

Teacher Development Co-ordinator (TDC) Program



A CASE STUDY Booklet

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Few Words From DIETs...

All DIETs working in collaboration with SCERT, DoE and ETF have always played a pivotal role in successful implementation of the Teacher Development Coordinator Program which was launched in all the schools of Directorate of Education, Delhi, in the year 2017 by Delhi Government.

Dr. Anil Teotia

Principal
DIET Dilshad Garden



"TDC program is the only program which has focused on the continuous development of teachers. This program has helped teachers to establish connect with the children and has also supported in enriching classroom teaching learning processes."

"TDC program has laid a strong foundation for the personal and professional growth of teachers through continuous reflection on their own practices in order to bring improvement in their students' learning. During the pandemic, teachers remained connected with their students for their social emotional well being and learning is a true example of the success of TDC program".



Dr. Mohammad Zamir

Principal,
DIET Rajindar Nagar

Dr. Anamika Singh

Principal
DIET Keshavpuram



"TDC program has created transformative experiences for teachers in improving teaching and learning practices in the classroom through developing interactive pedagogies or ways of teaching that have engage children more effectively in their learning. Over the period of time this program has created a bond between teachers and teacher educators as well, to provide an overview of many different approaches and ways to develop quality teaching and learning".

"TDC Program is a unique program, through TDC Program connect established with different stakeholders. Academic environment established in school through implementation of strategy under learning is an important cycle".



Dr. Rajesh

Principal
DIET Ghumanhera



Continues...

"TDC Program is a visionary program which has resulted into creating an environment where everyone has contributed in student's development. This program has set such an alignment among all the stakeholders that has resulted in healthy classroom practices. The program has been instrumental in bridging the gaps wherever they existed in the teaching learning process".



Dr. Dinesh Kumar

Principal,
DIET R.K. Puram

Dr. DS Yadav

Principal,
DIET, Daryaganj



"TDC program has contributed in creating an academic environment in our schools. Network meetings have created a formal platform for teachers to come together and have academic discussions".

TDC program has been able to establish a strong culture of academic discourse in schools. Over a period of critical time the role of TDCs has been very pivotal for professional development of teachers.



Dr. Neelam

Assistant Professor Curriculum & pedagogy
Department
DIET Moti Bagh

Dr. Charu Varma

Heading Curriculum & Pedagogy
Department, DIET Pitampura



"The TDC program, in schools of DoE GNCT of Delhi, over the years, has strengthened the academic discourses at school level. Due to its positive impact on the school academic environment, the teachers are more willing to bring about a change, have enhanced their teaching learning process through more focused preparatory classroom activities, routines and assessment through creativity.

TDC program has been helpful in establishing a strong teacher-student relationship and more importantly connecting DIET to schools at district level. Through the TDC program overall collaboration and peer feedback has improved.



Dr. Anjul Sharma

Principal DIET Karkardooma



ABBREVIATIONS

The common abbreviations which are used in the document are as follows-:

TDC-: Teacher Development Coordinator

MT-: Mentor Teacher

STIR-: School and Teachers Innovating for results

PM-: Program Manager

DAM-: District Alignment meeting

DPCM-: District Progress Check Meeting

LIC-: Learning Improvement Cycle

RLC-: Rapid Learning Cycle

DIET-: District Institute of Education and Training

DOE-: Directorate of Education

ETF-: Education task Force.

SCERT-: State Council of Education Research and Training

DDE-: Deputy Director of Education

NGO-: Non-Government Organization

ART-: Academic Resource team

HOS-: Head of School

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Preface

This document on TDC Program intends to capture the best practices of Learning Improvement Cycle (LIC) 6 & 7 adopted and adapted by teachers, ART members, TDCs and Mentor Teachers with the support and guidance of TDC facilitators, HoS and District Coordinators.

The Teacher Development Coordinator Program was launched in all the schools of Directorate of Education, Delhi, in the year 2017 by Delhi Government with an aim to support schools in their endeavor to bring academic development. DIET, SCERT, DoE and ETF have been involved in the program to ensure that it functions smoothly at all levels.

We would like to express our gratitude to members of SCERT who lead the Design team, Shailandra Sharma Principal Advisor (Hon) to the Director Education, Joint Director Academic (SCERT) Dr. Nahar Singh, OSD Dr. BP Pandey, DIET Principal Dr. Anil Teotia, Dr. Mohammad Zameer, Dr. Anupam Kumar, TDC Nodal Officer at SCERT who have guided us in the design process of this document.

We would like to acknowledge the efforts of all TDC Facilitators, Mentor Teachers, TDCs, ART members and HoS, who collaboratively contribute towards the successful implementation of the program and keep on sharing their about their intentional teaching practices & success stories. Each and every effort is intended to make the teaching learning process a safe, deeply engaging, curiosity and critical thinking inducing, self-esteem enhancing and joyful experience for the child. We would like to thank each and every child for their beautiful sharing through active self-reflection or collaboration during the pandemic which made the document truly meaningful.

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About STiR

Schools and Teachers Innovating for Results, UK (STiR Education), an NGO with its vision of a world where every child develops the love of lifelong learning, supports education systems to reignite intrinsic motivation in every teacher and official, to role-model the foundations of lifelong learning for every child. Our vision is a world where every child develops a love of lifelong learning. STiR also believes that Education Systems today must prepare every child, everywhere, to thrive in a world of 'unknown unknowns.

Our approach is based around peer networks, action and feedback, and reflection. They form the heart of our termly learning improvement cycles (LIC). Each cycle focuses on a different theme (e.g. the science of learning). First, state and district officials in collaboration with Mentor Teachers and STiR Team designs the content of the LIC and lead the co-learning sessions for Mentor Teachers and Mentor Teachers lead such co-learning sessions with Teacher Development Coordinators to build their confidence and capability to lead Academic resource team (ART) meetings. At each level, we introduce monthly coaching and support to enable high-quality feedback and increase autonomy, mastery and purpose. Regular alignment meetings at district and state levels provide an opportunity for all stakeholders to analyse data, share learning and develop plans together to strengthen delivery.

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About LIC-6 and 7

The theme of LIC - 6, "Teaching Learning Strategies" introduced the strategies - 1. Student Supported Discussion and 2. Reflective Diary to encourage students to think, reflect, journal their learnings and discuss ideas amongst themselves. This theme was widely accepted by teachers as it was an extension of LIC 4 Teaching Learning Strategies. It was introduced after multiple conversations with teachers, and thorough need analysis. One distinguishing factor for this LIC was that the students' verbal & written skills were directly focused through these strategies, thereby enhancing the level of curiosity and critical thinking amongst them.

The theme of LIC -7, Social Emotional well-being was introduced during the pandemic. The theme encompassed Active Self Reflection strategy for students and Student Collaboration; and Resilience strategy for teachers. The harsh effects of the pandemic had left both Teachers and Students feeling isolated, exhausted and unmotivated. This uncertain period has been quite overwhelming and the need for the feeling of safety and a strong sense of self has been paramount.

Therefore, keeping in mind the current mental and emotional needs of the Students and Teachers alike, the Strategies in the theme Social Emotional Well-being had been introduced. The theme has been strongly accepted and widely practiced by teachers and students which enhanced the level of deep engagement between the student and teacher.

The pandemic has especially given way to the understanding of the importance of life-long learning skills amongst students and the introduction of these strategies have been instrumental in strengthening it.

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भरोसे की जीत

शिक्षिका द्वारा छात्रा में सकारात्मक सोच का विकास, भयमुक्त वातावरण, शिक्षिका का छात्रा के प्रति स्नेह और सम्मान, प्रोत्साहन एवं प्रशंसा। छात्रा के व्यक्तित्व में अद्भुत एवं अविश्वसनीय परिवर्तन।



मायरा मेरे विद्यालय की एक दिव्यांग छात्रा है। वह अक्सर ही विद्यालय में अन्य छात्राओं से अलग-अलग और सहमी-सहमी सी रहती थी। जुलाई 2019 में मैंने मायरा को "एडाप्ट" किया था क्योंकि वह ठीक से हिन्दी नहीं पढ़ पाती थी। जब मैंने उस पर ध्यान दिया तो पाया कि वह कक्षा में सबसे पीछे वाली बेंच पर चुपचाप बैठी रहती है एवं पढ़ाई के प्रति भी उदासीन सी रहती है। मैं उसे अपने पास बुलाकर उसके परिवार, सहेलियों एवं रुचियों के विषय में बात करने लगी। इस प्रकार से कुछ समय पश्चात मायरा और मेरे बीच एक विश्वसनीय एवं स्नेहिल सम्बन्ध बनने लगा। मैंने कक्षा की अन्य छात्राओं को भी समझाया कि मायरा भी उन्हीं की तरह एक सामान्य बालिका है, उसका उपहास न उड़ाये।

तत्पश्चात, मैंने मायरा को विद्यालय के पुस्तकालय से एवं अपने संकलन में से सचित्र कहानी की पुस्तकें देना आरम्भ कर दिया। मैंने मायरा को खाली समय में अपने पास बुलाकर हिन्दी पढ़ाना आरम्भ कर दिया। उसे प्रोत्साहित करने हेतु कई बार छोटे-छोटे पुरस्कार भी दिये, साथ-साथ उसके व्यक्तित्व में सकारात्मक सोच विकसित करने के लिए भी निरंतर प्रयास किया। लगभग दो माह के प्रयास के पश्चात मायरा हिन्दी के शब्द और वाक्य मिला-मिला कर पढ़ने लगी।

कुछ समय पश्चात, मैंने उससे कक्षा की सभी छात्राओं के सम्मुख "छठी कक्षा" की हिन्दी की पुस्तक "वसंत भाग-1" से कोई भी पाठांश पढ़कर सुनाने के लिए बोला। परन्तु मायरा इसके लिए आनाकानी करने लगी, जब मैंने उसे प्यार से अपने पास बुलाकर इसका कारण जानने का प्रयास किया तो पाया कि उसे डर था कि कक्षा में सब उसका मज़ाक न उड़ाने लगे।

मैंने मायरा को विश्वास दिलाया कि मैं उसकी सहायता करूँगी। मायरा बड़ी मुश्किल से इसके लिए सहमत हो गयी। उसने सबके समक्ष अपनी हिन्दी की पुस्तक "वसंत" से एक कविता "चौद से थोड़ी सी गप्पें" पढ़कर सुनाई। मैंने सभी छात्राओं से ताली बजाकर मायरा का उत्साह बढ़ाने के लिए कहा।

इसके पश्चात गणतंत्र दिवस समारोह के लिए मैंने मायरा को एक भाषण लिख कर दिया जो मायरा ने पूरे आत्मविश्वास के साथ मंच पर जा कर अच्छी तरह से पढ़ कर सुनाया। अब मायरा के व्यक्तित्व में अद्भुत एवं अविश्वसनीय परिवर्तन आ गया है, वह असीमित ऊर्जा एवं सकारात्मकता से ओतप्रोत व्यक्तित्व से परिपूर्ण बालिका है।

Ms. Sandhya

PGT Hindi, TDC, GGSSS, Bela Road,
Central District
DIET, Daryaganj

Testimonial "It is indeed a delight to see how far the TDCs have come since they started. The LIC 7 focused on social emotional well being, as was the need of the hour. To see teachers practice mindfulness and resilience while ensuring the students do the same was very encouraging to witness."

BRP Sunaina, DIET Daryaganj

एक प्रयास

छात्रों के उपस्थिती एवं शिक्षा स्तर में सुधार हेतु टीडीसी के विभिन्न प्रयास एआरटी मीटिंग में साथी शिक्षकों के साथ प्रयासों पे चर्चा एवं समाधान।

सत्र 2018-19, सर्वोदय बाल विद्यालय बुराड़ी, में मुझे गणित विषय पढ़ाने के लिए दो कक्षाएं मिली। दसवीं-ई, विषय अध्यापक के रूप में और दसवीं-एफ, कक्षा अध्यापक के रूप में।

यह किसी से नहीं छुपा कि गणित में परिणाम लाना हमेशा से चुनौतीपूर्ण रहा है, मेरे साथ विशेष बात यह थी कि दसवीं एफ के सभी 50 बच्चे वो थे जो नवीं कक्षा में एक बार अनुत्तीर्ण हो गये थे। मेरा हमेशा से मानना रहा है कि सबसे जरूरी है बच्चे का विद्यालय में आना, उसके बाद ही कुछ प्रयास सम्भव है, इसी बात को ध्यान में रखते हुए मैंने सर्वप्रथम शिक्षक-अभिभावक मीटिंग के दौरान अभिभावकों को इस बात के लिए तैयार किया कि वो मेरी अनुमति के बिना बच्चों को विद्यालय से अवकाश नहीं दिलवाएंगे। अभिभावकों की ओर से आश्वस्त होने के पश्चात अब आगे का सफर मुझे ही तय करना था।

सोनू मेरी कक्षा में प्रायः रोज देरी से आता था मैंने उससे इसका कारण पूछा लेकिन उसने मुझे कभी संतोषजनक जवाब नहीं दिया आखिरकार मैंने मेरे शिक्षक साथी "विवेक सर" की सहायता ली और हमें पता लगा कि सोनू और उसकी बहन के पास एक ही बैग था। उसकी बहन के घर पहुँचने के बाद वो बैग सोनू को देती थी, तब सोनू विद्यालय के लिए आ पता था। उसकी समस्या समझने के बाद मैंने सोनू को नया बैग दिलवाया, उसके बाद सोनू समय पर तो आने लगा, साथ ही उसके व्यवहार में भी बहुत अधिक परिवर्तन आया। सत्र के आखिरी चरण में, लगभग दो महीने पहले से मैंने क्लास को रविवार को भी लगाना शुरू कर दिया। साथ ही जो बच्चा फोन करने के बाद भी स्कूल नहीं आता, मैं शाम को किसी बच्चे को लेकर उसके घर पहुँच जाता था। इन प्रयासों से विद्यालय में बच्चों की उपस्थिति परीक्षा प्रारंभ होने तक बनी रही। इन सभी प्रयासों का नतीजा यह रहा कि जो 50 बच्चे कभी नवीं क्लास में अनुत्तीर्ण हुए थे उनमें से 46 बच्चे अच्छे नंबरों से पास होकर अगली क्लास में मेरे विद्यालय में ही पढ़ रहे हैं। आज भी उन बच्चों के व्यवहार से ऐसा लगता है जैसे मैं अभी भी उनका कक्षा अध्यापक हूँ।

सत्र 2019-20 में, क्लास दसवीं "एफ" के साथ ऐसे ही प्रयासों के साथ सफर जारी रहा। पूर्व सत्र के आखिरी चरण में पथ के अनुसार पेपर प्रेक्टिस को अधिक व्यापक किया गया। पूर्व सत्र की सफलता को देखते हुए और टीडीसी के दायित्व को निभाने के क्रम में परिणाम सुधार की इस रणनीति का सुझाव मैंने एआरटी मीटिंग और विषय-अध्यापक मीटिंग में साथी अध्यापकों के सामने भी रखा। प्रिंसिपल सर को भी विद्यालय स्तर पर इस रणनीति को लागू करने का सुझाव दिया, सर ने शीघ्र ही इस रणनीति को लागू करवाया, जिससे इस सत्र में अच्छे परिणाम मिलने की पूरी सम्भावना है।

Mr. Sher Singh Meena
TDC, SBV Burari,
District North,
DIET Daryaganj

Collaborative efforts of TDC and Mentor Teacher to establish Lab Culture in School

*Inducing curiosity and critical thinking in children :
Collaborative efforts, openness and flexibility*

Science should not be limited to definitions and textbooks alone, with students should experience it. With this thought, I started engaging students in using science kits and incorporating activity-based learning in class.

After adopting this practice, students became well aware of the common lab apparatus, even the students in the 6th standard benefited from it. The methodology worked well for Physics and Chemistry but for Biology, they were still with the theoretical influx, as the teachers were thinking about how they can use labs to teach body systems. Even though I wondered with the same question, one day the teacher was teaching the skeletal system under the chapter 'body movement'. While observing her lesson, the answer to the question - 'how to teach Biology practically' came to my mind. I went to the HoS and asked for any free period with class 6. I took the students to the lab and asked them to count the ribs of each other and tell me. Similarly, I asked them to count the small bones in our backbone and tell me. This got the students really interested and they came up with different answers. After this exercise, I brought out the model skeleton hanging in the lab. At first, the students were scared and wanted to go away and then I explained that it was made of plastic and POP and asked them to touch it. One by one they mustered the courage and came forward and even counted the number of ribs and bones and compared it with what they had just shared with their friends. This is how I, my TDC and teachers were able to establish lab culture in the school.

Atuba Saeed,
Mentor Teacher- Central District,
DIET Daryaganj

Testimonial “The Teacher Development Coordinator (TDC) programme is a good initiative in Delhi School Education for enriching the academic environment in schools. As I observed during LICs and DPCMs (District Progress Check Meeting) with Mentor Teachers and other stakeholders, teachers now reflect more critically and share many innovative ideas regarding teaching-learning strategies and student involvement in a joyful manner. I also observed that there is a beginning of a paradigm shift from competition to cooperation between teachers.

I hope this programme will boost up the academic environment more rapidly in the coming LIC/year.



Dr. Sandip Kumar, Lecturer,
DIET, Daryaganj

Finding Common grounds

Strengthening self-esteem of students: Supporting Student's Discussion

In LIC-6 **Students Discussion** strategy was introduced just at the right time for a Social Science teacher of one of my mentee schools, who was quite disappointed by the response of her 10th class students despite her best efforts. She joined the class in mid-session. This became even more painful when the Periodic test results were less than satisfactory. I have been in touch with her and with the introduction and implementation of this strategy things changed rather instantly.

The students were instantly more connected, alert, interested, in charge of their own learning and loved the strategy so much that they wanted to repeat it everyday or at least more often. The teacher felt relieved and finally seemed to find a strategy that worked for both her and her students. It was just the right strategy for that class as every single child was seen engaged at any given time in reading, listening, checking, sharing views, explaining, connecting with the peers and the teacher and so on. The students fared very well in the Pre-boards and the class result was 100%.

Anu Choudhary,
Mentor Teacher,
District South, DIET R.K Puram

ART Meeting- An attempt to build the community of practitioners in Delhi Government Schools

एआरटी मीटिंग शिक्षा से जुड़े नवाचारों की चर्चा का एक सफल माध्यम ।

यह सब आखिर क्या है? क्या है। त्ज? कौन होते हैं ज्व? और भला स्कूलों में इस तरह की मीटिंग का क्या मतलब है। मेंटर टीचर प्रोग्राम और उसी से जुड़े हुए कुछ और प्रोग्राम जैसे कि स्कूलों में एकेडमिक रिसोर्स टीम(। त्ज) का गठन, टीचर डेवलपमेंट कोऑर्डिनेटर प्रोग्राम, इत्यादि, इस इंटेलेक्चुअल आइसोलेशन को तोड़ने में बहुत मददगार साबित हो रहा है।

कोई भी प्रोफेशनल कम्युनिटी यानी कि एक जैसे पेशे में लगे हुए लोग जब एक साथ आते हैं और अपने काम के बारे में बातचीत करते हैं, उसको और आगे कैसे बढ़ायें, उसमें नई बातें कैसे लाया जाए, उसमें रिसर्च कैसे हो, उस काम से जुड़ी हुई समस्याएं क्या हैं, इन सब बातों पर जब वह विचार करते हैं, तो इसी प्रक्रिया से एक प्रोफेशनल कम्युनिटी बनती है।

इसी पृष्ठभूमि में दिल्ली सरकार के स्कूलों में यह कोशिश की गई है कि शैक्षणिक वातावरण विकसित किया जाए और इसके लिए बहुत जरूरी है कि कम्युनिटी ऑफ प्रैक्टिशनर की अवधारणा को स्कूलों के अंदर विकसित किया जाए। हर स्कूल में एक टीचर डेवलपमेंट कोऑर्डिनेटर(TDC) प्रिंसिपल के द्वारा चुना गया है, और टीडीसी, को सहायता देने के लिए एआरटी टीम का गठन किया गया है जिसमें सभी विषयों से कम से कम एक शिक्षक शामिल हैं। टीडीसी की अध्यक्षता में एआरटी की नियमित रूप से हर महीने एक बैठक होती है जिसमें क्लास रूम के अंदर शिक्षा से जुड़े नवाचारों की चर्चा की जाती है।

Murari Jha,
Mentor Teacher, South West A,
DIET R.K. Puram

Impact of TDC Program

Journey as a TDC, Do Now and No Hands, Improved academic discourses, Learning Log

I have been a teacher in DOE for the last 20 years but the changes I have witnessed during the last 3 years in the teaching learning process are remarkable. About 3 years back a programme was launched by our Education Minister Shri Manish Sisodia ji. I found myself fortunate enough to become a part of this extraordinary endeavor as TDC. Since then there have been outstanding changes in the scenario of schools. I would like to share some of the changes I witnessed as TDC in my own school.

First of all, the work culture has totally changed. Teachers are developing a growth mindset. They want to learn new strategies and pedagogies. They also want to implement and see the result of their efforts. There is a strong 'connect' with the students and the atmosphere of fear is being changed. There is a relationship of love and affection between them. They find their teachers most approachable to satisfy their queries.

They are eager to improve the academic condition of the school and are doing their best for the purpose. Group discussions and group activities are changing the atmosphere of the classrooms. The classrooms are more lively and active now. Practical based teaching learning methods have given a new life to the teaching learning process. Group teaching is also showing a positive impact. In difficult subjects, when a group of teachers combine to take practical based classes, it creates a positive and progressive environment and brings positive changes. The active participation of every student can be seen clearly through pedagogies like Do Now and No Hands.

It has increased the culture of discussion among teachers. It has taught the importance of learning from others after mutual discussions. It made us more tolerant and understanding. We are more focused now. We have managed to break stereotypes and are learning continuously. It is a marvelous effort which should be continued in the benefit of students

All the activities that are planned in the various LICs were incorporated in class X B of our school by all the subject teachers in the session 2019-20. There was a significant change noticed among the students of that class.

The students waited for the teacher to come and practice a new energizer. Sometimes the students devised their own energizer. This helped in the switching of minds to the next subject.

When the Do **Now** activity was introduced, the students again showed enthusiasm and participated eagerly in the activity.

Also, the students were taken out of the class, for a group activity to study a lesson. Groups were made so that they interacted with each other. The students felt that by this method they could retain the lesson better, where the teacher acted only as a facilitator.

Then the techniques such as **learning log**, asking questions, name tags, etc proved beneficial. The result was that a few shy students who did not speak out through the classes, now actively wanted to give their views.

The teacher also got feedback to improve their teaching techniques.

Monika Sharma,
TDC, RSKV Kondli
District South
DIET R.K.Puram



My Journey as a Mentor Teacher

Culture of feedback, Supportive environment,

Do Now, No Hands and Learning Log

As a mentor teacher, I have tried to implement this culture (feedback) in all my mentee schools. I would like to share an example of one of my schools, GGSSS no 2 railway colony TKD (1925046) where much improvement is seen after a culture of positive feedback is being developed among teachers. We have worked on it with TDC (Divisha Saxena) and a major support of the Principal Mrs. Pushpa Horo. Daily one class of any subject/any level is being observed by any teacher (ART or non - ART member), with TDC/MT/Principal, and the teacher, whose class was observed, is given positive feedback and appreciation during faculty meetings. Also, there is a discussion on the classroom routine, which has been implemented by the teacher in her class. It is observed that by this culture, all teachers are being motivated and getting new ideas for their upcoming classes. Principal mam also appreciates teachers, TDC, ART members, MT for their work, time to time. Her words of appreciation empower us for better results.

Principal mam is very supportive, whenever I visited the school, she made the TDC free from her daily routine work and she herself gave plenty of time to discuss the action plan, challenges, solutions, implementation of new strategies etc. with us.

“All the strategies introduced through LIC have increased the confidence level of all the students and made the teaching learning process more interesting & effective. Now teachers are more aware about their students. **Do Now, No hands** and **learning log** have been proved very useful for students as well as for teachers too. This programme suggests innovative teaching techniques to improve the learning capacity of the students. I appreciate the hard work of MT (Nutan Rana) & TDC (Divisha Saxena)”, shared Mrs. Pushpa Horo (Principal), GGSSS no.2 railway colony Tughlakabad.

Nutan Rana,
Mentor Teacher, District South
East, DIET Moti Bagh

Testimonial : No Hands activity is very effective. I made groups. Gave them a topic. Tell them to ask Questions from others groups. Other groups gave answers. In this way everyone got a chance to participate.

Anju Arora, ART member
District South East, DIET Moti Bagh

Testimonial : “मेरी कक्षा की छात्राओं में जागरूकता आई क्योंकि वह जानती थीं कि मैं किसी को भी अचानक से उठा दूँगी, उनके अंदर आत्मविश्वास पैदा हुआ, अब उनकी उपस्थिति भी पहले के मुकाबले ज्यादा हो गई थी। ग्रुप डिस्कशन की वजह से एक तो उनका ज्ञान बढ़ रहा था और जिससे उन्हें आपस में सामंजस्य बैठाना आ गया है।

Madhu Rani—ART Member, GGSSS No. 2 Railway Colony
District South East , Moti Bagh

Change driven by Collaborative Efforts of Educators

Growth Mindset, TDCs Journey, Impact of positive environment .

The Teacher Development Coordinator program was launched in 2017 in large scale to focus on teachers' professional development where the teacher can improve student's foundation skills. This involved the mentor teacher, the TDC, the ART members, The HOS and the district officials.

I, Mrs. Poonam Puri PGT (English) was appointed as the TDC in 2017 in GGSSS, Srinivaspuri. I have been working as a TDC since then. The mentor teacher Mrs. Tapsa used to come to my school and provided feedback to teachers through classroom observations and supported me so that a congenial & healthy teaching learning process can be brought up in the school. Through new teaching strategies the students started taking interest in their lessons. Sharing of challenges by ART members during faculty meetings and ART meetings encouraged to develop growth mindset and also to normalize failures. A regular time-table was made where ART members welcomed colleagues into their classrooms to observe them.

After the classroom observation, the teachers discussed their success stories with other teachers and this way a chain developed where each teacher of the school brought new innovative ideas, observed each other's classroom teaching & focused on feedback.

This program connected the students with teachers and also among themselves. The mentor teacher, the TDC and the HOS collaboratively discussed strategies, tried their level best to improve the standard of education in the school. I never thought that this program would bring a dramatic change in the school environment. The program manager Shadab visited my school & in whose leadership we learnt how to use opportunities into progress and eventually a progressive change.

His feedback and inspiring notes are a great inspiration to us.

Poonam Puri, TDC

South East, DIET Moti Bagh

Impact of Positive environment and culture of appreciation.

Culture of Appreciation

I, Mrs. Monita Sandhu, working in SPM SKV CR Park School, have organised a few 30 minutes meetings to appreciate my ART members and teachers who actively took part in all programs. I had arranged an appreciation session for the same where all participants got roses with a suitable adjective tag. They found it very interesting and the staff teachers gave their views to justify that the quality of the sessions was very impressive and gave successful results. Our program manager and mentor Mr. Bhawani Singh was obliged with these sessions. Not only the students but these sessions were able to enhance the confidence of teachers as well and make them more enthusiastic and thoughtful. Many sessions were done with red balloons to make them happy and playful, star performers of "Do Now" and No Hands activities were also facilitated, in this way we could appreciate the efforts of a particular teacher. I believe this is a great idea to give confidence to all our participants. I just wanted to share my thoughts and beliefs with all of you.

Mrs. Monita Sandhu

TDC, District South, DIET Moti Bagh

बस जोन बदल कर देखो

बस जोन बदल कर देखो, फिर बन जाएं सारे काम हैं।
जीवन होगा सुखदाई, हो जाएगा जग में नाम है।।
होकर के कम्फर्ट लीक पर ही केवल बढ़ पाओगे।
गर दोगे तुम त्याग, सफलता की सीढ़ी चढ़ जाओगे।।1

फिर पाओगे पहले, से भी ज्यादा आराम है
बस जोन बदल कर देखो, फिर बन जाएं सारे काम हैं।
डरकर जीने से क्या होगा, डर को दूर भगाओ जी।
असफलता में छुपी सफलता, मूल मंत्र अपनाओ जी।।2

फिर डर, डर करके भागे, हो उसका काम तमाम है
बस जोन बदल कर देखो, फिर बन जाएं सारे काम हैं।
सीख सीखकर "नवल" रास्ता हंसते हंसते मिल जायेगा।
कर्म फलेगा भाग्य खुलेगा, मुरझाया जीवन खिल जायेगा।।3

दिल से कुछ सीख के देखो, लगता कितना अभिराम है
बस जोन बदल कर देखो, फिर बन जाएं सारे काम हैं।
करलो तुम संकल्प, ग्रोथ के जोन में हमको आना है।
लक्ष्य जो आशातीत, सहज ही उसको गले लगाना है।।4

जब तक न मिले सफलता, तब तक न हो विश्राम है
बस जोन बदल कर देखो, फिर बन जाएं सारे काम हैं।
जीवन होगा सुखदाई, हो जाएगा जग में नाम है।



**TDC Navneet Naval GBSSS No 3 Badarpur,
District South East, DIET Moti Bagh**

Testimonial

"Supporting Students Discussion increased the attention span/interest of students in class". rooms."

Anita Chug, ART member, District South East, Moti Bagh

"Reflection Diary enhanced the written ability of students which helps a lot in exam time"

Seema Rani, ART member, District South East, Moti Bagh

"Look at each other, Look out for one another". TDC is what builds the potential of colleagues and other people as well, moulding the future of school. In addition to this TDC is actually People Development Coordinator. Students are finding classes to be very interesting and schools are more inviting than students' homes leading to better learning outcomes".

Ramesh Morwal, Mentor Teacher, District South East, Moti Bagh

"In the journey of growth mindset, the continuous efforts of Mentor support HOS, TDC & Teachers to work for shared vision of the schools. The class observation culture provides multi way sharing of experiences with each other".

Vandana Arora, Mentor Teacher , District South East, Moti Bagh

"Do Now activity helped us to know the students better, which is a milestone to connect in the Teaching Learning process."

Pooja Meena, TDC, District South East, Moti Bagh

कक्षा स्तरीय शिक्षण रणनीति

अंतर्मुखी बच्चों को को भी अपने विचार रखने का मौका मिलता है।

सपोर्टिंग स्टूडेंट्स डिस्कशन:

बहुत से कठिन विषय छात्रों के ग्रुप डिस्कशन से सरल बन गए हैं। कक्षा 9 वीं में समास पढ़ना छात्रों को बहुत नीरस लग रहा था, किन्तु ग्रुप में अलग-अलग समास और उदाहरण दे कर उनकी प्रतियोगिता करवाई और देखते ही देखते समास उन बच्चों को भी याद हो गए जिन्हें बिलकुल समास समझ नहीं रहा था। ग्रुप डिस्कशन का सबसे बड़ा लाभ रहा है कि इसमें अंतर्मुखी बच्चों को को भी अपने विचार रखने का मौका मिलता है, फिर धीरे-धीरे वह कक्षा में बोलने लगता है।

स्टूडेंट रिप्लेक्टिव डायरी:

इसमें भी बच्चों ने बढ़ चढ़ कर हिस्सा लिया। कक्षा 8 वीं में सबसे पहले बच्चों को यह बताया कि रिप्लेक्शन डायरी अपने पाठ्यक्रम में शामिल नहीं है बल्कि पाठ्यक्रम को सुदृढ़ करने का एक माध्यम है, कोई होम वर्क नहीं है, इसे अपनी-अपनी क्षमताओं से लिखना है। अपनी क्रिएटिविटी दिखते हुए अपने मनोभाव को लिखना है। बच्चों ने न सिर्फ डायरी में अपनी भावनाएँ लिखी बल्कि उसे बहुत ही सुन्दर तरीके से सजाया भी। प्रारम्भ में बच्चों ने अपने दिनचर्या लिखी, अब धीरे-धीरे पाठ्यक्रम सम्बन्धी बिन्दु भी लिखने लगे हैं। जो बच्चे लिखना नहीं जानते पर क्रिएटिव हैं, शौक-शौक में उन्होंने ने भी अपनी डायरी बनाई, सुन्दर सजावट की और गलत ही सही लेकिन लिखना भी शुरू किया।

दोनों ही शिक्षण रणनीतियाँ छात्रों के समग्र मानसिक, शैक्षिक व भावात्मक विकास में योगदान देने में सम्पूर्ण सक्षम हैं।

Ms Asha,
ART member , GGSSS Kakrola,
West B Rajinder Nagar



Testimonial

The TDC program has played a game-changing role in bringing out the hidden talents of the teachers. Where the ART meetings provide an opportunity to all the teachers, an inhouse stage/platform to share their experience and learn new things from each other. This helps them in honing their talents more. Each one becomes a learner and feels more engaged in the teaching-learning process which had till now been a rote learning technique. The sharing of good practices accompanied by the success achieved in its implementation further gives wings to the teachers to achieve greater heights.

Harpreet Kaur, Principal ,
SKV No. 3 ,
Tilak Nagar, West A , Janakpuri,
Rajinder Nagar.

Journey of an ART Member

*ART Meeting a platform for professional development,
intentional teaching, skill development*



Journey as an ART Member is like a world opening up to newer avenues. T.D.C Ms. Asha Sharma was the one who recognized my passion for doing something new and asked me to join the team of ART. My mentor Ms. Manju further polished my way of teaching by giving me innovative ideas. Our HOS also played a pivotal role in motivating me. As a team we worked on each LIC to see the difference in our students.

LIC-1 CONNECT was the first change which I saw in myself as a teacher. Exhausted with old techniques I was excited to find something new.

Up until then I had also started noticing a change in my students' level of understanding, but the problem was of summative assessment, where they still were not performing well. Then came LIC-6 'Student Reflection Diary', and I realized that it was the answer to my problem. One of my students, Aatifa of 10A, was facing a problem in recalling the contents of the lesson in the end. She found it difficult to answer long questions as she didn't have a very profound word bank (vocabulary) in English. I encouraged Aatifa to jot down her ideas on the lesson taught, after every class in her 'Student Reflection Diary'. Last five minutes of each class were kept separately for this. Firstly, she was skeptical about this but I assured her that she will not be assessed for this and nobody is going to judge her. In the beginning I gave her a few questions with options on the basis of which she was able to write simple yes/no sentences. Her confidence built up and she was motivated to write small sentences by herself. Then, after every question I gave her a few words and asked her to write a small answer from those words. In a way, the answer was hidden in those words only. It was interesting for her just like a riddle. I knew that she was particularly interested in artwork. I got an opportunity to use this talent of hers and asked her to draw pictures of important parts of the lesson and then write what she wanted to convey from this picture. This was like a game to her. I found that art has brought my subject English closer to her. Somewhere Art Integrated Teaching was also involved. Finally, she was able to draw out the summaries of the lesson and was able to write her views on the topic taught.

Confidence in writing in English by herself led her to take English in her senior classes too, where she is currently performing really well. She became a role model for other students.

In a way I can say, ART meetings have given me a chance to change my way of teaching and make it more refined, which further helped my students to change their way of learning and also in achieving new heights.

Neerja Sharma,
ART Member West B,
DIET Rajinder Nagar

Impact of Teaching learning Strategies on students

Growth Mindset, Critical Thinking : Positive impact of TDC Program, NoHands, Lesson Plan.

In 2017, when I started my journey as a TDC I never thought it would change the scenario of our academic institution so positively. Now there is a great connection among faculty members and students. All the teaching learning strategies bring out the best potential of both the teachers and students

Although it was not a smooth journey, as with every strategy there arise doubts whether it can be implemented. How can the age-old practice of raising hands be replaced with “No Hands”? Why to add “Lesson Plan” when Teacher’s Diary is there? Why Exit Ticket?

Although most of the strategies started with lots of apprehension but later on there was abundance of appreciation. It brings a motivation which leads us to move ahead.

Feedback from ART members helps to have a clear vision about the strategies. As in session 2019-20 Ms. Madhu Bahuguna (Lec. Pol. Science) vehemently accepted that just due to “Do Now” strategy she had 100% result in the midterm examination in class XI.

In the year 2018-19 there were 4 sections of class X in our school. The students of class X B needed lots of hard work as they were lagging behind in academics. They need continuous motivation to have confidence that they can do it. 3 ART members who were teaching that class worked hard with them. Strategies learnt under LIC-4 - Teaching learning strategies, Elaborative Questioning and Retrieval practices helped a lot. The students were totally charged to learn. They had mental readiness, enthusiasm and zest which led to 100 % results in 5 subjects including science.

All the learning under this programme is really beneficial not only for students but for teachers also.

**INDU BISHT,
TDC, SKV ANAND VIHAR,
District East, DIET Karkardooma**

Testimonial : The TDC program has played an important role in strengthening the bonding between students and teachers, and the importance of this factor is recognized by all. Teachers always put their best efforts in classrooms for improving the teaching-learning process through the use of many strategies. This is being done more intentionally than before. The biggest challenge facing teachers is the inability of the students to pen down their thoughts in examination. Group work is being adopted by ART members as well as many other teachers. Impressive results have been achieved by ART members when they support students in these group discussions with the intention to keep them on the right track. This is being followed by Writing their learning in the name of Learning Logs/Diaries. Teachers who are practicing this are quite hopeful that this can bridge this gap effectively. Teachers are patient and more open to listen to students intentionally. Now they are in the role of facilitators and appreciate student’s efforts to encourage them continuously. Students positive responses helps them to stay motivated and practice new techniques. The program has the potential to reach new heights. This can only be done if the authorities support the TDCs to fulfil their full potential.

Amita Sharma, BRP, DIET Karkardooma

Impact on my Teachers/ART - Members

Positive impact of TDC Program, Critical Thinking Do Now

Now, if I talk about the impact of this ongoing TDC-Program on my Teachers or specifically the ART-Members, I can definitely say that there is so much positive change in them, their attitude & in their overall personality development. For instance, when I was recently conducting the ART-Meeting & was asking about their feedback & personal experiences, they unanimously agreed that - whatever new Strategies are being introduced to them through the ART - Meetings & new LIC's - they have definitely helped them to increase the participation rate of almost all the students in the Classroom Activities & in building their Confidence level. This is what I liked most about the success of this program !

Ms Nivedita TGT Science, one of my ART members used to devote quite a lot of time to prepare her students for her class. She tried out the Do Now activity. In class 10 B, she conducted the Do Now activity for practicing one mark questions and diagrams. She found it very useful in recapitulating the previous day's topic taught in the class. It not only focussed students for commencement of classroom teaching but was also an enjoyable activity for assessment of their learning from previous classes. It also helped her to fix up the loopholes of her own teaching methods and understand the thought process of students, and how to make topics more comprehensible for them. The impact of the activity was clearly visible in revision classes.

I strongly recommend everyone to use the strategies learnt in LICs from the starting of a new session, especially 'Do Now' as it helped students to gain confidence in themselves and helped the teacher in managing her class in terms of time as well as energy. It became a routine for students. They were always ready before the teacher entered the class.

Aruna Chaudhary

**TDC Janki Devi SKV Mayur Vihar pkt 2
ph 1, District East, DIET Karkardooma**

Testimonial: Well as a TDC, if I talk about myself, I've learnt so many new things during my journey of about two and a half years in this role. I think I've grown up as a person now, become more mature, more confident, more responsible towards my duties and more ready to take up any challenge & face it boldly - whatever the consequences may be. I enjoy managing the things on my own now, love to lead the team & always try to develop interpersonal skills. That is to sum it up - I can proudly say that I'm a Teacher's Development Coordinator - actually. And the best part is that whatever qualities I've mentioned above, I always try to pass them on to my fellow ART - Members also, in the School.

**Sanjay Chaudhary, TDC, Kalyanwas school,
District East, DIET Karkardooma**

A case study on how ART meetings have been regularised in school.

ART meetings - A platform to share and learn, Strengthening connect & acknowledgement



What was the challenge and status of ART meetings initially?

In the beginning, school was reluctant to organize network meetings because the stakeholders were not aware of what was going to be discussed in the meeting, what is the relevance and why the concept of monthly network meeting was introduced. They were also not sure how they were going to help teachers through meetings.

Intervention : I began with discussing the objective of network meetings in small groups of teachers in my mentee schools and realized the need to strengthen 'connect' between each other. Session on the theme 'connect' laid the foundation of network meetings. A meeting with all TDCs was held in SKV C1 Yamuna Vihar to have an open discussion on the relevance of academic resource team and network meetings; how it can help the TDC in planning school level academic activities and brain storm challenges. Any initiative when begun with a small group of motivated teachers can help in steering the process and gradually involve others in academic discourse leading to academic development of the whole school. Thus I and TDC with the support of HOS, were able to set in motion the monthly ART meetings which gradually became a routine. Initial discussions on the achievements and challenges of the school set the process and laid down the importance of academic resource teams in schools. Gradually it gained momentum, discussions enriched and established a routine of regular academic discourse in school. This also helped to connect ART members, TDC, MT and HOS with each other and also with students. **A dedicated corner for TDC and ART Members** encouraged TDC to set a corner to display different activities going on in school through teacher development coordinator and academic resource team . We also introduced focused faculty meetings to communicate our learnings and discussions in ART Meetings to Non -ART Members and to strengthen our daily discussion sessions.

Sanjay Prakash

**Mentor Teacher - District North East I,
DIET Dilshad Garden**

Positive Stories of Student Supported Discussion

Collaboration, Critical thinking, discussions
leading to stronger understanding of topics



In English class of XI D and XI C student supported discussion was implemented for the first time on the topic - 'How to avoid common mistakes' using support material. Students were asked to go through the common mistakes, were given the support materials and were asked to discuss in the group of 4-5 on 'if they committed those mistakes in their first term examination and unit tests'. Teacher was facilitating their discussion, only giving them moral support, listening to the discussion of the groups one by one. With great enthusiasm and without hesitation students admitted the mistakes which they committed earlier and decided not to do it again. They took notes on it in their notebooks too.

The topic 'How to avoid common mistakes' was taken on the very first day intentionally to make the strategy of Supporting Students' Discussion more appealing and interesting for the students to help them open up for discussion.

Manisha Rani Verma,
TDC - District North East I ,
DIET Dilshad Garden

Testimonial “टीडीसी कार्यक्रम का अंग बनकर मैं विद्यालय में विशेष भूमिका का अनुभव करता हूँ। इस कार्यक्रम के द्वारा मैं अपना व्यवहार और अधिक नम्र और सामाजिक बना पाया हूँ। विद्यालय की छोटी सी छोटी उपयोगिताएँ अन्य विद्यालयों के साथ सांझा करने से सभी को गर्व का अनुभव होता है। संकाय गोष्ठी द्वारा विद्यालय की छोटी से छोटी समस्याओं का जल्द निवारण करना संभव हो पाया है। इस कार्यक्रम द्वारा विद्यालयों में हो रहे सकारात्मक बदलाव को देख बहुत प्रसन्नता होती है।

Mr.Pervinder Kumar, TDC
GBSSS No. 1 Ghonda, N.E 1
DIET Dilshad Garden.



स्टूडेंट सपोर्टेड डिस्कशन और नो हैंड्स शिक्षण-रणनीतियों पर शिक्षिका के अनुभवों की अभिव्यक्ति

एलआईसी में बताए गए शिक्षण-रणनीतियों के जरिये इतिहास पढ़ना हुआ रोचक । स्टूडेंट सपोर्टेड डिस्कशन, नो हैंड्स शिक्षण-रणनीतियों का प्रयोग छात्रों का प्रोत्साहन ।

मैं GGSSS B 1 Yamuna Vihar कक्षा 9 की अध्यापिका हूँ। मैं एलआईसी-6 में निर्धारित स्टूडेंट सपोर्टेड डिस्कशन और नो हैंड्स के द्वारा पढ़ाये गए पाठ के बारे में अपने विचार व्यक्त करना चाहती हूँ।

मैंने अपनी कक्षा को छः समूहों में बाँट रखा है सप्ताह के शुरू होने से एक दिन पहले अर्थात शनिवार को मैंने छात्राओं को बताया कि अगले सप्ताह हम इतिहास का पाठ 4 पढ़ेंगे (वन्य समाज व उपनिवेशवाद) और अपनी कक्षा के प्रत्येक समूह को उस पाठ अलग-अलग 2 टॉपिक दे दिये और कहा कि प्रत्येक समूह उस टॉपिक से संबंधित चार्ट, पलैश-कार्ड आदि बनाकर लाएँगे मैंने भी उन दो टॉपिक्स से संबंधित प्रश्न दो अलग अलग रंगों के पर्चियों में लिख दिये।

सोमवार को सभी छात्राएँ अपने ग्रुप के टॉपिक के अनुरूप चार्ट आदि बनाकर लाईं। फिर मैंने प्रत्येक ग्रुप को 15-20 मिनट चर्चा के लिए दिये, उसके बाद बारी थी प्रेजेंटेशन की। समूह चर्चा खत्म होने के बाद मैंने प्रत्येक ग्रुप से एक एक ग्रुप के छात्र को बुलाकर उसकी योग्यता के अनुरूप पर्ची उठवायी छ किस छात्र से कौन-से रंग की पर्ची उठवानी है यह मुझे पहले से ज्ञात था छ प्रत्येक छात्र ने प्रश्न का जवाब देने का प्रयत्न किया और जो कहीं रुक गए उन्हें समूह की दूसरी छात्राओं ने मदद की एवं प्रोत्साहित किया। मैंने प्रत्येक समूह को एक एक प्लाकार्ड दिया जिसमें लिखा था— Try again, Keep it up, Well done , good, excellent. एक ग्रुप के प्रेजेंटेशन के बाद, बाकी ग्रुप्स उन्हें प्लाकार्ड के जरिये अपना मत व्यक्त करते थे।

पहले छात्र इतिहास पढ़ने में ज्यादा रुचि नहीं लेते थे लेकिन प्रत्येक एलआईसी में बताए गए शिक्षण-रणनीतियों के जरिये इतिहास पढ़ाना इतना रोचक होगा यह मैंने सोचा भी नहीं था।

Neetu Sharma,

ART Member,

District North East I, DIET Dilshad Garden



Response of students on Active Self Reflection and Student Collaboration

How Role modelling by teachers enhanced self-esteem of students , practice resilience & stay connected

The students often complained of missing school friends. They shared how difficult it was for them to stay at home away from friends and the usual school time fun.

Active Self Reflection: The self reflection activities, shared by teachers, enabled students to come out with their inner feelings. The students reflected by making drawings and expressing through audio messages. Someone painted a single boat in a huge sea, some darkness of night, a girl watching rainfall from windows. It was all heart touching. A girl drew a leaf half green half brown, depicting the period before Covid 19 and after Covid 19. Post this, the teachers counselled students, talked about being resilient, to be optimistic and positive. The school staff also got to know the problems being faced by children and tried to provide wherever possible.

Student Collaboration: Another activity of student collaboration worked very well in science and social science subjects. The response was very good. In English class 10th students collaborated for a dress designing activity, which was really beautiful.

The students actually enjoyed collaborative activities as they were simple and did not require much resources. These activities gave opportunities to students to interact with other students.

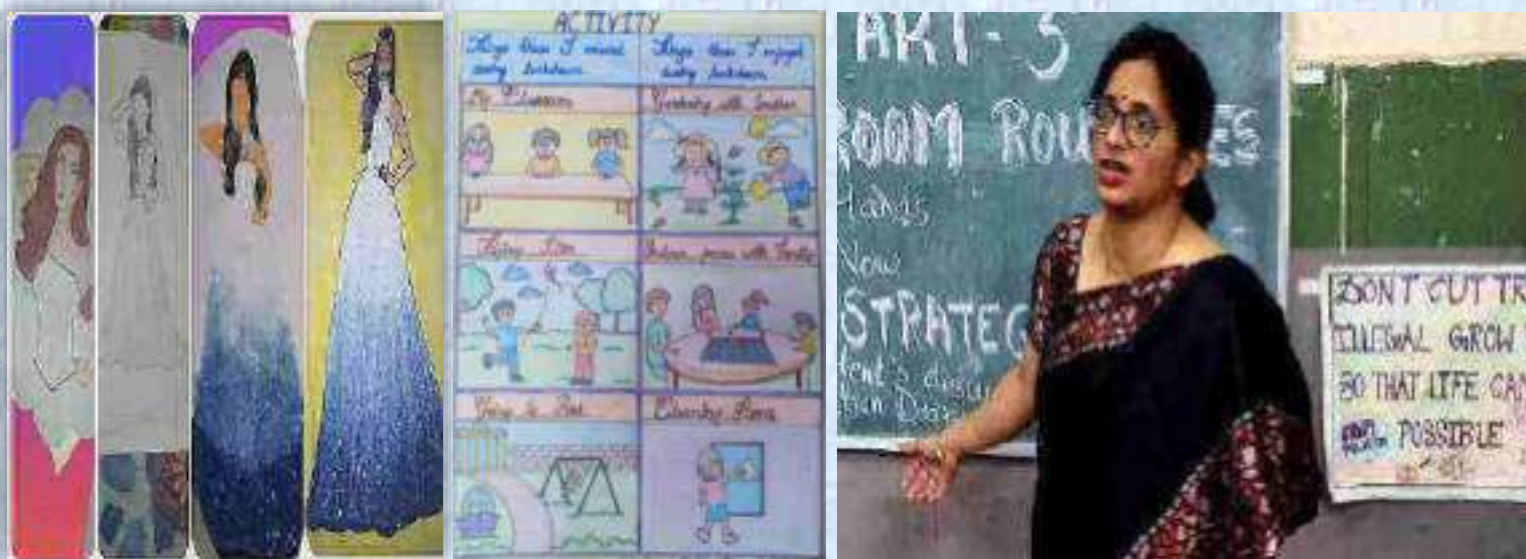
The groups formed were changed fortnightly, so that interaction with different students could be possible.

It was fun for teachers as well.

Ruchi Chauhan

TDC - District North East II,

DIET Dilshad Garden



Reflection shared by an ART Member on the implementation of the strategy - Student Supported Discussion

ART Meetings - A platform to share challenges, with openness, seek and give support to each other and learn from each other

An interesting and meaningful reflection was shared by TGT Hindi Ms. Pinki Rani on student supported discussion, as suggested in LIC -6. I implemented the strategy in class X A for the topic 'Netaji ka Chashma'. Different questions were given in the group of 4-5 students to be discussed. Teacher facilitated the discussion. Groups had a healthy competitive spirit in presentation.

Following challenges were faced by the teacher while implementing the strategy:

While forming groups the students were interested in pairing up with their friends only. Later, groups were made having all level students- students at grade appropriate level and students who needed support to acquire grade appropriate level.

2) I found that some active students were dominating the group. In some cases, all active students grouped together resulting in some group participating more and some not at all participating.

3) All students were not able to take down the discussion points. She realized that students are struggling in expressing their discussion points in writing..

How the teacher resolved some of the challenges:

1. To improve group dynamics, the teacher taught the students an impartial way of making groups at the count of 4. Students agreed to this way of group formation. They counted till 4, all ones were in one group and so on. (Group 1 : 1111)

2. Along with this, the teacher also tried to encourage the active group members to support other students and encourage them also to share and participate in group discussion.

3. She shared in the ART meeting that she is facing a problem in developing the writing skills of students. Other ART members suggested that students can start with writing down their own reflections in a few lines in the beginning.

4. Healthy group competition also encouraged an increase in participation of more and more students.

5. Asking probing questions to groups to encourage discussion on relevant points.

Manisha Rani Verma
TDC - District North East I,
DIET Dilshad Garden

Testimonial : “TDC program has given a platform to teachers and teacher educators to have discourse on different academic concerns and issues leading towards self and professional growth. This program has given a different meaning to the teachers training programmes conducted by DIETs and SCERT. “

Dr. Kanwaljeet Kaur,

TDC Facilitator, DIET Dilshad Garden



Testimonial : I want to share a practice which has been done in one of my mentee schools, GBSSS, Tukmirpur number 2, ID 1104420. The teachers observed that when any assignment was given to students in groups of 4-5 the response of students was far better than the tasks given to them individually. It shows that collaboration is the necessary key factor of the learning process. It develops so many qualities in the students like cooperation, responsibility, helping each other, understanding each other, and being more expressive in front of others. And it also develops the habit of perspicacity among the students.

Shaily Chaudhary

Mentor Teacher, DIET Dilshad Garden

Testimonial “ TDC program creates an environment for academic discourse within school where teachers share their innovative ideas, practical classroom problems of learners and also get solutions through sharing and experience of co-learners during monthly ART meetings.”

Manoj Kumar Mangla,

Mentor Teacher, DIET Dilshad Garden



Flight of my school through learning improvement cycles

Impact of Teaching Learning Strategies on children

I am very thankful to my worthy HOS Mrs. Sangeeta Issar for giving me the opportunity to work as TDC in this institution. She has given me a platform to explore new dimensions in the field of education.

In the month of August 2018, we implemented 3rd Learning Improvement Cycle {LIC 3} with the theme- '**Importance of Lesson Plans in Teaching - Learning Process**'. Through various ART meetings we were able to motivate teachers to plan their lessons before going to their classes, so that they can organise and systematize the teaching - learning process in the classrooms. The making of lesson plans avoided needless repetition of the content and saved our time and energy. Also we were able to link previous knowledge of the students with the new knowledge we wanted to provide.

LIC-4: Teaching Learning Strategies'. Elaborative questioning and Retrieval Practices were the main concern during this period. We implemented new teaching - learning strategies and techniques, as a result, we could improve our academic results in Periodic test 2nd and 3rd. Through frequent and timely ART meetings and Faculty meetings, we constantly kept on sharing various Teaching-Learning Strategies being used by teachers in their classes.

In this way the journey during these learning improvement cycles had been mind blowing , resulting in all round development of students and bringing remarkable changes in the academic environment of our school.

Neelam Sharma
TDC G. G. S. S. SCHOOL, SAMAI-
PUR District - North West A,
DIET Keshavpuram



Success Story of A Teacher Development Coordinator (TDC)

Positive impact of TDC Program, Do Now

I am thankful to my school Principal for nominating me as TDC from the school in August, 2017.

First of all, let me begin by mentioning how the TDC program brought changes / development in myself. The program required close interaction and experience sharing with colleague teachers on a regular basis. This improved my communication skills, ability to deal with different personalities, coping with the stress and a lot more. My emotional intelligence has grown to a great extent. Now I calmly listen to other's perspectives on a discussion point and put forward my viewpoint. The key is putting oneself in another's shoes.

The co-learning sessions helped a lot in getting rid of our prejudices and mould our mind to receive other's ideas with an open mind and flexibility.

Now, I would share an example of behavioral change in students through connect. In class 8th B of my school, two students (Muskan and Komal) used to be perpetually absent. They were less inclined towards studies and had behavior problems like shouting at other students, abusing, pushing others, etc.. ...With the help of their class teacher, I connected with both the students, counselled them, and explained to them the importance of studies. While counselling them, I began with the literal meaning of their names.... '*Muskan (smile) and 'Komal (soft)'. This touched their heart and triggered change in their attitude, behavior and outlook towards things. Both of them were specially involved in the 'HAPPINESS Classes'. The teacher's play way method of teaching and continuous personal interest of the teacher helped a lot. Now they take interest in studies and also their absenteeism has reduced to a considerable extent. I am also happy to bring the students back on track..*

Ms. Kavita Bhardwaj,
District North West A,
DIET Keshavpuram

Behavioral change in students - Think out of the box

TDCs journey and the positive impact on student

I joined the TDC program on August 17, 2017. I have gained many experiences till date. Some of them have proved my success as TDC. I found my attitude towards the students and teachers' behavior has totally changed.

MY SUCCESS EXPERIENCE

One day Ms Pinki (TGT Maths.) Shared a problem with me that she usually teaches VI-E class in 5th period. This class is just before lunch time. One day when she went to class, she found that some of the students were taking their meals. The students were forbidden to do so, but they continued to take their lunch in her period now and then. As a result, the students could not pay attention to the lesson taught by Ms Pinki.

I suggested she allow the students to work as they wished, but to observe them keenly. Ms Pinki did the same. It was unexpected for those students. They, happily, opened their lunch boxes and started having their meals. While eating, they felt that something was going wrong. Ms Pinki was constantly observing them. Soon the students stared at each other and shut the lid of their lunch boxes just half-finished. They, altogether, felt sorry for their behaviour. They also promised her teacher to have lunch at lunch-time only. They also promised to pay attention to what she would teach. In this way students were made to realize their mistake without using any force by the teacher.

TDC Anju Verma

**School GGSSS, NARELA, North West A ,
DIET Keshavpuram**

Testimonial मन को झकझोर कर रख देने वाली एक छोटी सी घटना को साझा करना चाहूंगी। मिशन बुनियाद के दौरान मई 2018 का समय आज भी स्मृति पटल पर छा जाता है जब पीटीएम के दौरान सर्वोदय कन्या विद्यालय टिकरी की सातवीं कक्षा की "भावना", प्यारी सी बच्ची जो मानसिक रूप से अक्षम थी, विद्यालय के दरवाजे पर दौड़कर आई और अपनी कमीज़ पर लगा हुआ छंउम ज़ह दिखाते हुए बोली, "मैडम, मैं भावना, पहचाना"। बड़ी निश्चलता के साथ मुझे देख रही थी। जैसे ही मैंने हाँ कहा, वह ऐसे उछली मानो उसे कोई खजाना मिल गया हो और फिर बताने लगी कि आपके सिखाए हुए बारह वर्ण पहचानती हूँ, लिखती हूँ और न जाने क्या-क्या....। उसके पिता के मुख पर संतोष व आंखों में आंसू थे। उसके चेहरे की मुस्कान में एक नई ऊर्जा का संचार हुआ। रोम रोम में स्फूर्ति व आशा की किरण दिखाई देने लगी। चुनौतियां गौण लगने लगी। एक अध्यापिका के रूप में निभाई जाने वाली जिम्मेदारी फलीभूत हो गई।

Ms. Alka Rani, Art member GGSS No.1

NWA. School, Bhalswa Dairy, Keshavpuram.

Journey of teachers from fixed mindset to being resilient

Social Emotional Wellbeing and power of resilience



I am thankful to my school Principal for nominating me as TDC from the school in August, 2017.

To make teachers' realize the need of :-

- Understanding Social and emotional well-being of students during Pandemic as it is the need of the hour.
- To be Resilient for coping up with daily stress of life, making themselves and children emotionally strong so that they don't breakdown in the event of adversity.
- Connecting with students, giving them a platform for self reflection and working collaboratively as Connection, Collaboration and Resilience are the keys of Cheerful life.

Online/offline TDCs & ART meetings were taken with all the staff members in which various strategies were explained. As a result, it is overwhelming to share that in ART meetings, sharing by teachers was so fabulous that it acted as a motivating factor for others. Teachers shared the projects done by their students collaboratively on Academics and Non- Academics.

Their sharings reflected the changing mindset of teachers from fixed to growth, looking at the challenges as not problems but trying to overcome it instead of being in a complaining mode, showing themselves as reaching to the level of **RESILIENCE**

Hoping for the entire community of teachers working collaboratively as a team for common goals & bringing laurels to the Government schools.

Preeti Singhal, MT
NORTH WEST A , Keshavpuram

सीखने-सिखाने की संस्कृति को स्थापित करने में और सकारात्मक दिशा में बदलाव लाने में एक टीडीसी की भूमिका एवं उनके कार्य-शैली का विवरण

टीडीसी का सभी LICs द्वारा निर्धारित शिक्षण-रणनीतियों की समझ सबसे पहले स्वयं में विकसित करना ।

शिकायतें कम और समस्याओं के समाधान पे चर्चा ।

एक मेंटर अध्यापक के रूप में मुझे लगातार विद्यालय-प्रमुख, टीडीसी , एआरटी सदस्यों, अन्य शिक्षकों, तथा विद्यार्थियों आदि के साथ कार्य करने का अवसर मिल रहा है। मैं आपके साथ एक टीडीसी की कार्य-शैली का अनुभव साझा कर रहा हूँ

सर्वोदय कन्या विद्यालय प्रशांत विहार की टीडीसी शिवानी सोलंकी टीडीसी बनने के उपरांत विद्यालय में सीखने-सिखाने की संस्कृति को स्थापित करने में सफल रही हैं।

उनमें लगातार सकारात्मक बदलाव , सीखने-सिखाने के लिए सदैव तैयार रहना, विपरीत परिस्थितियों में भी बेहतर विकल्पों पर कार्य करना, सभी को साथ लेकर कार्य करना,। ARTs सदस्यों, विद्यालय-प्रमुख, मेंटर-अध्यापक तथा अन्य सभी अध्यापिकाओं के मध्य बेहतर सामंजस्य (बववतकपदंजपवद) स्थापित करना इनके विशेष गुण है।

इन्होंने सभी स्टे द्वारा निर्धारित शिक्षण-रणनीतियों की समझ सबसे पहले स्वयं में विकसित की और फिर एआरटी तथा अन्य शिक्षकों के माध्यम से प्रत्येक कक्षा के प्रत्येक विद्यार्थी तक इनको सफलतापूर्वक क्रियान्वित (पुचसमउमदजंजपवद) भी किया।

टीडीसी के रूप में प्रारंभ में कुछ चुनौतियों का सामना करते हुए उन्होंने न केवल एआरटी बल्कि विद्यालय की सभी अध्यापिकाओं को साथ लेकर विद्यार्थियों के बेहतर भविष्य के लिए कक्षा-कक्षों का स्वरूप बदल दिया है। अब सभी अध्यापिकाएँ एक-दूसरे की कक्षाओं में बैठकर(चमत- वड़ेमतअं. जपवद) सीखने-सिखाने के अनुभव साझा कर रहे हैं।

एक सबसे बड़ा बदलाव यह आया है कि अब शिकायतें कम और "हम सभी मिलकर क्या बेहतर कर सकते हैं " इस पर चर्चा ज़्यादा होती है।

Dr.Naresh Kumar, MT
District North West B
DIET Pitampura

Changes in teaching practices

Growth Mindset, Improvement in teaching learning environment



During session 2019-2020, I got the opportunity to teach English to class X (*English medium*) students. They were hardworking and maintained their notebooks properly. They would complete the assigned task and had good reading and writing skills. Initially I started giving lectures and used my autonomy in class. But very soon I came across a unique problem which paved a new way for my teaching practices. Most of the students were more concerned about their performances in Math and Science. Though some of them could get passing marks, still a lot needed to be done. They were too confident of their performance and result in English. They were relying on ways to score passing marks and were not keen to learn the language. In order to build their interest in the subject, I started to work upon my strategies. Here I would like to mention that the support and guidance I got during ART meetings changed by mindset. The discussion on teaching learning strategies during ART meetings and how they can improve the teaching learning environment in class.

At present, I am very proud to state that :

- Students try to interact with each other in English during my class.
- Students feel free to ask their queries.
- Students don't hesitate to express their views on different topics.
- Rather than mugging up question answers, they try to pen down their ideas.
- Class has now converted into an interactive group where they all participate wholeheartedly.

Ms. Stuti Bhatia

**TDC District North West B,
DIET Pitampura**

My Experiences of LIC-7

How LIC 7 strategies nurtured a sense of awareness and critical thinking amongst students

The strategies of LIC-7 proved to be of great help in making learning more interactive, effective and enjoyable in all my classes. The students of class VIII prepared various collaborative projects on the Topic- Microorganisms- friends or foe, in which they explained various types, uses and harmful effects of microorganisms. They were able to identify microbes growing around them and demonstrated it by showing growing bread moulds on breads and chapatis. They were also able to identify the only edible fungus, Mushroom (agaricus). They presented the chapter in a well coordinated way in forms of videos, pdf etc, and demonstrated a great team effort and clarity of thoughts regarding the topic of presentation. They examined, linked and developed meaning from their experiences to gain understanding of the science around them.

Similarly other students also presented topics like Resources, Motion etc using this strategy. This promoted and enhanced meaningful learning by doing something different from their routine classroom methods of learning. This strategy encouraged critical thinking and nurtured a great sense of awareness about what they had learnt. The best part was that the team mates discussed their observations through various modes like telephonic calls, video calls, messages, etc, and drew conclusions themselves. The output I think would be greater retention of concepts and increased confidence as it led them to gain insight on their strengths, challenges and interests. The strategy proved to be a great success, so much so that it encouraged students to discuss and learn in this way for further topics also, and one student Siddhi of class IX prepared her videos on various topics to help her friends in understanding the topics.

Meenakshi Vats, ART Member
SKV, H-Block, Ph-I, Ashok Vihar,
North West B, Pitampura



LIC-7 : Connecting teachers and Students like never before !!!

Engagement, Enhancing self-esteem of students,
Student Collaboration, Connect between TDC &
ART Members

Language is learnt better when students interact with each other or are involved in group work. But due to COVID-19 pandemic, students were forced to stay at their homes, and though Online teaching went on, it was a difficult task to engage students in group work, and I was trying to find some way to do this.

In this situation, Student collaboration activity provided a wonderful way for doing the same. As facilitated by our TDC Mrs. Priyanka Suri and through discussions during ART and faculty meetings, we planned to use this strategy and asked students to collaborate and present their literature lessons through videos, powerpoint presentations or pdfs. The students responded very enthusiastically to this and were very excited to try out this kind of group work with their friends and presented various exemplary works. The best one turned out to be a video wherein students played the roles of different characters in their lesson and recorded their videos of the same. Then they compiled all the scenes and presented the story in the form of a wonderful video.

Though this strategy also brought with it certain challenges like we had to shoot certain parts of the videos many times and also some students faced problems in using various applications, but it all turned out to be a great learning experience for all of us, and we enjoyed this journey thoroughly.

Prachi Jain,
ART Member, District North West B,
DIET Pitampura

LIC-7 : My journey and experiences

How active self reflection and students collaboration helped students to stay connected during the pandemic

We are living in a time when COVID-19 pandemic has created unforeseen boundaries around our daily chores. During this tough time, the strategy of Student Collaboration and Active Self reflection (LIC-7) made sure that education was not limited within these boundaries. In order to succeed- the mind of the child must remain free to travel to uncharted destinations in the world of knowledge and grow bigger, brighter and smarter.

While implementing Active Self reflection strategy, the students were given full freedom to express their emotions and feelings during this pandemic in whichever way they wanted. The students' expressions really touched my heart and they shared their write ups, audio notes and videos for the same. They shared how they are missing the school and their friends and they were feeling sad about being confined to their homes. Some also shared that they were enjoying getting up late, pursuing their hobbies and learning new things.

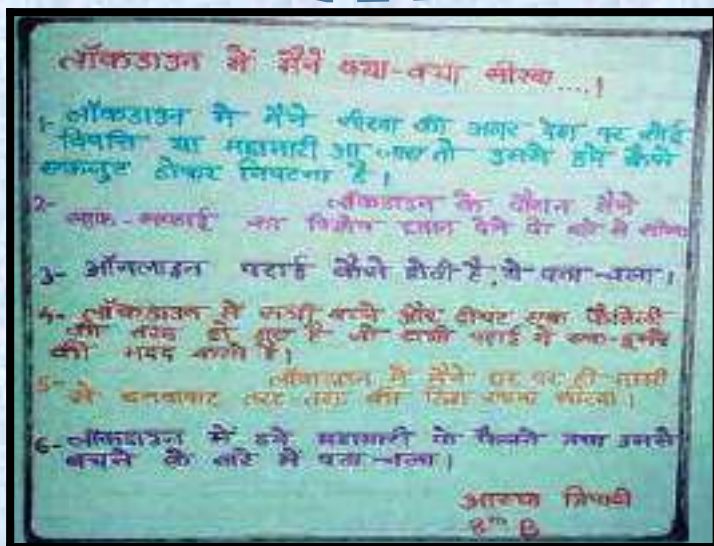
As they expressed that they were missing their friends, the second strategy of Student Collaboration was like a Wish Come True for them. Now they had a chance to again connect with their friends and do some learning together. They presented very creative works and learnt the Geography lesson - Natural and Man made resources and also about their state - Delhi through this group work. They prepared videos and presentations on the topics and in a way the whole lesson was learnt and revised in this innovative way.

Their zeal to complete tasks, stay in touch with each other and the faculty made the immaculate process of learning smooth, enjoyable and extremely enriching.

Meenakshi Punjani,

ART member, S KV Ashok Vihar

North West B, Pitampura



Online Student Collaboration: Great experience, great learning

Online Student Collaboration & sustaining culture of appreciation even during pandemic



The TDC Programme has always provided insightful strategies to strengthen the teaching- learning process and LIC-7 brought two very innovative strategies that were the need of the hour.

As the COVID-19 pandemic locked us in our homes and created physical boundaries between teachers and students, connecting with students was a big challenge for all of us. And, when we were trying out different ways to make learning enriching, fun and reachable to all students, LIC-7 came as a great route for our destination.

The strategy of Student Collaboration suggested an effective and appropriate method to engage learners in meaningful activities and fill the gap of physical boundaries created by the pandemic. The strategy was implemented by guiding students about it through whatsapp messages, audio notes and resolving their queries through messages and phone calls. The challenges like how to connect with students having problems with limited resources or how to compile the content were met by adopting various methodologies. A Google meet session was also conducted with group leaders to facilitate them in coordinating with their teammates and how they can use various mobile applications to compile the content. Also, they were guided about how to interact with their team members who had limited or no access to mobiles or the internet. The students displayed great enthusiasm in doing the group work and their creativity knew no boundaries. The presentations were in numerous forms ranging from videos, pdfs, ppts, etc.

Some examples of their projects are as follows:

1. One group created an awareness video on Healthy Hand wash. Each student recorded a video of one step of Hand wash at their place and then they collaborated all these small clips to compile a complete video of all the steps. They also added written text in between to explain the process.
2. In another group each student prepared one written sheet on different types of Microorganisms and then they compiled it in the form of a pdf.
3. Similarly, other groups prepared power point presentations on the topics like heat, microorganisms, force and pressure, etc. The response of students was overwhelming, and to appreciate and reward their efforts, they were awarded with e- certificates. The students expressed their happiness of doing this project work and also how they were overjoyed to connect with their friends after so long. This strategy truly provided a great opportunity to connect with students and teachers and also proved that group work can be done even without meeting physically.

Priyanka Suri,

**SKV, H- Block, Ph-I, Ashok Vihar, North
West B, DIET Pitampura**

LIC 6 की शैक्षिक रणनीति कोलैबोरेशन के साथ मेरे विद्यालय अनुभव

कोलैबोरेशन रणनीति द्वारा सामाजिक अध्ययन विषय के बहुत सारे प्रकरणों को सहज रूप से छात्रों ने सिखा।

मनुष्य एक सामाजिक प्राणी है, विशेषकर आज के समय में अकेले रहने के विषय में सोचना भी असंभव सा लगता है। इस सामाजिकता के चलते ही व्यक्ति दूसरों के साथ मिलकर कार्य करता है, तथा इस प्रकार मिलकर कार्य करना ही सारे विकास की गति का मूल है।

पिछले वर्ष 2020 में कोरोना महामारी के समय विद्यालयों में एआरटी मीटिंग की मुख्य थीम के रूप में कोलैबोरेशन को अपनाया गया था। यदि इस विषय में सोचा जाए तो बिना कोलैबोरेशन के उस कठिन समय में छात्रों के साथ जुड़ना बहुत मुश्किल था। उनके साथ संबंध स्थापित करना आसान नहीं था। अध्यापकों ने इस थीम को समझ कर अनेक सराहनीय प्रयास किए। उनमें से एक प्रयास था "मिलकर कक्षाएं लेना"। इसमें उन शिक्षक साथियों की कक्षा को विशेष रूप से शामिल किया गया जो कि कोविड-19 संबंधी ड्यूटी पर भी थे, जिससे कि उनकी कक्षा के छात्रों पर नकारात्मक प्रभाव ना पड़े।

कोलैबोरेशन से संबंधित अन्य सफल प्रयास साझा करना चाहूंगी। मेरे दो विद्यालयों में कोलैबोरेशन रणनीति का प्रयोग ऑनलाइन मेगा पीटीएम के आयोजन के लिए किया गया जो कि उस समय आसान नहीं था। इस सफल आयोजन के माध्यम से शिक्षक छात्रों तथा उनके माता-पिता के साथ जोड़ पाए। यह प्रयास विद्यार्थियों के माता-पिता द्वारा काफी सराहा गया।

इसी के साथ, मैंने और मेरे कुछ मेंटर साथियों ने मिलकर 14 सितंबर हिंदी दिवस के उपलक्ष में एक काव्य गोष्ठी का आयोजन किया। जिसे प्रतिभागियों द्वारा काफी सराहा गया। मैंने, मेंटर शिक्षक सचिन शर्मा जी एवं मेंटर शिक्षक मोती चंद जी के साथ मिलकर कोलैबोरेशन रणनीति का एक अन्य सफल प्रयोग हिंदी पखवाड़ा मनाने के लिए किया। जिसमें हमने अनेक विद्यालयों को शामिल करके ऑनलाइन हिंदी विजय का आयोजन किया। इससे शिक्षण प्रशिक्षण के अतिरिक्त छात्रों को हिंदी के प्रति रुचि जगाने, हिंदी में खेल का प्रयोग करके सीखने और प्रतियोगिता की भावना को जगाने में सफलता मिली।

कोलैबोरेशन का एक उत्तम रूप में प्रयोग एलआईसी-6 के पश्चात उसके परिणाम स्वरूप एलआईसी-7 में सामने आया, जब कई विद्यालयों ने आपस में मिलकर एआरटी मीटिंग का आयोजन भी किया। जिसके लिए उनके टीडीसी बधाई के पात्र हैं।

ये सभी प्रयास कहीं ना कहीं कोलैबोरेशन रणनीति से प्रभावित होकर ही किए गए, इस विषय के अनेक प्रभाव थे जिसे जाने अनजाने हम सभी ने अपने जीवन में उतारने का प्रयास किया। इसके लिए थीम का चयन करने वालों का हम दिल से धन्यवाद करते हैं।

Anju Rohila, MT

South West B, Ghumanhera

कोलैबोरेशन रणनीति द्वारा सामाजिक अध्ययन विषय के बहुत सारे प्रकरणों को सहज रूप से छात्रों ने सिखा।

सामाजिक विज्ञान कक्षा में कोलैबोरेशन रणनीति का सफल प्रयोग

राजकीय सह-शिक्षा उच्चतर माध्यमिक विद्यालय, सेक्टर-3, साइट-2, द्वारका के टीडीसी श्री एस के गर्ग का मानना है कि पाठ्य पुस्तक में दिए गए संदर्भ जब विद्यार्थी दैनिक जीवन में घटित होने वाली घटनाओं से जोड़ते हैं तो ज्यादा सीखते हैं। स इसी को ध्यान में रखते हुए वे अपनी कक्षा 7-8 में दिन प्रतिदिन लर्निंग इंप्रूवमेंट साइकिल में सुझाए गए तरीकों को अपनाते हैं।

उन्होंने सत्र 2019-20 में 7-8 के छात्रों के साथ शिक्षण अधिगम रणनीतियों के तहत कोलैबोरेशन की रणनीति को अपनी कक्षा में अपनाया। उन्होंने विद्यार्थियों को 8-8 के समूह में बांट दिया तथा प्रत्येक समूह को अखबारों से सामाजिक अध्ययन की खबरों से संबंधित प्रकरण को काटकर कार्डबोर्ड पर चिपकाने का कार्य दिया गया। बच्चों ने अपने ग्रुप के साथ चर्चा की तथा लाइब्रेरी से अखबार लेकर आए। स अखबार में से दिए गए टॉपिक्स की खबरें काटकर कार्डबोर्ड पर चिपकाया। कहीं उनका काम बेकार ना हो जाए इस को ध्यान में रखते हुए इस पर प्लास्टिक कवर चढ़ा दिया। इस प्रकार प्रत्येक ग्रुप ने एक सुंदर कोलाज बनाया। अब समय था, प्रत्येक ग्रुप को अपने आइडिया दूसरे ग्रुप के साथ साझा करने का। स जो प्रकरण कोलाज में चिपकाए गए थे, उन्हें बारी-बारी से बाकी छात्रों को बताने का। प्रत्येक ग्रुप अपनी बारी के अनुसार खड़े होकर बाकी ग्रुप के सामने अपने चुने हुए विषय की जानकारी देते थे तथा उनसे भी सुझाव मांगते थे। इस तरह ग्रुप के प्रत्येक विद्यार्थी की बारी आती थी तथा विषयानुसार सबकी समझ बनती थी। किसी को कोई टेंशन नहीं थी। अगले दिन विद्यार्थी लिखने का अभ्यास करते थे। इस प्रकार कोलैबोरेशन रणनीति से छात्रों ने सामाजिक अध्ययन विषय के बहुत सारे प्रकरणों को प्रभावी रूप से आत्मसात किया।

Vinod Bala, MT

South West B, Ghumanhera

How Connect between students and teachers helped to ensure social and emotional well being during pandemic

Social media platforms as a medium to stay connected during the pandemic. Teachers and peers Support to students in time of distress .

In the previous session, all the students of our school were well connected with their respective class teacher and subject teachers through social media tech tools; mainly through WhatsApp and Zoom. The teaching learning process not only went on at a good speed but also quite satisfactorily. Unfortunately, on 30th April an unexpected incident happened with Piyush, a student of Class X A of our school. His father, who was the only earning member in the family, breathed his last on April 30 due to Covid 19.

The students of his class got the information about the sad demise of their friend's father the same day and shared it with their class teacher and subject teachers also well in time. One of the students called the class teacher personally. The class teacher advised him to call other students of their class and also to talk to their family members to know about the present situation and the possible help that they could do for the welfare of their family members. One student requested his father to arrange a taxi and send them to their native place in Uttarakhand. The father of this student drove Piyush and his family to their home in Uttarakhand. Not only the classmates of Piyush but their families also came forward to support Piyush and his family. Now, Piyush and his family are looking forward to receiving financial help from the government to hold their present and build their future. The act of the students and teachers is a good example that the students already have a social attachment among themselves which encourages them to help each other in difficult situations. And this bond has only become stronger in the pandemic that we are in for the last one year.

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