Greetings everyone! This edition of Edit comes at a time when our educational new year, “The New Session” starts and it gives me pleasure and pride at the same time, to guest-edit this newsletter of Creatnet Education now.

This edition focuses on Evaluation/assessments or Examinations as they are popularly known. Exams are an end to a previous period of learning and give a base for a new learning opportunity ahead. I have tried my best to include all possible perspectives here for your insight. We have a big section of “School ke bachchey kya sochte hain” this time, as they are the ones who know EXAMS in and out, in their glory and infamy as well. We will read about how assessing a fish by its ability to climb a tree, makes it think of itself as a failure for the whole of its life( Standardized testing). How the teachers have shifted their perspective on assessment through the ongoing changes in Delhi education and teachers are now taking up their role as motivators and facilitators instead of task masters. Also they are talking about the changing examination patterns and making them learner specific.

We have Dr. Anil Teotia for our leader in focus section, who is truly an exceptional leader and is creating some more like him at DIET Dilshad Garden, as a Principal of the Teacher Training Institute. Then there is Jeevan Vidya (Madhyasth Darshan), working towards educational goals redefined towards co-existence and contributing positively towards Quality/human value education for all, through their Special cell at SCERT.

Hope you enjoy the issue as much as I did compiling it for you.

Jagriti Singh
Mentor Teacher, DOE Delhi
Guest Editor: April – June, 2017
The Creatnet Newsletter

THE SHAALA SIDHI WAY

The need for effective schools and improving school performance is increasingly felt in the Indian education system. And Shaala Sidhi by the National University of Educational Planning and Administration (NUEPA) is a step towards that under which a holistic assessment of the entire school is done in order to evaluate and identify the scope/need of development. Since, Shaala Sidhi talks about whole-school assessment, it is completely aligned with our Leadership Program which also talks about looking at school as a learning institution whose every part is important. In the last session in December, we discussed and practiced on its various domains to be able to use them properly and authentically for school-assessment. In January, we took this initiative a step forward. Not only using Shaala Sidhi as an assessment (which it was meant for), but also using it as a balanced framework to plan for school development by setting goals and measures. We were able to do that by creating a tool which enabled Principals to see patterns for the entire school at one place and by learning about smart goals.

SharEd: COMMUNITY PARTICIPATION

The fourth edition of this interactive platform from Creatnet Education was probably one of the most widely participated one – pretty much in sync with the theme of ‘Community Participation’. There was a format change for the SharEd talk and for the first time the speakers didn’t speak on the stage but delivered their talk through a pre-recorded video. While, for some, it did take away the charm of having the speakers on the stage, it in fact gave the speakers more time interact with the audience. And with Principals Ajay Choubey and Ram Avtar Sharma as the speakers, everyone had something to ask. The format change allowed the audience to present their views and also the panelist various types of questions.

READING CAMPAIGN

STEP BY STEP...

SUNIL KUMAR JOON
Mentor Teacher

“Reading is important, because if you can read, you can learn anything about everything and everything about anything.”----Tomie dePaola.

In the light of above statement the importance of reading skills can never be ignored. Thus it becomes the responsibility of each adult to contribute in making every individual of the society capable to read. It’s a matter of privilege to me to be the part of ‘Reading Campaign’ launched by the Directorate of Education, GNCT of Delhi. This Campaign was exclusively for the students, who can't read their class appropriate texts......even in their mother tongue. The campaign was well structured and based on improving the foundational skills in Hindi reading.

‘How do we plan to reach our destination?’......First we have to be aware of our own location – where we are. Only then we can plan out the strategies to reach there. Similar is the case in process of learning. The teacher must know the entry behaviour of the students to reach the pre-fixed terminal behaviour/goal. The Reading Campaign has been planned and executed in very scientific way as it starts with assessment of the entry behaviour of each student individually by administering the standardized ‘Baseline Test’ (Pre-Test) and it concludes with the assessment of terminal behaviour by
administering the ‘Endline Test’ (Post-Test). Both the pre-test and the Post-Test are individual tools to assess the reading levels of each student viz. Character; Word; Paragraph; Story or Advance Story. ‘Why use the pre and post tests?’……. The use of such tests become quite imperative because these tests indicate how the students are learning in the due course of executing content and various activities during the campaign. It will also be helpful in knowing learners’ need of extra support and identifying the methods and activities those need to be changed or developed further.

The data collected was recorded on response sheet designed purposefully and the same was analysed logically. Because the selection and administration of the pre-test and the post-test and the assessment done are of little value unless these are properly analysed and interpreted. The comparison of pre and post tests’ results has been very beneficial in the following terms:-

• Helpful in better planning for the future course of developing content to attain the desired goal to enable these students to read their class appropriate texts.
• Provides right direction to the campaign without which all efforts can be like to hit in the dark.
• Helpful in understanding the real individual learning needs of each of these students.
• Gives objectivity in terms of understanding the real causes behind learning disability in Hindi reading.

Hence, the importance of the pre and post tests in such campaigns is always of great value. The pre-test’s result helps directly in selecting relevant methodology to deal with the needs of each and every child and different activities can be planned accordingly. Thus time can be saved and efforts be made in right direction. The analysis of pre and post tests’ data reflects how far the journey towards attaining the goal has been travelled and what more efforts are still needed to achieve the target.

ROLE OF MOTIVATION...
DURING EXAMS...

AMITA BUDHIRAJA
TGT English and Mentor Teacher, Directorate of Education
GNCT of Delhi

Dear readers. Do not expect the next few lines to stress your academic mind with banal thoughts and tips on motivation. My article is intended to offer you few moments to read, reflect and realize.

Are we motivated to motivate? Are we competent enough to evaluate others on the emotional quotient?

I apologize if these questions have already started to stir you… but that’s how and where the article is meant to lead. Do you recall any incident during your pupillage, when you were guided, assessed, reprimanded, punished or by any faded chances embarrassed!!!? Now Pause and Ponder! How supported / outcast you felt then? These few displeasing verbs are used with a purpose to make you reflect on what impact a friendly or illiberal approach by any/many teachers can leave for life. Grown up into mature adults today, we as givers of life or as donors of knowledge are casting such a long lasting trace on the impressionable minds we are mentoring. We cannot afford to neglect the fact that the students we are handling, in the present times, are far ahead of being smart, but much less-immune and much more-sensitive learners.
The season of stress has dawned as the spectre of examinations is looming large over almost all the fear-stricken young and adult minds. Throughout this pandemonium, a common sight is a lot of panicky parents, apprehensive ‘teachers’ and the timid ‘taught’. Students, even in the early grades, are pressurized, not only by the academic curriculum but more so by the baggage of unrealistic expectations (highly comparative in nature) foisted on them by the parents and significant others. March is perceived as a dreaded month. Let’s start to think, let’s think to do something that may peruse and transmute this infernal span into ‘motivated 31 days’. This mammoth M word is what needs to be contextualized to cater to the differential cognitive and emotional needs of pupils. The country today is suffocated with coaching centres, emerging every day, for different ‘subjects’ in the child’s world of academics, with not even few to address the importune needs of the “subject” here (the learner who is subjected to all this misery and fear). A passel of students experience fear at the mere thought of the phantom presence of question paper for ant-pacing 3 hour spell and that too in a grisly room of proctors. The core of metamorphosing this spell of 180 minutes is possible and effective only with the preceding 11 months of encouragement and fostering, advocating the heterogeneous concerns of different students. For some, extrinsic way works i.e. a role model is the fountain-head of their motivation, whereas others derive the required boost from within themselves. Rightly so goes the adage, ‘If an egg is broken by an outside force, life ends. But, if an egg is broken by an inside force, life begins. So, great things always begin from inside.’

‘Motivation’ is not a term to be researched, rather its implication and application require a re-search. It is a psychological enzyme which catalyses the conception of confidence among pupils which further ignites growth. We all perform according to our abilities, but we grow over the years. The real role of Motivation is stimulating a change that facilitates a gradual improvement. It has the prowess to induce an urge to meet one’s motives, an energy which sets one’s capability in motion. Here it would be apt to quote “We are not disabled by the disabilities we have, We are abled by the abilities we possess.” The conjunction of de-motivation and lack of understanding, results in an ennui triggering a fiasco in the long run of this short life, which needs to be addressed with a deliberation and bellicose for an interdiction and transformation. Therefore, it stands out prima-facie that need-based motivation is an effective solution to treat the malady of examination-induced stress. Some benefits are obvious, others collateral. Let’s not raise brows, let’s raise our conscience (as meaningful motivators)… Let’s vitalize instead of validating… Let’s embolden instead of evaluating … Let’s let our souls be stirred, to challenge the clichés, so that the true meaning of motivation emerges.

During last two years there have been lot of discussions about school education like introduction of value education, abolishing No Detention Policy and doing away with CCE system of evaluation. As a result, CBSE has announced reintroduction of Board examination from academic session from 2017 – 2018 - a welcome step by our teacher fraternity and parents. Teachers are happy as they found the CCE pattern of evaluation cumbersome and lengthy and they were not trained to implement it properly. Parents are happy that their children will be better prepared. Having been a teacher in DOE for last twenty-seven years and having gone through the views of educationists on the aim of education examination system and value education, I have come up with some immediate practical and achievable suggestions. Trainings should be imparted by highly trained professionals as a regular feature of the academic session. Teachers morale should be boosted through value education seminars and workshops.

• They should be rid of unnecessary paper work and given the autonomy to experiment with pedagogy to achieve learning outcomes.
• Accountability of teachers should be fixed. Visit of authorities, inspections, surprise checks will surely make the teachers more alert to deliver result.
• Realistic classrooms of thirty to forty students, instead of talking about larger goals, we should handle the very core, i.e., addressing the learning deficiency of our learners.
WHAT STUDENTS THINK?

We have collated what children from various Government schools of Delhi had to say about their classroom, teachers and the experience of school as a whole.

Even if with a pinch of salt, let’s hear their innocent thoughts...

Oh ! Examination !!

Exams are a big tension
They are never into fashion
Why don't you come and go in hurry
They are like Demons always spitting off their venom
We do nothing except for study and study
Along with our books and buddy
We have to face them no need to fear
Just handle them with enough care
Wait till the date results will come
Then we all gonna party with burger and bun !!
Sometimes, a picture speaks a thousand words. Here are a few pictures that take us through different types of learning and observations by the students and the teachers. Let’s see what we have in store...

Creative talent: Every form of art is an expression of the mind, and thus a talent for life too.

STORIES IN PICS

The transformation from a non-reader to a book-lover!

JAGRITI SINGH - MENTOR TEACHER

DEEPIKA, CLASS XI B, GGSS SCHOOL, CHHATARPUR

VIKRAM, CLASS VIII B, GBSSS MALVIYA NAGAR
Assessments or examinations ….. exam season (just like mango season but with stress not the bliss) brings us to an end of the academic-session. The question that comes to my mind is that, are assessments truly an end? Or a means to start anew! Assessments can be a vital component in our efforts to improve education, but as long as we use them only as a means to rank schools and students, we will miss their most powerful benefits. When I talk about benefits, it takes me to the goal setting and achievement by, for and of the students. Being a teacher it becomes my goal to work towards the child’s academic, emotional (being/self) achievements and align these with the larger vision of education.

Assessments solve this purpose, only when, they are used by the teacher as a means to facilitate students to identify their strengths and learning needs. We need to rethink assessments as tools for self-evaluation and when this becomes a part of the instructional process, both teachers and students will benefit immensely. Teachers, like me have to rethink their role too, being a facilitator for students’ learning needs rather than task masters achieving targets. When facilitation becomes the central ingredient, learning happens on its own.
आचरण ही सर्वश्रेष्ठ मूल्यांकन है- जीवन विधा

डा. कर्मचारी सिंह
मंत्री दीर्घ

चुनौति: एक अवसर बदलाव का
हृदयाकर स्वर्णकार
मंत्री राजा
रा. ए. माल विद्यालय भवन मार्ग किंग्स
कॉलेज, नई दिल्ली

अनन्त प्रभु इसके फिकाना कहीम्याता है। संधारत लोग इस शब्द का प्रयोग 'अनन्त प्रभु गंगा' कहकर अपनी भावना के रूप में करते हैं, तो कहीं-कहीं समाज के प्रति अपनी गंभीर सोच रखने वाले प्रभुजनों को दीन ती दे जाता है। नवीन के गलनों में नृत्य और कला उन के युवक जन विद्यालय से इतिहास में युवते या निराली विद्यार्थी अथवा शिक्षकों के चलते शिखर बनकर संतुलित रह जाते हैं तो इसमें एक दीन सी उत्तरी है। समाजवाद इस प्रकार तहत होता है जब काश क्रम सहार भी ये बचने पदार्थ लिखना नहीं जानते।

दिल्ली के विद्यालयों में काव्या छठी, सत्याचारी और आदरणीय में ऐसे बचने लगने वाले में प्रवर्तक के साथ श्री कर्मचारी तथा सभी मुख्यालयों के साथ साथ उनके साथ सात समाजवादी भाषणों अथवा तत्त्वावधारकों के साथ साथ एक विशेष श्रीमान नेताजी सी भारत सरकार के साथ साथ ऊपर निर्देशकों ने रचा। श्री विजय नेताजी नेताजे के साथ साथ उनके साथ यह निर्देशकों ने रचा। श्री विजय नेताजी नेताजे के साथ साथ उनके साथ यह निर्देशकों ने रचा। श्री विजय नेताजी नेताजे के साथ साथ उनके साथ यह निर्देशकों ने रचा।

मंत्री के विद्यालयों में काव्या छठी, सत्याचारी और आदरणीय में ऐसे बचने लगने वाले में प्रवर्तक के साथ सात समाजवादी भाषणों अथवा तत्त्वावधारकों के साथ साथ उनके साथ यह निर्देशकों ने रचा। श्री विजय नेताजी नेताजे के साथ साथ उनके साथ यह निर्देशकों ने रचा। श्री विजय नेताजी नेताजे के साथ साथ उनके साथ यह निर्देशकों ने रचा।

की दीन तैयार गयी तथा सरदार के दो सी मंत्री विद्याकर की धृष्टिकोण नि विचार की गयी। इस समय कार्य का समय निर्धारित निर्धारित निर्धारित किया गया। जुलाई से 14 नवंबर 2016 के बीच इन्हें विलिखित करने का लक्ष्य स्वीकार कर सभी प्राथमिक साथ उनकी स्वामित्व के प्रट करने के लिए उनके साथ यह निर्देशकों ने रचा। श्री विजय नेताजी नेताजे के साथ साथ उनके साथ यह निर्देशकों ने रचा। श्री विजय नेताजी नेताजे के साथ साथ उनके साथ यह निर्देशकों ने रचा।
It is through the teachers that the coming generations are educated to become responsible human beings. So it is very important to guide the teachers first and imbibe in them the values that will be passed on to thousands of children. And that is precisely why the role of DIET -- District Institute of Education and Training where aspiring teachers study for the Diploma in Elementary Teacher Education – become so important.

Anil Teotia, a veteran educator with over three decades of experience, has been doing this work with great success as the Principal of DIET Dilshad Garden, Delhi. With his deep understanding of education, which goes beyond just training the aspiring teachers, Anil Teotia actually mentors them to become facilitators of learning for the future.

Anil Teotia – who works extensively on Jeevan Vidya -- ensures that the students at DIET Dilshad Garden get their life-lessons. He encourages aspirants to become teachers out of love for the profession and not just compulsion of taking up a job. A ‘simple man’, who believes in conversing rather than teaching, he “has turned the DIET Dilshad Garden into a one big family”, feels his colleagues and the students. “At times he becomes my parent, and then he turns into teacher the next day. He is also the best friend one can have,” shares Shivam, a second year of D.Ei.Ed.-student.

Anil Teotia is also a great teacher when it comes to academics. As former DoE Additional Director JB Singh puts it, “Anil Teotia is one of the best when it comes to grooming teachers in Mathematics”!

As a Facilitator for Creatnet Education, Anil Teotia mentors Principals and teachers to develop leadership qualities so that they too can go beyond just teaching and become facilitators of learning.

Watch the entire Leader in Focus video at Creatnet Education’s YouTube channel. https://www.youtube.com/watch?v=ployYubqfQg
If you are a student/facilitator/researcher/educator, we would like to hear from you.

If you want to start a programme in your region/develop leaders in your school/city, please get in touch and we will be glad to share our learning with you.

Please write to us at communication@creatnet.org