Try to build progressive thinking! Try to do new things and view mistakes as opportunities. This will help you in innovating. ✓ Listen carefully. ✓ Participate actively. If possible, try not to use the cellphone. ✓ Present your views and reflect on them. NOTE • Write these points on a chart paper before you begin the meeting. This will save time. Ask the teachers to read it, and if the need so be, it can also be changed by adding or deleting some points. • The main objective of community agreement is to ensure smooth functioning of the meeting. This is decided collectively by the group, and the responsibility of the facilitator is to ensure that the group and the session are focused on the core aim. You may change these on the basis of the difficulties faced in your session, and if the need so be, you may also highlight these in the session.
Energizer: Dancing Numbers 	You may use either any energizer you like or the one mentioned below: • Ask all the teachers to stand in a circle. One member begins to count and others continue the same in a sequence. But here is a small twist here—whenever someone receives a number which has 4 or which is completely divisible by 4, they have to clap instead of saying the number. • For example: 1-2-3-clap-5-6—clap-9-10-11-clap-13-clap-15-clap-17 • You can definitely increase the speed of this game, and to make it more competitive you may ask the teacher who breaks the sequence to stand outside the circle. The 1-2 teachers who remain till last will be declared winners.

NOTE

Teachers can also play this game with their students. This develops the skill of simultaneously listening and understanding among students.

STEP TWO

SHARE LEARNING, PROVIDE SUPPORT AND FEEDBACK (15 minutes)

Learning Improvement Cycle

- Tell the teachers that we are in the second meeting of our current LIC
- Inform them that we are going to reflect on our efforts in the classroom carried out as a part of Learning Improvement Cycle 3

Understanding the Learning Improvement Cycle: Remind everyone that the Learning Improvement Cycle has been specially designed to encourage practical changes in the classroom practices and to help us improve our professional attitude and thinking. As per the objectives, today we will reflect on those things which we have implemented and we will develop our understanding on the theme of 'Lesson Planning'.



Reflection of the previous month's efforts on the existing theme



- It is important for us to reflect on the processes learnt from our efforts. We will utilize this time for self-reflection on our efforts. As we all know that we learn from our experiences, so it is time that we learn and move ahead with each other.
- Remind the teachers that in ART Meeting 1 we learnt the importance of Lesson Planning. We carried it out in the classroom as a practice.
- Ask 2-3 teachers to repeat the strategies implemented in the classroom.
- Tell them that we will focus on our struggles and achievements, and based on the feedback received from our colleagues we will focus on the alternatives for change.
- Ask them to engage in self-reflection on ART Meeting 1 in their teacher portfolio. If they have not yet a chance to reflect so far, they can use this opportunity and can further discuss with the teachers. Ask the teachers to form groups of 3-4 and discuss on the following points in order to give feedback:
- Based on the provided framework how many times did you engage in Lesson Planning?

NOTE

We hope that being the Academic Resource Team of the school, we will set an example for fellow teachers. Till this LIC, we will make it a part of our routine activities.

- ✓ What changes did you notice in your teaching after implementing Lesson Planning?
 - ✓ What changes did you notice in the students by using these strategies?
 - ✓ What were the challenges in implementing these strategies?
 - ✓ Based on the group discussion, how can you provide a solution to this challenge?
- Ask the representative of each group to give a 3-minute presentation. Later, give 2 minutes and ask them to consult other groups in order to identify how they resolved their challenges.
 - Ask the teachers to note the suggestions received from their colleagues in the self-reflection section on page ___ of their portfolio.

STEP THREE

PRACTICE OF THE TEACHERS' PROFESSIONAL ATTITUDE & THINKING (45 minutes)

Activity 5:
'Hindrances in the Teaching-Learning Process'
Case Story:
Correct use of CONNECT AND ASSESSMENT is 15 minutes



- A teacher got the chance to teach a group of Neo-Nishtha students of 8th standard in her school, and it's been a week since she began teaching them. She had just reached the class when she ran into another teacher, and he began to share his old experiences with this class. He said, "Madam, these students are from Neo-Nishtha, and to top it all, they are absolutely incompetent. What can we do now that these Nishtha and Neo-Nishtha kids sit together? Only God knows what will happen to their future. If you are able to do something, do let me know." Anjali, who was sitting right at the bench near the entrance, ended up overhearing this conversation.
- The teacher took leave of him, and entered the class to begin her lesson for the day. As usual, the teacher had come prepared for the class, and everyone read a graphic narrative of the history of Delhi and discussed it. Anjali was trying to study, but she was feeling a little strange today. When the teacher asked her a question, she could not look her in the eye like the other days. There was definitely something strange and different about today.
- The lesson got over and the teacher initiated a small activity to analyse the students' understanding. She asked all the students, "Students, name any three places in Delhi that were a part of this narrative. The students responded enthusiastically. Ramesh, one of the students, replied, "Red Fort, Humayun's Tomb and India Gate." Silencing the students, the teacher asked them not to speak, but to write their answers down. And so everyone opened their notebooks and began writing down the answers. Ramesh, despite knowing the answer, could not express himself in writing. He looked around himself, scribbled some lines in his notebook and wrote an answer by copying from others. The teacher collected all the notebooks, tick-marked the correct answers and marked the wrong ones in red. When Ramesh opened his notebook, he felt despondent upon seeing the red marks. He did give an answer, but in the noise of the classroom and in the analysis process, somewhere his response remained unnoticed.
- Ask the teachers to discuss the following questions and share them with the group:
 - Have you ever noticed the kind of conversation that Anjali overheard? If yes, then what did you feel at the moment?
 - Upon hearing this, Anjali could not look her teacher in the eye – what could be the possible reasons for that? (NOTE: If the students (or any person) feel that their own teachers do not believe in them, they feel low on self-esteem and it impacts their self-confidence. Establishing a 'connect' with students is not limited to merely knowing their names, but also means showing faith in their capabilities and working with them.)
 - In our previous LIC, we established a common understanding on analysis. Were Ramesh's capabilities estimated in accordance with that understanding? What could have been done differently so that the analysis process could help Ramesh learn better?

NOTE

Research has proved that the fulfillment of emotional needs helps make the learning process for the students coming from difficult circumstances smoother.

- In the story shared above, knowingly and unknowingly, the emotional needs of the students could not be fulfilled. What impact would it have on them?

NOTE

End the activity by saying that establishing a 'connect' with students is not limited to merely knowing their names, but also means showing recognizing their emotional needs and working on them. Further, it is crucial to continuously address the gap in the teaching-learning process. We will have to make space for this in Lesson Planning.

Activity 6: Attaching CONNECT and ASSESSMENT with students in Lesson Planning 30 minutes

First of all, show this video to the participants present in the meeting:

https://www.youtube.com/watch?v=gTPXDe7voWU&list=PLUJIVZ89nnNIDn_dPlumO11ccadpvSUUHL

Now, ask the teachers to have a discussion on the following points:

- The speaker in the video says, "With regards to an activity, it is important that it is set at the appropriate difficulty level for the class." What do we understand from this statement?

NOTE

Tell the teachers that this means that we will have to engage in Lesson Planning keeping the present status of the students in mind. The difficulty level has to be such that it corresponds to their present status, is slightly above it and also gives them a sense of achievement.

In our classes, the students have different levels of understanding. It is also crucial that the students get personal attention in order to meet their learning and emotional needs. Through the medium of Lesson Planning, how did the teacher ensure that this goal is met?

NOTE

I highlight how the teacher engaged students in a challenging activity while also spending personal time with other students. Here, she fulfilled the educational need to read English, and she also praised the students for their efforts. Can such an activity be helpful in managing a big classroom as a part of Lesson Planning?

- How would the students have felt upon receiving personal attention from the teacher? Can this become a part of our Lesson Planning?

NOTE

In order to fulfill the emotional needs of the students, personal attention can prove to be effective. You may talk to them about the condition of their home, the behaviour of their parents at home, their lifestyle, their dreams, fears, ambitions, their hobbies etc. This will help you make the students a friend, and you may thus create a foundation for their holistic development.



- Divide the teachers in the groups of 3-4 and ask them to refer to page _____ of their portfolio.
- Ask them how they can attach context and analysis to the present theme of 'Lesson Planning'. Ask every group to refer to the strategies mentioned in the portfolio, discuss each strategy and share it with others.
- Ask them to choose a lesson from their textbook and engage in lesson planning using the framework of Lesson Planning. Ask them to find ways to build a stronger connect with students, and also attach ways to practice analysis better.

STEP FOUR

CREATING AN ACTION PLAN (10 minutes)

Introduction to the Session

Now that we understand the theme 'Lesson Planning' better, let's create an action plan to utilize the strategies around it.

- Lay emphasis on the fact that teachers will have to work like a team in order to encourage mutual cooperation. Tell them that they are the best resource for each other in the school. By working together on a challenge, they can help each other improve, can get motivated, and can also share this idea with other teachers.
- Encourage the teachers to include the process of Lesson Planning in their everyday routine. It is not meant to be practiced only on one day, and discontinued later. It is to be rather utilized, amended, redesigned according to the classroom, and made a part of the routine classroom activity. It is only then that we will be able to notice changes in our class or in our students.
- Identify the changes they expect as a result of the regular practice of Lesson Planning.
- Ask the participants to fill the action plan on page number ____ of the portfolio.
- In this session we will invite each other to our class in order to grow professionally and to make our classes better, and we also expect this group to contribute in supporting classroom development. Keeping this aim in mind, divide the ART members in groups of 2 where they can attend each other's classes. It is also important for you to make your classes accessible for others too.
- Give the teachers 10 minutes to fill their portfolios.



- Ask the teachers to clearly articulate their plan and timelines to implement the strategy.
- Reflect using the points mentioned in the self-reflection sheet.
- Tell the teachers that they will present the stories of their strategy in the next meeting.
- Give brief detail about the evaluation meeting:
 - ✓ Evaluation helps us become better professional teachers. In other words, it is a crucial part of the development of a teacher and it should be made a part of everyday activities.
 - ✓ Evaluation is a process that helps us to reflect and analyse our actions, to gather the evidence of the positive and negative changes our activities brought about, and most importantly, it allows us to create the best way forward.
 - ✓ In the next meeting, teachers will get a chance to work with their fellow ART members and also gain feedback from them. Ask the groups to refer to the instructions mentioned in Activity 6 in their portfolio. Ask them to come prepared with a presentation for the next ART meeting.
 - ✓ Head master, mentor teacher and district-level officials should also be encouraged to participate in the presentations.
 - ✓ Remind the ART officials that we tried to connect with our students in our last cycle. We will continue it this time as well along with the classroom practices based on the existing theme.
 - ✓ Since the next meeting is the last meeting of this LIC, so being a TDC you should try to appreciate the ART members for their efforts in this LIC. You may prepare in advance for the same.
 - ✓ Conclude the meeting on a high energy note. End it with some song, inspirational anecdote or an energizer.

Suggested Strategies for the Monthly ART Meeting 2

Trying personal attention to the development of the students

In our classes, every student progresses in his/ her own pace. While taking the class, we will have to pay special attention to the fact that we have to make ourselves available to the students on the basis of their needs. While engaging in Lesson Planning, you have to keep in mind that you have to spare some time to devote to personal attention to your students. It is not necessary that you will be available for all the students in a personal capacity, but it is important that you set a specific time-frame (1 week- 15 days) to pay personal attention to all the students of the class. For this purpose, you may set aside personal time to pay attention to 4-5 students everyday.

Understanding life surroundings and family of the students better

We have just begun the new session and right now we might be getting acquainted and familiarizing ourselves with the new students. This is why it is so important to know our students better. You may organize a small survey with the students where the attempt should be to get to know them better on a personal level. You may ask them about their family, their village, their favourite fruit, their favourite game, their dream, their best friend, their most interesting activity, the profession of their parents, their academic qualifications, their monthly pay, number of siblings etc. Collate these surveys and use them as a base to talk to students everyday on topics outside the realm of the educational curriculum. This will make the students feel that you are genuinely interested in their lives, their interests and their aspirations. Further, it helps us understand the motivation behind their behaviour, and helps us to cultivate empathy for them. And sometimes it also helps us in challenging our belief systems.

Student Profile

In any class we will have to continuously create opportunities for understanding the gap and the difference between teaching-learning in order to plan better for our next class. Student profiles can be particularly useful on this front. In good Lesson Planning, analysis plays a critical role, but it is also important that this analysis allows you to view the progress of every student in the class and helps you to bring about necessary changes in your teaching process. A proposed outline of the same has been given below, and you may change this as per your requirement.

Name of the teacher: _____

Class: _____

Topic: _____

Name of the student	Date	Name of the chapter	Those parts of the chapter or the skills the student understood or displayed better	Those parts of the chapter or the skills where the student needs more efforts	Activity for those efforts
Nishant	23-05-18	Environment	Difference between living and non-living; working together in team	Hesitation in expressing his thoughts and opinion	Listening to his thoughts in the next class by devoting personal attention to him

Updated Lesson Plan (Including 'Connect' and 'Assessment' in the plan) (पाठ नियोजन)

Date:	Class:
Subject:	Lesson Name:
Objective of today's lesson (आज के पाठ का उद्देश्य)	
Opening routine (प्रारंभिक गतिविधि)	
Pointers to design Opening routine (प्रारंभिक गतिविधि के लिए कुछ बिंदु)	Yes/No
Does the activity excite or build anticipation among children about the upcoming chapter? क्या ये गतिविधि बच्चों में आने वाले पाठ को लेकर रुचि उत्पन्न या कौतूहल पैदा करती है ?	
Does the activity make students think about what is about to come next? क्या यह गतिविधि आने वाले पाठ को लेकर बच्चों को सोचने पर मजबूर करती है ?	
Is it an activity which is a regular activity and can make students attentive or think about upcoming lesson? क्या यह कोई ऐसी नियमित गतिविधि है जो कक्षा की शुरुआत में बच्चों को आने वाले पाठ के लिए तैयार कर सके या सोचने पर मजबूर कर सके ?	

Main Activity focused to fulfill the objective (उद्देश्य पूर्ण करने के लिए मुख्य गतिविधि)



Pointers to design Main activity (मुख्य गतिविधि के लिए कुछ बिंदु)	Yes/No
Does the activity make students participate more than the teacher? (One of the thumb rule to see it is who is getting to speak more - teacher or student) क्या यह गतिविधि बच्चों को अधिक भागीदारी का मौका देती है? (इसके लिए यह देखना जो सफल है कि गतिविधि के दौरान कौन ज्यादा बोलने का मौका मिल रहा है?— शिक्षक/शिक्षिका या बच्चे)	
Does this activity take into account the kind of challenges student face in this specific lesson? क्या यह गतिविधि इस पाठ में उन चुनौतियों का ध्यान रखती है जिन्हें सामान्य बच्चों द्वारा किया जाता है?	
Does the activity allow the different modes of learning - By doing, By seeing, By listening, By speaking, by reading and by writing? क्या गतिविधि कक्षा में जरूरी अलग प्रकार से सीखने का मौका देती है— कर के सीखना देखकर सीखना सुनकर सीखना बोल कर सीखना पढ़कर सीखना और लिख कर सीखना?	
Does the activity give student(s) an opportunity to ask questions? क्या यह गतिविधि बच्चों को सवाल पूछने का मौका देती है?	
Does the activity give students an opportunity to discuss in pairs or in groups? क्या यह गतिविधि बच्चों को जोड़े और समूह में चर्चा करने का मौका देती है?	
Does the activity leave students with excitement and curiosity? क्या यह गतिविधि बच्चों को रोमांचित और उत्कृष्ट होने का मौका देती है?	
Does the activity give students a chance to explore, contradict and form their own conclusions? क्या यह गतिविधि बच्चों को खोजने एक दूसरे के विचार में भिन्नता प्रकट करने और उन्हें अपने स्वयं के निष्कर्ष निकालने का मौका देती है?	
Does this activity give students a chance to reflect on their work to learn from their mistakes? क्या यह गतिविधि बच्चों को अपने काम पर विचार कर अपनी गलतियों से सीखने का मौका देती है?	
Does this activity gives incorporate, giving individual attention to even few students in the classroom? क्या यह गतिविधि कक्षा में कम से कम कुछ बच्चों पर व्यक्तिगत ध्यान देने का मौका देती है?	
Does this activity involve processes to assess whether the students are learning as per objectives? क्या यह गतिविधि यह आकलन करने का मौका देती है कि बच्चे उद्देश्यों के अनुसार सीख रहे हैं या नहीं?	



Closing Routine (अंतिम गतिविधि)

Pointers to design closing routine (अंतिम गतिविधि के लिए कुछ बिंदु)	Yes/No
Is it a teaser of the next day's class? क्या यह अगले दिन की कक्षा की एक छोटी सी आखड़ी है?	
Is it an assessment technique to see how did today's class go to modify for the next class accordingly? क्या यह कोई आकलन तकनीक है, जिससे पता चले कि आज की कक्षा कैसे ली गई और अगली कक्षा में क्या बदलाव लाए जा सकते हैं?	
Note: If you have got 'Yes' as an answer less than 66% (less than 10), you should relook at your activity and modify it accordingly. यदि आपकी इन में उत्तर 66 प्रतिशत से कम (10 से कम) मिले हैं तो शायद आपको अपनी गतिविधियों को दोबारा देखकर उन्हें बदलना चाहिए।	

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TDC SELF-REFLECTION

How Are You Developing?



It's time to reflect!

Why?

- To identify my strengths as a Teacher Development Coordinator and build on to that.
- To identify my areas to improvement which I could work on, so fulfil my responsibility efficiently.
- To identify pointers, I want to use for Support Call or One on One sessions with Mentor Teachers.

Dear Journal,

It has been ____ months, since I have been working with ART members. We conducted our 2nd meeting today and I am going to express some of my experiences from past two months.

GENERAL REFLECTION ABOUT THE MEETING

In today's meeting, we were covering the second step of Learning Improvement Cycle (LIC) which is _____ and further develop the understanding on the theme 'Look For Understanding and Respond'. To have a general sense of how it went, this is what happened during the session :-

- ____ teachers attended the meeting out of ____ teachers.
- ____ teachers came on time during the meeting.
- The emotion that I felt right after the meeting _____
- I felt this way because _____

CONTENT OF THE MEETING

- I think the session/activity _____ clicked very well with the teachers because I observed that Incident/observation/event (that made me believe that session went well) _____ in the session.
- I think that the content of session/activity (as _____) did not go well with teachers as per my expectations because I observed during the session that _____

MY FACILITATION DURING THE MEETING

- After the meeting I felt _____ regarding my facilitation skills.
- Our training institutes specifically focussed on _____ related to facilitation skills.
- If I think out of the above-mentioned skills, I did really well in using _____ during the session, I can say this confidently because I observed (examples, teachers' responses or observations from session that makes me believe that session went well) _____

- On carefully reflecting, I remember what could have been better while conducting the session was (Challenge I faced in facilitation skills) _____

- Before the next time I conduct the ART meeting, (what could help me overcome the challenge) _____
_____ could help me to overcome this challenge.
- With respect to the last session, where I improved and I think I did well is _____
- _____ during the session

HIGHLIGHT OF MY SESSION (MY LIGHT BULB MOMENT)

It was a wonderful opportunity for me to lead a session with the JI ART members. There were definitely ups and down during the session but the moment that was my highlight of the session was (incident or response that gave me sense of achievement) _____

It made me feel

Date

Time

Signature

30-minute meeting for Phase 2

Goal of the Month: Reflection and improvement of classroom strategies that were implemented in the classroom and develop further understanding around 'Lesson Planning'

Goal of the Week 1
Goal of the Week 2
Goal of the Week 3
Goal of the Week 4

When you reflect upon the theme of this cycle the following points have been suggested for the 30-minute session:

1. To share the learning profile of students with the teachers of the next class (this can be particularly useful in the initial months of the academic session). Do conduct a 30-minute session based on this where the teachers of previous class can discuss the learning profile of students with the teachers of the next class. This profile may simply talk about the following:
 - Name of the student
 - Strengths of the student (subject area and skill both)
 - The areas where the student needs assistance (subject area and skill both)
 - The condition of home and the interest of parents in the student's education
2. To share the Lesson Planning strategies learnt during the workshop with other teachers and to encourage them to implement that in their classroom.
3. To share Classroom Practice Development Framework with other teachers and to encourage them to take feedback from other teachers.
4. To discuss the efforts by the ART members in the classroom on Lesson Planning and to use this with other teachers.
5. To facilitate Lesson Planning activity in the 30-minute session so that teachers of the same topic can sit together and decide common solutions based on the topic.
6. Discuss how to establish a better connection with students. This will include discussions on how to spend personal time with students apart from studies, staying in regular touch with their parents/ guardians, and how to appreciate students for their efforts.
7. Classroom-specific discussion: Good practices, challenges, improvement in the performance of students or improvement in a specific student will be discussed. You will discuss which kind of ideas are working effectively in the class and which ones are not.



You are requested to find similar videos, readings etc. that are related to the theme of this cycle, and share them with your colleagues over a WhatsApp group. You may try to share these with everyone from time to time.

NOTES FOR THE DAILY 30-MINUTE SESSION

Activities during the Session (number of participants and group setting, discussion, main points, highlights of the day, preparation for the next session etc.)

Work-related agreement received from the session

One-on-one session for the Phase 2

Goal of the Month: Reflection and improvement of classroom strategies that were implemented in the classroom and develop further understanding around 'Lesson Planning'

Name of the teacher	Number of one-on-one sessions	Main ideas and reflections discussed during the session

Subsequent reflection during the one-on-one sessions with the teachers

Third Phase (September): To share and evaluate the classroom strategies and efforts in the classrooms



Monthly ART Meeting 3

Complete Objectives of the Meeting

- Sharing the Lesson Planning strategies implemented in the classroom in the form of a presentation with everyone
- Reflecting on Growth Mindset and practicing it
- Creating opportunities to think how teachers can use the presentations of other groups to improve the Lesson Planning strategies

When should you organize Monthly ART Meeting 3?

This meeting should be organized before the second week of September 2018.

Simple Facilitation Guide

STEPS	TIME	AREAS OF DISCUSSION	TDC NOTES
STEP 1: Welcome and Introduction to the Programme	10 minutes	• Welcoming the teachers to the second ART Meeting • Objectives of the third ART Meeting • Community Agreement • Energizer: Magical Claps	
STEP 2: To share learning, provide support and feedback	30 minutes	• Group presentation	
STEP 3: Practice of the teachers' Professional Behaviour and Growth Mindset	20 minutes	• Practising Growth Mindset; Talking to partner	
STEP 4: Create the Action Plan	20 minutes	• Using feedback to improve strategy • Thanking the headmaster/ headmistress	
STEP 5: Closing and Next Steps	10 minutes	• Summary of Lesson Planning • Ending the meeting on an energized note	

Detailed Instructions

STEP ONE	WELCOME AND INTRODUCTION TO THE PROGRAMME (10 minutes)
Welcome	 • Welcome the teachers to the third meeting of Learning Improvement Cycle on the theme 'Lesson Planning' • Thank the teachers for attending the session, particularly those who came on time
Objectives of the Meeting 	• Sharing the Lesson Planning strategies implemented in the classroom in the form of a presentation with everyone • Reflecting on Growth Mindset and practicing it • Creating opportunities to think how teachers can use the presentations of other groups to improve the Lesson Planning strategies
Community Agreement 	• As soon as the teachers enter the classroom, ask them to write their names on the tracker and hold their portfolio in their hands • Remind the teachers about community agreement. Display the following points on a flip chart: NOTE Remember that community agreement is used by the consent of the group for the smooth functioning of the group. You may change this as per the convenience of your group. • Everyone has a perspective. Respect all perspectives and allow everyone to express their thoughts. • Try to build progressive thinking! Try to do new things and view mistakes as opportunities. This will help you in innovating. • Listen carefully. • Participate actively. If possible, try not to use the cellphone. • Present your views and reflect on them. NOTE Write these points on a chart paper before you begin the meeting. This will save time. Ask the teachers to read it, and if the need so be, it can also be changed by adding or deleting some points. The main objective of community agreement is to ensure smooth functioning of the meeting. This is decided collectively by the group and the responsibility of the facilitator is to ensure that the group and the session are focused on the core aim. You may change these on the basis of the difficulties faced in your session, and if the need so be, you may also highlight these in the session.
Energizer: Magical Claps 	• You may create an energizer of your own and share it with the ART members or you could use the energizer mentioned below. • Keep your one hand high up to the air, and the other down towards the ground. • Tell the group that whenever both your hands (whether going downwards or upwards) will cross each other, they will have to clap. You may do this on a slow pace with the group so as to help them understand the activity.

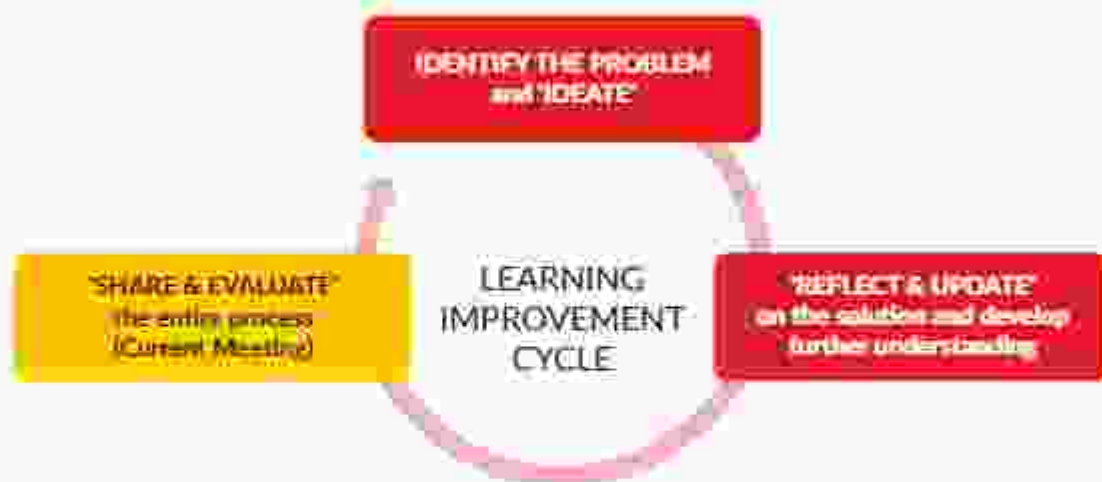
- You may further increase the pace of your hands to make it more interesting or you may also pretend to have your hands cross each other.
- Try to end this activity on an energetic note.
- Tell the group that this is our last LIC Meeting where we will celebrate the efforts made over the course of last three months, and where we will try to learn not only from each other but from our mistakes as well.
- We will try to have this meeting full of energy and to end it on an energetic note.

STEP TWO

TO SHARE LEARNING: PROVIDE SUPPORT AND FEEDBACK (30 minutes)

Conceptual Understanding of Assessment

- Remind the teachers that we are now in the third ART Meeting. This is the last stage of the Learning Improvement Cycle which is based on sharing the efforts made in the last three months and their assessment.
- Welcome the headmaster/ headmistress and mentor present in the meeting.



- Remind them that in the capacity of a school team we applied the classroom strategies of 'Lesson Planning' to our classes.
- We are now going to assess the impact of these efforts. Presentation is a chance for the teachers to reflect on their actions, and it further allows them to assess if the result of these actions was positive. They can then decide the best way forward for further success and improvement.

Group Presentation: Activity 7 or 8

- Tell the teachers that we will use the same framework for feedback as was used in the previous cycle. This includes:

Connect-Disconnect-Connect Framework

- 1 When a person is speaking, the other listens and makes notes
- 2 When the person is listening, they should focus on 'connect' or pay attention to those aspects which are in a positive state. They should also focus on 'disconnect' that is, the areas where they feel more improvement is required.
- 3 As a part of Connect-Disconnect-Connect, a person is given feedback in order to let them understand the positive aspects from the beginning to the end. This is highly encouraging for that person, and it helps them understand the positive impact areas and the improvement areas of their work.



- Remind the teachers that we are now in the third ART Meeting. This is the last stage of the Learning Improvement Cycle, which is based on sharing the efforts made in the last three months and their assessment.
- Assessment is a process that helps the teachers to reflect and analyze their actions, to gather the evidence of the positive and negative changes their activities brought about, and most importantly, it allows them to create the best way forward.
- Tell the teachers that evaluation plays a crucial role in improving their teaching practices, and helps them become better professional teachers. In other words, it is a crucial part of the development of a teacher and it should be made a part of everyday activities.
- Remind them that as a school team, we have worked together in identifying and building strategies to improve the learning atmosphere not only in our classes, but also in the school.
- We will now assess the efforts and impact of group presentation, and share our findings with everyone. Presentation allows us to reflect on our actions in this term, and it is a medium that allows us to understand whether the result of these actions was positive. This helps in planning further in order to improve the teaching processes.
- Encourage your headmaster/ headmistress, mentor teacher or a TDC from a nearby school to participate in the presentation. The objective is to motivate the ART members for the work done during this LIC.
- Based on the classroom strategy, make groups of 3-4 teachers. Ask them to prepare a presentation in the next 10 minutes. They can refer to page number ___ of their portfolio for main points.
- In this manner the group highlights their efforts, and informs everyone about the changes that these efforts brought about. They also tell the group about the challenges faced in the class/ school during the implementation of strategies.
- Each group will be given 5 minutes for the presentation.
- When one group is presenting, other teachers will observe and record their reactions in CDC format. (On page number ___ of the portfolio)
- After each presentation, the other group will get 2 minutes which they will use to provide feedback and reactions.



FACILITATOR TIPS

When a teacher is giving feedback to another teacher, you may write the few main points on a chart paper. In order to give other teams a feedback, the Connect-Disconnect-Connect format could be used.

STEP THREE

PRACTICE OF THE TEACHERS' PROFESSIONAL ATTITUDE & THINKING (20 min)

Activity 9: Practicing Growth Mindset: Discussion with a Partner



- Ask the teachers to be divided in the groups of two.
- Tell them that we have been practicing Growth Mindset since the last two LICs, and that this is a continuous process.
- Request any teacher to remind the group of the activities where Growth Mindset was discussed in the last two LICs.
- Once you receive the answer, explain briefly that it has been discussed in two places: (1) The story of Nivedita and Santosh in LIC 1 where we understood: (a) It is possible to learn anything with continuous efforts. (b) We should have effort-specific instead of people-specific discussions in our language. (2) As a part of 'My Favourite/ No Mistake' activity in LIC 2 we observed how a teacher views mistakes as opportunities to learn, and how she tries to break the negative stereotypes around the word 'mistake' in her class.

	- For the next 10 minutes, ask the group to silently observe the following points from their portfolio (page number ____): - Where did I individually use growth mindset/ progressive thinking? (This use could be a part of your individual practice: other teachers or the students of your class.) - When they have finished writing, ask them to share it with their partner. - Give 5 minutes each to both the partners to think about their writings.
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STEP FOUR	
CREATE THE ACTION PLAN (20 minutes)	
Including each other's feedback	Create a plan which will help you understand how different groups can learn from the presentation of other teams and create a Lesson Planning strategy of their own. - Ask the teachers to create a group of their own. - Ask them to reflect on the reactions and responses received from the other teams, and include the same in the ART Monthly Meeting 2 self-reflection column on page number ____. - After this, ask them to create a special action plan for Monthly ART Meeting 3.
Thanking the headmaster/ headmistress	- The head of schools should also be present for the meeting. Encourage them to attend the ART Meeting. Ask them to share a creative feedback on the meeting. - Ask the school head and mentor teacher to appreciate the efforts of the teachers in this LIC. - Remind the group to inform their head of the main learnings of ART Meeting, and also to share the examples of special strategies of Lesson Planning.

STEP FIVE	
CLOSING AND NEXT STEPS (10 minutes)	
	- Thank the teachers for implementing various strategies from several Learning Improvement Cycles. - Ask the teachers to clearly articulate their plans and timelines on the basis of their portfolio. - In this session we will invite each other to our class in order to grow professionally and to make our classes better, and we also expect this group to contribute in supporting classroom development. Keeping this aim in mind, divide the ART members in groups of 2 where they can attend each other's classes. It is also important for you to make your classes accessible for others too. - End the meeting with a song, success story or energizer. Tell them that they have created a good relationship with the students using several strategies in the previous LIC and that they have also attempted to analyse their understanding. Remind them how this will shape and improve teaching and learning processes in the coming days.

TDC SELF-REFLECTION

How Are You Developing?



It's time to reflect!

Why?

To identify my strengths as an Teacher Development Coordinator and build on to that.

- To identify my areas to improvement which I could work on to fulfil my responsibility efficiently.
- To identify pointers I want to use for Support Calls/One on One Visit with Mentor Teachers.

Dear Journal,

It has been almost three months now, since I have been facilitating the ART meetings. We conducted our 3rd meeting today and I am going to express some of my experiences from past 3 months

GENERAL REFLECTION ABOUT THE MEETING

In today's meeting, we were covering the third step of Learning Improvement Cycle (LIC) which is _____ and further develop the understanding on the theme 'Look for Understanding and Respond'. To have a general sense of how it went, this is what happened during the session:

• _____ teachers attended the meeting out of _____ teachers

• _____ teachers came on time during the meeting

• The emotion that I felt right after the meeting: _____

• I felt this way because _____

CONTENT OF THE MEETING

• I think the session/activity _____ clicked very well with the teachers because I observed that (incident/observation/event that made me believe that session went well)

_____ in the session

• I think that the content of session/activity (as _____) did not go well with teachers as per my expectations because I observed during the session that _____

MY FACILITATION DURING THE MEETING

- After the meeting, I felt _____ regarding my facilitation skills.
- Our training institutes specifically focussed on _____ related to facilitation skills.
- If I think out of the above mentioned skills, I did really well in using _____ during the session, I can say this confidently because I observed (examples, teachers' responses or observations from session that makes me believe that session went well) _____

- On carefully reflecting, I remember what could have been better while conducting the session was (Challenge I faced in facilitation skills) _____

- Before the next time I conduct the ART meeting, (what could help me overcome the challenge) _____
_____ could help me to overcome this challenge.
- With respect to the last session, where I improved and I think I did well is _____
- _____ during the session

HIGHLIGHT OF MY SESSION (MY LIGHT BULB MOMENT)

It was a wonderful opportunity for me to lead a session with the potential ART members. There were definitely ups and down during the session but the moment that was my highlight of the session was (incident or response that gave me sense of achievement) _____

It made me feel

Date

Time

Signature

30-minute meeting for Phase 3

Goal of the Month: Sharing and Evaluation of the classroom strategies implemented across the school system.

Goal of the Week 1
Goal of the Week 2
Goal of the Week 3
Goal of the Week 4

When you reflect upon the theme of this cycle the following points have been suggested for the 30-minute session:

1. To share the learning profile of students with the teachers of the next class (this can be particularly useful in the initial months of the academic session). Do conduct a 30-minute session based on this where the teachers of previous class can discuss the learning profile of students with the teachers of the next class. This profile may simply talk about the following :
 - Name of the student
 - Strengths of the student (subject area and skill both)
 - The areas where the student needs assistance (subject area and skill both)
 - The condition of home and the interest of parents in the student's education
2. To share the Lesson Planning strategies learnt during the workshop with other teachers and to encourage them to implement that in their classroom.
3. To share Classroom Practice Development Framework with other teachers and to encourage them to take feedback from other teachers.
4. To discuss the efforts by the ART members in the classroom on Lesson Planning and to use this with other teachers.
5. To facilitate Lesson Planning activity in the 30-minute session so that teachers of the same topic can sit together and decide common solutions based on the topic.
6. Discuss how to establish a better connection with students. This will include discussions on how to spend personal time with students apart from studies; staying in regular touch with their parents/ guardians, and how to appreciate students for their efforts.
7. Classroom-specific discussion: Good practices, challenges, improvement in the performance of students or improvement in a specific student will be discussed. You will discuss which kind of ideas are working effectively in the class and which ones are not.



NOTE

You are requested to find similar videos, readings etc. that are related to the theme of this cycle, and share them with your colleagues over a WhatsApp group. You may try to share these with everyone from time to time.

NOTES FOR THE DAILY 30-MINUTE SESSION

Actions during the session (number of participants and group setting, discussion, main points, highlights of the day, presenter for the next session etc.)

Work-related agreement received from the session

YEAR 1 LIC-2 ART MEETING PARTICIPATION SHEET

School code:	ART meeting 1 week/month	
	ART meeting 2 week/month	
	ART meeting 3 week/month	
DDE & Zone:		
Teacher Development Coordinator's Name:	MT Name:	

SR	ART Member Name	Reflection with Teacher (Done/Not Done)	ART MEETING 1	ART MEETING 2	ART MEETING 3	Reason to drop
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

If any teacher dropped from the term then please mark the following code in front of that teacher based on reason.

Transfer-1 Personal Reasons-2 Not interested-3 Other-4

Teacher Development Coordinator Signature: _____ School Principal Signature: _____

अनुलग्नक



इस खंड में

- Classroom Practice Development Framework
- कक्षा कक्षा प्रथा विकास रूपरेखा

Classroom Practice Development Framework

NOTE: This activity is purely for the purpose of development of classroom practices and will not be reported anywhere.

Name of teacher seeking development feedback:	Date:
Name of peer providing development feedback:	
Grade being taught:	Subject being taught:

Observation focus for the term: **Lesson Planning**

The table below shows all the practices introduced this term. Tick/write the ones which teacher wants you to observe in this lesson.

NOTE: Since the UC focuses on Lesson Planning, please ask the teacher to share the Lesson Plan before hand. Look at the Lesson Plan before you start observing.

	Activities suggested in the portfolio or created by the teacher	Yes/No
Introduced in ART Meeting 1		
Opening Routine	Thought of the day	
	Start with Reading	
	Teacher's Choice	
	Teacher's Choice	
Main activity	Teacher's Choice	
Closing Routine	Anonymous Assessment	
	Teaser for Next Lesson	
	Teacher's Choice	
	Teacher's Choice	
Introduced in ART Meeting 2		
Opening Routine	Thought of the day	
	Start with Reading	
	Teacher's Choice	
	Teacher's Choice	

	Activities suggested in the portfolio or created by the teacher	Yes/No
Main activity	Teacher's Choice	
	Individual Attention to children's progress during activity	
	Use of student profile	
Closing Routine	Anonymous Assessment	
	Teaser for Next Lesson	
	Teacher's Choice	
	Teacher's Choice	

Are the proposed routines new to the teacher? _____

Were the pre-agreed routines observed in the lesson (Y/N)? _____

Use the space below to describe the teacher behaviours you observe while they are demonstrating their chosen practice. What do you see the teacher do? Be as specific as possible. For eg: - a) Teacher was making eye contact with everyone. b) S/he was ensuring everyone's participation in the class. c) S/he was roaming in the classroom to assess everyone's work. d) S/he was calling everyone by name. e) S/he was smiling and talking politely while interacting with students.	Use the space below to describe the student behaviour you observe during the teachers chosen practice. What do you see the children do? Be as specific as possible. For eg: - a) Some children who were quiet in the beginning, started participating after sometime. b) A child stopped participating when the teacher did not ask him the answer, even after raising hand multiple times. c) Most of the children were excited to ask questions in the classroom. d) Most of the students were happy and enthusiastic.

Use the space below to write down your comments about the teacher's delivery of the chosen practice as well as questions you have for the teacher.

General Comments	Questions to clarify

Feedback Discussion

Introduction Share something you liked in general about the lesson (e.g. 'I loved how enthusiastic the students were, particularly student X always raising his hand!') and ask the teacher how they think the lesson went.	Notes		
Specifics Share with the teacher what you saw them do that was really good in relation to the specific practice in focus. The focus of this observation was on how to use effective 'Lesson Planning' in the classroom. It was great to see you trying out [specific technique tried] and I noticed in the lesson how you [state concrete positive actions teacher took]. Ask the teacher: What made you successful? How did it feel?			
Probe: What is the goal of [technique used]? Do you think the goal was achieved? Why/why not?			
Identify improvement areas: First ask the teacher what did s/he think are areas of improvement with respect to the specific technique that s/he asked to observe? Share with teacher areas where you saw that they could have improved (remember to use your notes from the lesson to give very specific examples). Depersonalise the language to emphasise your feedback is grounded in evidence	Teacher's self-reflection	Observer's feedback	Agreed points

rather than personal opinion. After consulting with the teacher, write the agreed point in the third column	
Role play with the teacher on the agreed area of improvement Guiding statement (Please can we try out the technique now and see how it works?)	
Action plan Ask the teacher to share with you the specific lesson(s) in which they will practice the improved version of [the technique]	

Follow-up observation		
Date of follow-up	Did the teacher implement the feedback? (Y/N)	Notes



नीचे दी गई घटनाएँ हठ रूप से शुद्ध थीं गईं सत्तों जगती को चरती है। इन सब सत्तों का निशान लगाए किताब
जबलोकन इस आध्याय के दौरान किया गया।

नोट: छात्रों को यह बताना चाहिए कि यदि निर्धारित वक़्त अंतर्गत वे कक्षा शिक्षक शिक्षिकाओं को दुरा व्यवहार की बातें अवगत कराएंगे तो उन्हें भी और अवसरों से वंचित करने वाले प्राध्यापक बन जाएंगे।

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चिह्न/चिह्नित के साथ साक्ष्य वाली प्रतिलिपि का प्रयोग करें भूमिदाता/वक्ता (यदि हम इस संकेत/चिह्न का उपयोग कर सकते हैं और ऐसा साबित है कि यह सही जानकारी है।)	
सर्वेक्षण प्रमाणित है कि यह जानकारी सही है और इसे सही ढंग से प्रमाणित किया जा रहा है।	

सर्वेक्षण के संकेत/चिह्न का प्रयोग करें		
सर्वेक्षण के संकेत/चिह्न का प्रयोग करें	सर्वेक्षण के संकेत/चिह्न का प्रयोग करें	सर्वेक्षण

Do's and Don'ts of facilitating Classroom Practice Development:

- 1) Set up the time with the respective teacher prior hand to observe/invite to observe the classroom. Discuss the suitable day/time with her/him
- 2) Reach to the respective class on designated time.
- 3) Without disturbing the class, take a seat (preferably at the back of class)
- 4) Sit silently and just observe the classroom and teaching. Don't interrupt in between at all.
- 5) Keep noting the points in the given format simultaneously, as you observe the classroom.
- 6) Spend time for the full lesson (at least 25-30 minutes)
- 7) Once you are done with the observations and have noted the feedback, leave the classroom without disturbing (from the back door if possible).
- 8) For providing the feedback find a safe space where teacher can talk freely and openly about the feedback
- 9) Be polite and suggestive (rather than prescriptive) during the feedback.
- 10) Actively listen what the teacher has to say
- 11) Once you do the classroom observations, click a picture of the observed sheet before handing it to the concerned teacher and share it with your TDC. It is to improve the skill of classroom observation as well.

