



# LIC 14

## CREATING A

## COLLABORATIVE LEARNING

## ENVIRONMENT

Mentor Teacher Handbook  
November 2023

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## ABOUT THE TDC PROGRAMME

The **Teacher Development Coordinator (TDC) programme**, introduced in **2017** by the State Council of Educational Research and Training (SCERT), is an extension of the flagship Mentor Teacher Program. The program aims to establish a collaborative network of teachers in all Directorate of Education (DoE) schools. The primary focus is on professional development through various platforms, fostering a co-learning environment, and facilitating the journey of professional growth for all teachers.

As part of this initiative, one intrinsically motivated teacher volunteers to become a TDC and is deployed in all government schools under the DoE. The TDC plays a crucial role in providing specific academic support to teachers and encouraging peer learning and collaboration among them.

Currently, the TDC program has successfully covered all **13 districts in Delhi**, reaching **1058** schools. The District Institute of Education and Training (DIET) acts as the academic lead, providing comprehensive support to the program. 10 DIETs with 40 facilitators, including DIET Principals, DIET Lecturers, and District Coordinators, play a central role in the facilitation and operation of the program.

The TDC Program aims to achieve the following outcomes:

- 1. Engaging Students:** Ensuring every child is engaged, feels safe, loves to learn, trusts and values teachers, and thinks critically. The program focuses on making classroom practices more engaging and supportive of student learning.
- 2. Empowering Teachers:** Encouraging teachers to love teaching and intentionally improve their classroom practices. This includes enhancing teaching methods to be more engaging and effective for student understanding.
- 3. Supporting Officials:** Prioritising the support of teachers among local and ministry officials, using data and insights to continually improve teacher motivation through peer learning.

### THE CHANGE WE HAVE SEEN:<sup>1</sup>

By 2022, in 100% of district review meetings, about half or most of all district officials and mentor teachers exhibited behaviours indicating they create safe learning environments and cultures of improvement. They have successfully role-modelled these behaviours at the school level.

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<sup>1</sup> Internal Data

In most activities, about half of district officials and mentor teachers felt comfortable asking 'how' and 'why' questions during activities, demonstrating curiosity and critical thinking. They engaged in peer collaboration and sought facilitator support.

In 93% of teacher network meetings, about half or more Teacher Coordinators successfully demonstrated behaviours indicating they create safe learning environments and cultures of improvement for teachers.

As of 2022 regular routines are developed for feedback post all facilitation activities and classroom observations. The Quality of feedback to teachers has also improved.

Creating communities of practice through teacher network meetings at the school level has significantly and positively impacted teacher's approach to classroom engagement and overall school involvement. Peer collaboration takes place in 85% of these meetings, a practice that has been role-modelled by mentor teachers and teacher coordinators.

73% of teachers indicated they frequently adapted their teaching style and classroom environment to students' needs and challenges. Teachers said they used lesson plans frequently and focused on teaching through practice and demonstration over rote-learning.

**To foster the culture of collaboration and learning from each other, please keep sharing updates and key insights from your meetings on the social media platform. It could be a reflection, any shared best practice, an appreciation for colleagues etc. The possibilities are endless!**

**It is important to share your work beyond your immediate network and inspire others!**



## LIC 14: CREATING A COLLABORATIVE LEARNING ENVIRONMENT

Welcome to Learning Improvement Cycle 14. Congratulations on a successful LIC-13 run! In LIC 14, we will be focusing on the skill of peer learning in this theme. Although this may not be a very new skill area for teachers, as we have discussed collegial collaboration during the COVID-19 pandemic, Additionally, we examined peer assessments and student discussions in LIC 2 and LIC 6 respectively. We will attempt to revisit and delve deeper into the idea of peer learning in this theme by using some thought-provoking ideas and techniques in our work and classroom. This will help teachers maximise the benefits of a collaborative learning environment and enhance engagement in their classrooms and meetings.

At the end of this LIC, you will be able to:

Support teachers in fostering productive peer relationships among students and colleagues  
Get an overview of the ART meetings and Co-ART meetings of the LIC-14 run.

### CREATING A CULTURE OF PEER LEARNING IN THE CLASSROOM

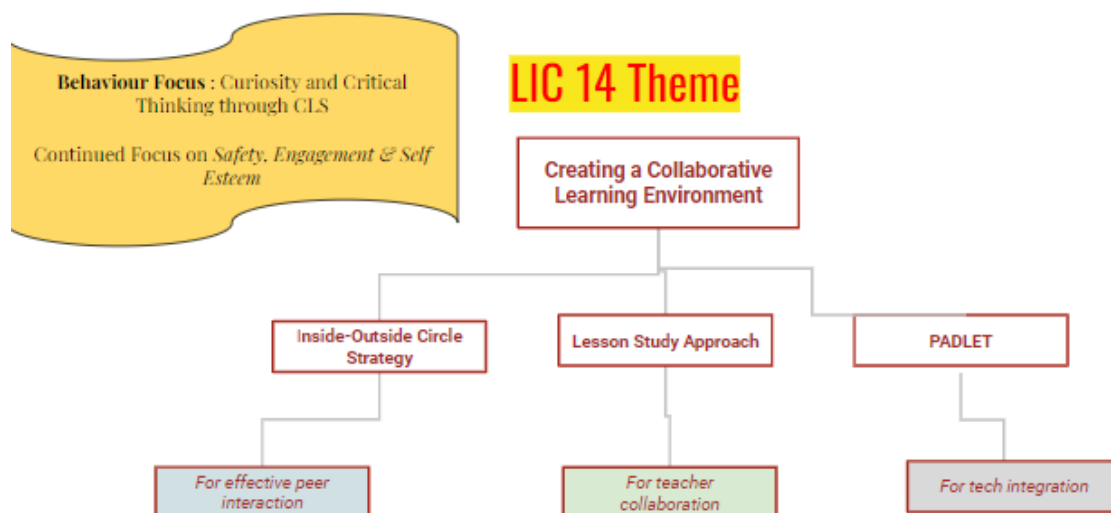
We are emphasising effective peer interactions and improving peer learning in this LIC. To promote a peer-learning culture in the classroom, group and pair project development might not be sufficient on its own. When preparing for productive peer interactions in the classroom, your TDCs and teachers can consider the following guidelines.

- Plan your lessons and activities with peer learning in mind.
- Set up your classroom to facilitate peer learning by providing nonjudgmental, open-ended feedback, seating arrangements, group agreements for cooperating with peers, rubrics for any peer assessments, etc.,
- Create varied and diverse groups to ensure that peer-learning activities benefit everyone.
- Examine how the classroom's peer-learning activities are proceeding and think about how you can support and aid the process moving forward.
- Assisting students in cooperating and negotiating during peer learning and handling conflict in groups (Centre for Teaching and Learning, 2021).<sup>2</sup>

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<https://www.iimb.ac.in/sites/default/files/inline-files/Peer-Learning-Designing-Better-Learning-Environments.pdf>



## ACTION PLAN

How will I support teachers to create a culture of peer learning in their classrooms?	How can you foster a collaborative culture amongst teachers?

In the next section, we will look at the flow and content of the ART meeting. Talk about the ART meeting structure during the CLS with your TDCs, and how they can modify it and contextualize the sequence, timing, and structure according to their school's needs.

## ART MEETING STRUCTURE

### ART/Co-ART MEETING 1

ART/Co-ART meeting steps	Details



<p>Inspire (15 minutes)</p>	<p><b>1. Welcome and Agenda Sharing (2 minutes)</b></p> <p>Welcome, ART members/Co-ART members to the group. And share the larger theme and the content we will be covering in this ART meeting</p> <ul style="list-style-type: none"> <li>• How effectively can group work be done in the classroom?</li> <li>• Introduce and Plan for the Inside-Outside Circle strategy</li> </ul> <p><b>2. Energiser: Welcome everyone! Let us begin with a sociometric-based activity (5-7 minutes)<sup>3</sup></b></p> <ul style="list-style-type: none"> <li>• Conduct and energiser</li> <li>• Everyone can get up and line up in ascending order according to: <i>First round:</i> Number of siblings <i>Second Round:</i> Number of states visited in India</li> <li>• Ask the members how these kinds of activities can help increase peer interaction</li> </ul> <p>How can such activities foster effective peer interaction?</p> <p>Such activities that encourage individuals to use their bodies to line up or rearrange themselves based on personal experiences or characteristics can be effective tools for increasing peer interaction by providing natural conversation starters, creating common ground, and fostering a sense of inclusivity and collaboration. They also make social interactions more enjoyable and can lead to stronger connections among participants.</p> <p><b>3. Video and Reflection (10 minutes)</b></p> <p>Before the meeting, you can play these TESS India video. It is available in both English and Hindi</p> <p><b>English Version</b>  <a href="https://www.youtube.com/watch?v=K2wivyZ86s&amp;list=PLLjfVZ89nnNI7IEZRdanOTVxzuosUW0Bp&amp;index=38">https://www.youtube.com/watch?v=K2wivyZ86s&amp;list=PLLjfVZ89nnNI7IEZRdanOTVxzuosUW0Bp&amp;index=38</a> </p> <p><b>Hindi version</b>  <a href="https://www.youtube.com/watch?v=yGo-eW07h30&amp;list=PLLjfVZ89nnNIDn_dPiumO1kamfpvSUUht&amp;index=29">https://www.youtube.com/watch?v=yGo-eW07h30&amp;list=PLLjfVZ89nnNIDn_dPiumO1kamfpvSUUht&amp;index=29</a> </p> <p>1. What advantages and disadvantages of working in a group did you observe in this video?</p>
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	<p>2. Why do you think it is important to talk about your experiences working in a group?</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 60%;"> <p><u>Tips for conducting effective group work</u></p> <ol style="list-style-type: none"> <li>1. Try to make groups with 4-6 participants.</li> <li>2. The group must select the leader before presenting the group work.</li> <li>3. Participation of each member can be ensured by assigning roles according to their interests and capability.</li> <li>4. Give clear instructions on what to do and how to do (preferably in writing if possible)</li> <li>5. Group norms to be established and followed e.g. Respect each other's opinions.</li> <li>6. Peer feedback can be practised during group work.</li> </ol> </div>
Concrete Examples (10 minutes)	<p><b>1. Inside Outside Circles Strategy <sup>4 5</sup>(10 minutes)</b></p> <p>Introduce the Inside Outside Circles Strategy (which is a Cooperative Learning Strategy). Students participate in a conceptual dialogue or discussion with their peers during this activity, which promotes effective peer interaction.</p> <p><b>Instructions for the Strategy</b></p> <ol style="list-style-type: none"> <li>A. Students stand in two concentric circles where they face each other</li> <li>B. The teacher poses a query or initiates a discussion prompt on the chosen topic.</li> <li>C. Students in the outer and inner circles pair up for discussion or find answers to the question collaboratively. For example, <i>What is the difference between fractions and rational numbers? Or What are the harmful effects of air pollution?</i></li> <li>D. Once the students have had about a minute to discuss the question, the facilitator asks the students in the inner circle to turn around in a clockwise direction. The next pair then talks about the same prompt or question.</li> </ol>

<sup>4</sup> <https://www.iimb.ac.in/sites/default/files/inline-files/CTL-Peer%20Learning-Students.pdf>

<sup>5</sup> <https://inside.ewu.edu/managementtoolbox/inside-outside-circle-2/>  
<https://www.edutoolbox.org/rasp/2076#:~:text=it%20can%20be%20used%20as,rotate%20to%20the%20next%20partner.>

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<sup>6</sup> Note: [Aavishkar](#) has been working on the idea of Ganit Charcha. You can look at their videos on [Ganit Charcha](#) to understand how effectively this has been discussed in the CLDP sessions as well.



### Individual Reflection

Let us go over some of the previous LIC strategies, such as "Do Now" and "Elaborative dice," and consider how they could be modified to support and foster productive peer relationships.

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<https://barbihoneycutt.com/blogs/barbis-blog/now-to-use-the-gallery-walk-to-engage-students-and-improve-learning>

## ART/Co-ART MEETING 2

Steps for ART/Co-ART meeting	DETAILS
Inspire (20 minutes)	<p><b>Energiser (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Create a People Map based on the location you live in in Delhi.<sup>8</sup></li> <li>• The centre point/point of reference will be the location where this meeting is being conducted.</li> </ul> <p>People will now stand and arrange themselves: East, west, North, or South based on the location they live in.</p> <p><b>Agenda (10 minutes)</b></p> <ol style="list-style-type: none"> <li>1. <u>Agenda</u> <ul style="list-style-type: none"> <li>• Importance of Teacher Collaboration</li> <li>• Introduce and Plan for Lesson Study</li> </ul> </li> <li>2. <u>Strategy Implementation Reflection</u></li> </ol> <p>Describe a few benefits and challenges of the inside-outside circle strategy.</p>
Concrete Examples (20 minutes)	<p><b>Importance of Teacher Collaboration: Whole Group Discussion (10 minutes)</b></p> <p>Think back to an occasion when you collaborated with your coworkers to complete an audit, an annual celebration, or a school inspection and achieved outstanding outcomes. Now turn your attention to working with your colleagues to plan lessons collaboratively and talk about how this can support students' learning.</p> <p><b>Lesson Study Explanation (10 minutes)</b></p> <p><u>Summarise with the following idea about Lesson Study, post the discussion</u></p> <p>Lesson Study is a collaborative model for teacher learning and development.</p>

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<https://my-isr.yolasite.com/resources/Get%20to%20Know%20You%20-%20Sociometric%20Questions.pdf>

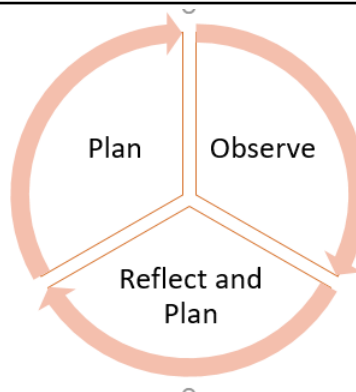


Figure 1. Lesson Study. Adapted from "What is Lesson Study?" by Teacher Development Trust,  
<https://tdtrust.org/what-is-lesson-study/>. Copyright Teacher Development Trust CIO 2023

1. Through lesson study, teachers leverage the power of teacher collaboration to *collectively plan, observe, and reflect* in order to strengthen instructional practice and student learning
2. A lesson study group of 4-6 teachers needs to be formulated for your subject area, or common interest area.
3. The Lesson Study Cycle consists of the following steps<sup>9</sup>
  - a. **Plan:** The lesson study group plans a lesson/topic collectively
  - b. **Observe:** A member of the group or members of the group may then implement the group plan in the classroom. The other members of the lesson study group observe these sessions.
  - c. **Reflect and Plan:** Group reflections on how the lesson went, what went well, and areas of improvement. Based on the reflection the lesson study group makes amends to the plan.

**Teachers can collaborate to plan lessons for lesson study around a theme, subject, or any topic that interests them.**

Contextualise  
(10 minutes)

Please share this video before the meeting

<https://www.youtube.com/watch?v=JMiRIRro86E>

#### Discussion

- How would you make collaborative lesson study exercise more relevant and implementable in our context?

<sup>9</sup> <https://tdtrust.org/what-is-lesson-study/>



	<ul style="list-style-type: none"> <li>What possible challenges could occur in implementing these collaborative lesson study sessions?</li> </ul> <p><b>Note: While designing lesson plans during Lesson Study exercise, you can use the format of lesson planning introduced in LIC 3</b></p> <p><b>Opening - 5 min</b></p> <p><b>Main activity - 25-30 min</b></p> <p><b>Closing - 5 min</b></p>
<p>Practice &amp; Feedback (20 minutes)</p>	<p>Split the participants into two or three groups and ask them to brainstorm, provide ideas, and develop an action plan for using Lesson Study in their particular context.</p> <div data-bbox="660 913 1433 1594"> <p><u>Suggestive Reflective Questions during action planning</u></p> <ol style="list-style-type: none"> <li>1. Can a group of subject experts divide and work together for planning and assessing during the collaborative lesson study strategy in order to enhance the probability of enriching student learning outcomes?</li> <li>2. How can this encourage teachers to take ownership of the subject as a whole irrespective of the class wise results. <i>(Working upon the best teaching strategy for particular topics, teaching aids, effective assessment techniques etc.)</i></li> </ol> </div>

Adapt  
(10 minutes)

Next, individually make a plan on how the members will take the discussion to their Co-ART meetings and how Co-ART members can make lesson study groups.

Meeting	Topic/Content	Description of Activities	Action plan
Co-ART meeting 2			

Closing questions to be addressed.

## How will I support my TDCS?

- Think about steps in which you can support the process of lesson study in the school.
- *What steps will you take to encourage Co-ART members to form lesson study groups? Can we look at creating subject-specific/theme wise/common interest area wise lesson study groups amongst Co-ART members?*

## ART /Co-ART MEETING 3

Steps for ART/Co-ART meeting	Details
Inspire (5 minutes)	<b>Welcome &amp; Energiser</b> (5 minutes) <ol style="list-style-type: none"> <li>1. Welcome the participants and share the agenda with them</li> <li>2. Reflections on ART/Co-ART 1 &amp; ART/Co-ART 2</li> <li>3. Tech Integration</li> </ol>
Reflections on LIC 14 (15 minutes)	<b>Reflections</b> (15 minutes) Facilitate the following discussion to get an overview of how the LIC went. <ol style="list-style-type: none"> <li>1. <i>What are the key takeaways that you will continue to implement in your classroom from LIC 14?</i></li> <li>2. <i>What are the challenges you still foresee? How can we resolve those challenges?</i></li> <li>3. <i>What are the key questions on your mind?</i></li> </ol>
Action Plan (5 minutes)	Based on everyone's sharing, individuals will create an action plan for themselves in their diaries for the next LIC.
Reflections on Tech Integration	<ul style="list-style-type: none"> <li>• Divide the members into groups and ask them to explore <a href="#">Padlet</a>. They can watch this <a href="#">video</a> before the ART meeting.</li> </ul>

(30 minutes)	<ul style="list-style-type: none"> <li>Divide the members into groups and Ask the members to reflect on the following questions <ul style="list-style-type: none"> <li>List down ways in which it can be used as a collaborative tool to enhance peer learning (Group 1)</li> <li>Challenges and Possible solutions to using this in your classroom and work (Group 2)</li> </ul> </li> </ul>
Feedback (15 minutes)	Ask members to present their findings and seek feedback from their colleagues. <u>Each feedback should have one question and one suggestion for improvement.</u>
Co-ART Meetings Rhythm (25 minutes)	<p><b>1. Whole Group Discussion</b></p> <ol style="list-style-type: none"> <li>How are the Co-ART meetings being conducted? Share some bright spots with each other.</li> <li>What are the key challenges and successes in organizing Co-ART meetings</li> <li>How can we collectively resolve the challenges?</li> </ol> <p>The TDC/ART member to collate the key action plan coming from the discussions.</p>

### END LIC REFLECTION : MENTORS

Based on all the activities you have participated in this LIC, what went well? Please elaborate with examples

What could have been improved? Please elaborate with examples

How successful were you in building a culture of *effective peer collaboration in the classroom and amongst teachers*?

How did you support the *Co-ART meeting organisation and rhythm*? What will you do to strengthen the process?

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## POINTERS DISCUSSED DURING DIET CLS

Topic	Discussion
Adapt and contextualise the sessions for MT and TDC CLS.	Utilize the <b>presentations and Handbook</b> to create sessions that work best in your district and context
Curiosity and Critical Thinking	Think about <b>pedagogical approach, conditions and strategies</b> which you can use to increase curiosity and critical thinking during your sessions.
Inside- Outside Circle Strategy	<p>Conduct hands-on activities to discuss how this strategy can enhance effective peer interaction and can be used in a variety of ways: Energisers, Assessments, Discussion on a topic and revision</p> <p>Keep in mind the <b>success criteria</b> of this strategy</p> <ul style="list-style-type: none"> <li>• Prompts and questions should not be very lengthy</li> <li>• Prompts or questions for the activity must not require paper and pen to solve.</li> <li>• Be non-judgmental and accept the answers and responses shared by students.</li> </ul>
Lesson Study	<ul style="list-style-type: none"> <li>• Conduct a <b>hands-on session on Lesson Study</b> during the upcoming CLS to build a collective understanding of the steps</li> <li>• <b>Co-ART members</b> can be actively involved in creating <b>lesson study groups</b> and encourage classroom observation and peer feedback culture.</li> </ul>
Mentoring and Coaching Discussion	<ul style="list-style-type: none"> <li>• <b>Rationale and Importance</b> of Coaching in our workplaces</li> <li>• <b>GROW</b> Model of Mentoring conversations</li> <li>• Differences between <b>Mentoring and Coaching</b></li> </ul>



## ANNEXURE 1: SUBJECT SPECIFIC MODEL EXAMPLE

Subject	Model Example
Science	<p><b>CASE STUDY - Matter in Our Surroundings</b></p> <p>Class IX Science teacher Ms. Rita recently completed the "Matter in our surroundings" chapter. In order to improve the students' comprehension, she intended to revise the chapter using an interesting and engaging activity. She decided to use the <i>Inside-Outside Circle</i> strategy where she can be a facilitator and quickly revise the chapter.</p> <p>She divided the class into two groups and instructed them to form two concentric circles. She handed a slip containing questions such as these to every student in the outer circle.</p> <ol style="list-style-type: none"> <li>1. Is there any similarity in materials?</li> <li>2. Why is gas compressible?</li> <li>3. What is dry ice?</li> <li>4. Why does gas exert pressure on the walls of the container?</li> <li>5. Why do solids have a regular shape?</li> </ol> <p>Students in the outer circle will open the slip and discuss the question with the student facing her/him from the inner circle.</p> <p>Following two to three minutes of discussion time, students in the outer circle take two steps forward and are given another slip for discussion with a new partner from the inner circle.</p> <p>Students have the opportunity to discuss the chapter with various partners in this way, and they also get to learn from one another.</p>
Social Science	<p>In his social science classroom, Mr. Rodricks has been having trouble fostering a climate of peer learning and building collective understanding on some important</p>

	<p>topics. He wants to challenge the notion that social science is a subject best learned by rote memorization by fostering environments that encourage discussion and reflection. Mr. Rodricks decided to apply the Inside-Outside Circle Method for the same.</p> <p>Activity Instructions:</p> <ol style="list-style-type: none"> <li>1. Divide the class into two groups and instruct them to form two concentric circles</li> <li>2. Partner A is in the inner circle, and Partner B is in the outer circle.</li> <li>3. During the activity, ask a question, and Partner A will share his answer with Partner B and vice versa.</li> <li>4. After one round of discussion, Rotate the outer or inner circles in either an anticlockwise or clockwise direction.</li> <li>5. Once the circle is rotated each student has a new partner.</li> <li>6. The following question can be posed in the classroom.</li> </ol> <p>In order to facilitate a group conversation that would go deeper into these subjects, he provided the following questions:</p> <p><i>What is federalism?</i> <i>Why do you think we should respect and follow human rights?</i></p>
English	<p><b>Model Example: English Language Teacher</b></p> <p>Mr. Karan, an English language teacher at a Government School in Delhi, was facing two significant challenges. The first was the impending mid-term exams, which required him to quickly revise the entire English syllabus for his 10th-grade class. The second challenge was to create an environment where every student actively participated and benefited from the revision.</p> <p>To address these challenges, he sought assistance from his academic coordinator, who introduced him to the "Inside-Outside Circle" teaching strategy.</p> <p><b>Implementation of the "Inside-Outside Circle" Strategy</b></p> <p>Upon the recommendation of his academic coordinator, Mr. Karan decided to employ the "Inside-Outside Circle" teaching strategy to address both of his challenges. He scheduled a revision session and explained the plan to his students.</p>

### Execution of the "Inside-Outside Circle" Strategy

1. **Preparation:** Mr. Karan divided the class into two groups, forming an inside circle and an outside circle. He initiated the activity by playing vibrant music in the background to create an engaging atmosphere.
2. **Prompts and Interaction:** As the music began, Mr. Karan presented prompts related to various chapters from the prescribed syllabus. These prompts included questions about specific lines from texts and broader conceptual queries. For instance, he asked, "From which chapter is the line, 'The entire class was quaking in its boots,' and what inference can be drawn regarding the emotions of the class?" or "In 'The Ball Poem,' what does the poet convey when stating, 'Money is external'?" These questions were designed to assess the student's knowledge and comprehension.
3. **Rotating Circles:** To ensure that every student had the opportunity to interact with their peers, Mr. Karan cued the students in the outside circle to move one step to the right at specified intervals. This rotation allowed students to engage with new partners and discuss the prompts from different perspectives.

### Outcomes and Benefits

The implementation of the "Inside-Outside Circle" strategy led to several positive outcomes:

1. **Efficient Syllabus Revision:** By using this dynamic strategy, Mr. Karan was able to cover a wide range of topics from the syllabus in a short amount of time. The engaging nature of the activity ensured that students were actively involved in the revision process.
2. **Enhanced Student Engagement:** The strategy effectively engaged every student, as they were encouraged to participate in discussions with their peers. This active involvement enabled Mr. Karan to assess their understanding of the topics and address their queries promptly.
3. **Community Building:** The "Inside-Outside Circle" strategy facilitated community building among students. It created a positive and collaborative atmosphere in the classroom, encouraging students to work together and share their insights.
4. **No Additional Materials Required:** The strategy was simple to implement, as it did not require any special materials or resources. It could be easily incorporated into the revision plan with minimal preparation.

	<p><b>5. Support for English Learning and Assessment:</b> The strategy can be used easily and effectively for all the grades 6-12 even for primary cohorts for:</p> <ol style="list-style-type: none"> <li>Connecting to Previous Knowledge</li> <li>Revising the topics learnt recently</li> <li>Speaking and Listening Activity</li> <li>Introducing and revising topics of Grammar</li> <li>Discussing chapters from Literature</li> <li>Formats and contents of Writing Composition.</li> </ol> <p>In conclusion, Mr. Karan's adoption of the "Inside-Outside Circle" teaching strategy proved to be an effective solution to his challenges of syllabus revision and student engagement. The dynamic nature of the strategy allowed him to comprehensively cover the syllabus while fostering active participation, collaboration, and a sense of community among his students.</p> <p>Mr. Karan, being an active ART member, invited some of the Co-ART members to show them this innovative teaching method that could transform the classroom into an engaging and effective learning environment.</p>
Hindi	<p>घूम घूम कर सीखो</p> <p>इस गतिविधि को करने के दिशा निर्देश निम्नलिखित हैं:</p> <ol style="list-style-type: none"> <li>1. पूरी कक्षा को समूह में विभाजित करिए एवं प्रत्येक समूह में कम से कम 12 बच्चे होने चाहिए।</li> <li>2. आधे बच्चे अंदर की तरफ मुंह कर गोला बनाकर खड़े होंगे तथा आधे बाहर की तरफ मुंह करके खड़े होंगे। अर्थात् बच्चे दो गोले बनाएंगे, एक अंदर और एक बाहर।</li> <li>3. प्रत्येक बच्चे के हाथ में एक फ्लैश कार्ड होगा जिस पर एक प्रश्न लिखा होगा तथा फ्लैश कार्ड के पीछे उसे प्रश्न का उत्तर भी लिखा होगा। यह प्रश्न बच्चे स्वयं या शिक्षक की सहायता से बना सकते हैं।</li> <li>4. जब अध्यापक बोलेंगे अंदर घूमो तो बाहर वाले गोले में खड़े बच्चे अंदर की तरफ मुंह घूम कर अंदर वाले गोले में खड़े बच्चों को देखेंगे और एक दूसरे से फ्लैश कार्ड की सहायता से प्रश्न पूछेंगे। यदि दोनों सही उत्तर देते हैं तो वे ताली बजाएंगे और यदि एक भी सही उत्तर नहीं दे पाता तो दूसरा उसे सही उत्तर तक पहुंचने में सहायता करेगा। इस प्रकार 2 मिनट में यह प्रश्न उत्तर गतिविधि होगी।</li> <li>5. 2 मिनट के बाद अध्यापक के “ बदलो और घूमो” बोलने पर बाहर वाले गोले में खड़े बच्चे घूम कर एक नए बच्चे के सामने पहुंचकर फिर से प्रश्न करेंगे। यही प्रक्रिया तब तक चलेगी जब तक गोले में खड़े सभी बच्चे एक दूसरे से चर्चा या प्रश्न नहीं पूछ लेते।</li> </ol>

	<p>यहां गतिविधि का एक राउंड पूरा होगा। अगले राउंड के लिए प्रश्नों का स्तर पहले से कठिन किया जा सकता है।</p> <p>नोट: 1 पहले राउंड में प्रश्न सरल हो फिर प्रत्येक राउंड में प्रश्नों को सरल से कठिन की ओर ले जाया जाए।</p> <p>2 अध्यापक बच्चों को दाएं से बाएं या बाएं से दाएं घूमने के लिए कह सकते हैं।</p> <p>3 यह गतिविधि पाठ पढ़ने के बाद उस पाठ की समझ को पाठ संबंधित प्रश्न पूछ कर जांचने में सहायक है तथा बच्चे खेल खेल में घूम कर सीख भी लेते हैं। किसी भी पाठ को पढ़ने के बाद, इस गतिविधि के माध्यम से बच्चे पाठ में आये गए पात्रों के चरित्र वर्णन पर चर्चा कर सकते हैं तथा आपसी सहमति बना सकते हैं। हिंदी व्याकरण के कुछ सवालों को भी इस गतिविधि द्वारा मिलकर हल किया जा सकता है।</p>
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## ANNEXURE 2 LIC RESOURCES

<b>Theme</b>	<b>Summary</b>	<b>Suggested Strategies</b>
<b>Pre-LIC: Mission Buniyaad</b>	Helped teachers learn more about developing reading skills in students. ART members discussed Mission Buniyaad and how it can be strengthened in their schools.	Linked to the strategies suggested by the material developed for Mission Buniyaad by the state
<b>LIC 1: Building Connect</b>	Helped teachers build a culture of trust and positive communication in the classroom, ensuring that students feel valued.	Name Tags Class Tree
<b>LIC 2: Look for Understanding and Respond</b>	Helped teachers use assessments to identify gaps between teaching and learning and adapt teaching strategies to fill those gaps.	Differentiated Groups Peer Learning Sign for Understanding and Respond
<b>LIC 3: Lesson Planning</b>	Helped teachers plan and sequence lesson activities in a way that is engaging. Planning also helped teachers become more deliberate in the strategies and questions they used.	Opening Routine Main Activity Closing Routine
<b>LIC 4: Teaching &amp; Learning Strategies</b>	Helped teachers integrate simple techniques into their teaching to help learners understand and remember what they learn.	Elaborative Questioning Retrieval Practices
<b>LIC 5: Classroom Routines</b>	Helped teachers build routines that help students take ownership of their own learning and improve engagement.	Do Now No Hands
<b>LIC 6: Teaching &amp; Learning Strategies 2</b>	Helped teachers incorporate methods that use writing and talking to enable students to consolidate their learning.	Scaffolding Student Discussions Learning Journals

<b>LIC 7: Social Emotional Well-being</b>	Responding to the sudden pandemic crisis, this LIC helped teachers implement strategies that supported the social-emotional well-being of their students.	Active Self-reflection Student Collaboration
<b>LIC 8: Review LIC (Current)</b>	A review of all previously completed LICs to give teachers a chance to revisit and revise those strategies that are most suited to their current needs.	All previous themes and strategies
<b>LIC 9: Building a Stronger Community</b>	This LIC focused on how to improve collaboration and engagement for Mentors and TDCs. At the teacher level, it focused on contextualisation and planning of the different trainings that teachers received.	Collaboration Engagement
<b>LIC 10: Psychological Safety</b>	Helped teachers understand how to offer psychological safety to enhance learning, specially to support the implementation of Mission Buniyaad.	Creating comfort around mistakes  Culture of appreciation
<b>LIC 11: Building Confident Learners</b>	Helped teachers build confident learners by focusing on three classroom focus areas-safety, engagement and self-esteem. Familiarize with and implement the process of ART to Co- ART communication, and strengthen peer learning through observation & feedback.	This LIC focused on strengthening all the processes that are a part of the TDC Programme so it can help create working environments that are enriching and motivating.
<b>LIC 12 : Creating an Enabling Learning Environment</b>	LIC 12 equipped teachers to: 1. Create, adapt and use practical methods to develop safety, engagement, and self-esteem in the classroom, thereby creating an enabling learning environment.	The Hook  Revisit Elaborative Questioning & Retrieval Practices and adapt these strategies to enable safety, engagement &



	<p>2. Enhance the skills of peer classroom observation to strengthen safety, engagement, and self-esteem in the classroom.</p> <p>3. Explore how reflective discussions with peers can help strengthen teaching practices.</p> <p>4. Use social media platforms to share best practices and develop a culture of peer learning and support.</p>	self-esteem in the classroom
<b>LIC 13: Effective Planning and Facilitation</b>	<p>LIC 12 equipped teachers to:</p> <p>1. Plan to manage your time effectively</p> <p>2. Utilise innovative facilitation techniques for facilitating group discussions and collaborative activities while effectively managing time and involving all participants</p>	PAT strategy

Pre LIC		
S. No.	Title	Pdf Link
1.	ART Handbook Pre LIC	<a href="#">ART Handbook Pre LIC</a> ( Format - Size - 960.40KB)
2.	MT Handbook Pre LIC	<a href="#">MT Handbook LIC</a> ( Format - Size - 235.28KB)
3.	TDC Handbook Pre LIC	<a href="#">TDC Handbook Pre LIC</a> ( Format - Size - 1.21MB)
LIC-1		
4.	LIC 1 MT Handbook	<a href="#">LIC 1 MT Handbook</a> ( Format - Size - 1.61MB)
5.	LIC 1 TDC Handbook	<a href="#">LIC 1 TDC Handbook</a> ( Format - Size - 1.86MB)
LIC-2		
6.	LIC 2 ART Portfolio	<a href="#">LIC 2 ART Portfolio</a> ( Format - Size - 1.87MB)
7.	LIC 2 MT Handbook	<a href="#">LIC 2 MT Handbook</a> ( Format - Size - 1.85MB)
8.	LIC 2 TDC Handbook	<a href="#">LIC 2 TDC Handbook</a> ( Format - Size - 1.77MB)
LIC-3		
9	LIC 3 TDC Handbook	<a href="#">LIC 3 TDC Handbook</a> ( Format - Size - 1.88MB)

LIC-4		
10.	LIC 4 MT Handbook	<a href="#">LIC 4 MT Handbook</a> ( <b>Format</b> - <b>Size</b> - 1.39MB)
11.	LIC 4 TDC Handbook	<a href="#">LIC 4 TDC Handbook</a> ( <b>Format</b> - <b>Size</b> - 1.69MB)
LIC-5		
12.	LIC 5 MT Handbook	<a href="#">LIC 5 MT Handbook</a> ( <b>Format</b> - <b>Size</b> - 1.85MB)
13.	LIC 5 TDC Handbook	<a href="#">LIC 5 TDC Handbook</a> ( <b>Format</b> - <b>Size</b> - 0byte)
14.	LIC 5 Teacher Portfolio	<a href="#">LIC 5 Teacher Portfolio</a> ( <b>Format</b> - <b>Size</b> - 0byte)
LIC-6		
15.	LIC 6 MT Handbook	<a href="#">LIC 6 MT Handbook</a> ( <b>Format</b> - <b>Size</b> - 1.87MB)
16.	LIC 6 TDC Handbook	<a href="#">LIC 6 TDC Handbook</a> ( <b>Format</b> - <b>Size</b> - 1.74MB)
17.	LIC 6 Teacher Portfolio	<a href="#">LIC 6 Teacher Portfolio</a> ( <b>Format</b> - <b>Size</b> - 1.98MB)
LIC-7		
18.	LIC 7 - Social Emotional Wellbeing - For ART Members	<a href="#">LIC 7 - Social Emotional Wellbeing - For ART Members</a> ( <b>Format</b> - <b>Size</b> - 1.08MB)
19.	LIC 7 - Social Emotional Wellbeing - For MTs	<a href="#">LIC 7 - Social Emotional Wellbeing - For MTs</a> ( <b>Format</b> - <b>Size</b> - 731.83KB)
20.	LIC 7 - Social Emotional Wellbeing - For TDCs	<a href="#">LIC 7 - Social Emotional Wellbeing - For TDCs</a> ( <b>Format</b> - <b>Size</b> - 1.12MB)

LIC-8		
21.	LIC 3 Review	<a href="#">LIC 3 Review</a> ( <b>Format</b> - <b>Size</b> - 745.39KB)
22.	LIC 4 Review	<a href="#">LIC 4 Review</a> ( <b>Format</b> - <b>Size</b> - 905.39KB)
23.	LIC 5 Review Handout	<a href="#">LIC 5 Review Handout</a> ( <b>Format</b> - <b>Size</b> - 973.52KB)
24.	LIC 6 Review Handout	<a href="#">LIC 6 Review Handout</a> ( <b>Format</b> - <b>Size</b> - 776.65KB)
25.	LIC 8 - Handout for CLS 1	<a href="#">LIC 8 - Handout for CLS 1</a> ( <b>Format</b> - <b>Size</b> - 1.11MB)
LIC-9		
26.	ART Meeting 1 Structures - LIC 9	<a href="#">ART Meeting 1 – Structures - LIC 9</a> ( <b>Format</b> - <b>Size</b> - 153.31KB)
27.	ART Meeting 2 – Structure for LIC 9	<a href="#">ART Meeting 2 – Structure for LIC 9</a> ( <b>Format</b> - <b>Size</b> - 155.90KB)
28.	ART Meeting 3 – Structure for LIC 9	<a href="#">ART Meeting 3 – Structure for LIC 9</a> ( <b>Format</b> - <b>Size</b> - 156.43KB)
29.	Collaboration Final Hindi	<a href="#">Collaboration Final Hindi</a> ( <b>Format</b> - <b>Size</b> - 609.77KB)
30.	Engagement Final	<a href="#">Engagement Final</a> ( <b>Format</b> - <b>Size</b> - 568.11KB)
LIC-10		
31.	LIC 10 Hand Book	<a href="#">LIC 10 Hand Book</a> ( <b>Format</b> - <b>Size</b> - 1.13MB)
32.	LIC 10 DIET Session	<a href="#">DIET Session</a> ( <b>Format</b> - <b>Size</b> - 893.15KB)

33.	LIC 10 DIET Session (Bilingual)	<a href="#">DIET Session (Bilingual)</a> ( <b>Format</b> - <b>Size</b> - 1.18MB)
LIC - 11		
34.	LIC 11 Hand Book	<a href="#">LIC 11 Hand Book</a> ( <b>Format</b> - <b>Size</b> - 905.04KB)
35.	LIC 11 MT CLS Plan	<a href="#">LIC 11 MT CLS Plan</a> ( <b>Format</b> - <b>Size</b> - 104.84KB)
36.	LIC 11 MT CLS	<a href="#">LIC 11 MT CLS (Day 1)</a> ( <b>Format</b> - <b>Size</b> - 1.33MB)
		<a href="#">LIC 11 MT CLS (Day 2)</a> ( <b>Format</b> - <b>Size</b> - 578.34KB)
LIC - 12		
34.	LIC 12 MT Handbook__ Creating an Enabling Learning Environment_Final	<a href="#">LIC 12 MT Hand Book</a>
35.	LIC 12 Creating an Enabling Learning Environment	<a href="#">LIC 12 Hand Book</a>
35.	LIC 12 TDC Handbook	<a href="#">LIC 12 Hand Book</a>
LIC - 13		
34.	LIC 13 Hand Book	<a href="#">LIC 13 Hand Book</a>
35.	LIC 13 Hand Book(Hindi)	<a href="#">LIC 13 Hand Book</a>