



K-Class

Empowering Learning

Moulding the future of learning

Continuing our zest to promote Education and Empowerment, IL&FS Education & Technology Services present its first bi-monthly K-Class newsletter focused on teaching and learning. A pioneer in the education space with over a decade of experience in offering comprehensive learning solutions for teachers and students, we at IETS strongly believe in leveraging the use of information, communication and technology to enhance the learning and teaching experience in schools while cultivating educational practitioners to become smart thinkers. This newsletter has been founded on the same philosophy, to aid us in realising our larger dream of spreading the light of knowledge-aided education.

Centred on the nuances of Continuous and Comprehensive Evaluation System, this issue highlights how teachers and principals can together work towards implementing it in their school for optimum results. There's much more here. Take a look to discover the gems of learning and learning management with us. And do remember to write to us at kclassnewsletter@ilfsets.com to help us make the newsletter focused on YOU even better.

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Lead Story

9 principles for Successful Implementation of Continuous and Comprehensive Evaluation System

By Anil Kumar Dua, Management Consultant and Trainer

Continuous and comprehensive evaluation system (CCE) is an attempt to make teaching and learning more meaningful and contemporary. It emphasizes on two fold objectives: continuity in evaluation and assessment of broad based learning. Hence, it not only reduces student stress, but also improves their overall skill and ability by means of evaluation of other activities.

However, CCE is an effective tool of measuring output and cannot replace quality inputs, which are essential for taking your school to great heights.

There is a danger of losing most of the benefits of any good concept when procedures tend to replace the basic principles of a concept during implementation. Following 9 core tips can help you implement this system in your schools effectively.

1. Choose appropriate pedagogy and make CCE as a part of a pedagogy

Fix the relative importance of each element of teaching and learning process like – theory, procedures, practice, analysis, communication etc.

Depending on relative importance of inputs (efforts), process (procedures and their integrity) and output (intended results), decide on the weight you would like to give to each of these in the evaluation. In some cases you may give more weight to examination and tests, in some other - assignments and projects, academic games or practical demonstration. By distributing marks to many activities, you not only ensure a realistic and unbiased evaluation of students but also remove the fear of examination. Above all you shift the focus from marks to learning.

2. Understand the importance of timely and constructive feedback

When you merely give marks, it is natural for students to get focused on marks. In any case, marks do not help students to improve. My experience suggests that students attach great value to constructive and meaningful feedback if provided timely with the hints of how to improve.

They hate spoon-feeding but would go an extra mile if it helps them to improve on their own, which gives them a sense of achievement. Never criticise in public. Instead, give them clues on how to improve, provide timely and precise feedback and stretch them gently.

3. Adopt an incremental approach

A transformational approach needs total planning, and organising of resources. It may be good to adopt transformational approach in deciding about pedagogy or changing over to video-based teaching. I recommend incremental approach for three reasons. One, you need not wait to develop a totally perfect system and then start. You can start even today and keep on improving the systems incrementally. Second, you don't need big budgets. You can make a humble beginning. Incremental improvements need small budgets and many improvements can be initiated based on in-house efforts by students and teachers. Cost of failures is small. Third, it is easy to internalise small incremental improvements.



4. Aim for self-directed learning

Curiosity, experimenting, picking up challenging assignments and perseverance are the positive signs of a self-directed learner. More than knowledge, it is the experience and patience which a teacher needs to inculcate for self-directed learning.

Assignments, projects and laboratory work are all great tools to begin self-directed learning. To get your students started on the self-directed learning route, resist giving topics for assignments. Most of the times, students will insist that you give them the topics. Instead, gently refuse them and lead them towards their interest areas to enable them to pick their topics. By allowing students pick dissimilar topics, you will create hunger for learning, trust in their own abilities and a sense of achievement. It hardly matters even if they are miles



away from perfection, initially. Their little efforts and contributions need to be valued.

When students start developing high degree of curiosity, persist in their learning process in spite of minor setbacks when they experiment, view problems as challenges and not as obstacles, find studies as interesting and enjoyable and confidently articulate what they want to be and how, it is a sign of success of the continuous and comprehensive evaluation process.

5. Give your students a chance to apply their knowledge

As a teacher, you teach your students all about the greenhouse, rockets, about the role of biotechnology in growing mushrooms and so on, but they are most likely wondering- When am I going to use this?

Mr Brett Williams's science class on "principles of technology" at a school in Fredericksburg, a town in the Texas Hill Country is a great example in giving the students a chance to apply what they learn. He lets his students build a rocket each year as a hands-on way to learn science and engineering – and they've set flight records. It may be additionally interesting to note that

over the past eight years, Williams's students have broken rocketry records, and dozens have gone on to make promising careers in aerospace engineering.

So, post teaching your portions, instead of giving your students theoretical tests all the time, how about trying to evaluate them by giving them a chance to apply the knowledge they have internalised? Get them to actually build a greenhouse, grow mushrooms using the principles of biotechnology, and you will see your students actually internalising learning and participating more actively.

6. Learn to disengage

Many teachers and parents end up doing assignments and projects which rightfully should be the sole effort of the students. No doubt such students are able to bag prizes and acknowledgements, but at what great costs. Your help should be in the form of showing directions, providing meaningful clues and financial and moral support, only if needed, but do not get involved and disengage at the first opportunity, so they learn independence and inter-dependence.

7. Create a learning environment

One of the major roles of principals and teachers is to create a learning environment. Encourage use (misuse)

of Resource centres. Many librarians attempt to preserve their books. Do not allow conversion of resource centres into a museum or a place to exhibit what you have. Rather it should speak how it is inspiring, impacting and changing the lives of students. Create discussion rooms, creativity centres, well equipped workshops and laboratories which are safe, have an attendant and where students can find meaningful expression of their ideas. Care should be taken in promoting a volunteer participation in the management and improvement of activities, rather than nomination of key members. A periodic (monthly) meeting of teachers to evaluate the work of students and giving minor rewards inspires the students. Meetings held after long gaps tend to take the steam out and too frequent meetings can disrupt the build-up of enthusiasm.

8. Locate and appoint CCE champions teachers

CCE 'champion' teachers play a great role towards the success of CCE program. They coordinate other teachers' efforts and deal with irritants. They explain the usefulness of such a system to insiders and outsiders who may have genuine doubts about it. Based on their interactions with insiders and outsiders, they provide useful suggestions to the core implementing team and save the program from getting derailed. Principals may use

the 'champions' as sounding boards before implementing a new idea.

9. Create Kaizen teams

Kaizen is a Japanese concept used in the industry. Many have imported Total Quality Management (TQM) principles of the industry in the education system. I prefer the Kaizen approach because unlike TQM, where quality standards are fixed, you keep improving the standards themselves through the incremental approach adopted in Kaizen.

Kaizen demands that you follow the principle – "Accept failure as cost of true learning. But do not accept repetitions of the same failure." Either the intensity or the frequency of failure should keep decreasing. Allow people to learn from their mistakes. Dealing with failures is an art which teachers and principals need to master. Unfortunately, our children are always taught perfectionism and idealism. Mistakes are either accepted and ignored or not accepted at all. We are rarely taught how to deal with mistakes.

Create many Kaizen teams. One team of teachers can review the teaching games and activities. Another team can discuss types of assignments for each subject. Same team can also discuss the timing and type of projects which need inter-linking of two or

more subjects. These teams should simultaneously decide on evaluation mechanism. Teams should meet at least thrice in an academic calendar – in the beginning to plan and organise, in between for mid-course corrections and at the end to critically examine their plans and suggest improvements.

Leading by Example: The Role of Principals

Principals should build teams, take care of boundaries of these teams so that they build on each other (synergy), manage inevitable conflicts, create and manage the resources. Her major role is to create a learning environment and flexible systems.

In the preceding paragraphs attempt has been made to avoid giving too specific a suggestion and leave scope for creative ideas for systemic improvement. Teachers themselves need a creative environment to enjoy their job and make it meaningful. Kaizen helps the school remain dynamic, ever-changing and evolving. An old Zen teaching says – “Do not give fish to a hungry person, teach him to catch fish and he will never be hungry”. Attempt should also be made to avoid too fast and too drastic a change. A slow change gets internalised and stays for ever.

Essentially, CCE needs to be flexible and evolving. In the end, the success of CCE depends on collaborative efforts of teachers, principals and parents and trust in each other.

“K-YAN has brought a learning revolution in our classrooms”

K-YAN, a learning tool of IL & FS Education & Technology Services is the community computer for dissemination of information to the students on new concepts. It has been a great companion to teachers in getting their ideas across to the students. We’ve used this educational solution in our classrooms and it has helped the above average students to latch on to the tough subjects and has successfully assisted the weak students in understanding a concept when laid out in audio visual format. What makes the product attractive is the low investment it requires.



I strongly feel that the Government should take an initiative to make it accessible to the poorest of schools along with the multimedia tools of IL&FS Education & Technology Services that are readymade multisensory lessons - highly useful to teachers when dealing with dry portions of subjects like history and social studies. The vast content and their adherence to State Syllabus and Central Syllabus makes it a worthwhile investment for a wide base of students. These also enhance memory with audio-visual aids and help the weak students as well as their brighter counterparts. It is easy to find topics and material to teach that correspond to prescribed textbooks, and this makes these multi-media tools all the more useful and indispensable. We make use of it to aid class room teaching as well as for revisions during examinations.

- As spoken to Sheeja Menon

Fr. Joshi K. X. CMF,
Principal St. Claret School,
Bangalore, on the benefits of
IL&FS learning products

IETS Milestones

We are constantly crossing hurdles and adding accomplishments to our kitty, in our quest to spread the light of education and empowerment. Here are the achievements we are currently celebrating.

IL&FS Education & Technology Services Introduces Kit-Based Approach Teacher Training Programme in Tripura

IL&FS Education has launched a Kit-Based Approach Teacher Training Programme in Dhalai district, Tripura. This programme is currently running in 100 schools, benefitting more than 300 teachers from schools in Ambassa, Manu, Chawmanu, Salema and Dam-burnagar blocks. The primary objective of this programme is to improve teaching and learning in the primary classes by creating a child-friendly classroom, hence making learning



Teachers undertaking individual assignments

Under this programme, teachers are undergoing training in innovation and creative thinking, use of teaching aids and imbibing a spirit of enquiry



Trainer conducting training for teachers amongst students. Specially designed kits on English, Mathematics and Science are being distributed by IL & FS Education & Technology Services to motivate students and help them gain competency in Numeracy, Language and Analytical Skills. Regular support visits are conducted to ensure integration of study kits with classroom proceedings.



Teachers examining components of the kits



Teachers actively participating in group discussion

IL&FS Education & Technology Services Partners with Army Schools

IL&FS Education & Technology Services has partnered with Faculty of Development and Research (FRDC), Army Schools for conducting teacher training programmes. Under this initiative, teachers from Indian Army Schools, Sainik Schools and Shaurya Schools across different zones are being provided training on enhancing teaching and facilitation skills.



IL&FS Education & Technology Services team with Army School Teachers at Lucknow

This training programme is playing a very significant role in providing a much-needed platform to the teachers, enabling them to discuss and explore new methods of teaching through interactive group activities. More than 160 teachers have been trained in the areas of assessment, evaluation and attitudes of teaching.



IL&FS Education & Technology Services team with Army School Teachers at Shanker Vihar, Delhi

Additionally, special training programmes on phonetics have been conducted for pre-primary school teachers.

IL&FS Education & Technology Services Helps Indira Priyadarshini Children's Library to Enhance Reading Habits of Gen Next

IL&FS Education & Technology Services has joined hands with Karnataka Knowledge Commission for Odhuputaani, an exclusive renovation programme for Indira Priyadarshini Children's Library (IPCL).



Indira Priyadarshini Childrens' Library, Cubbon Park, Karnataka

The word Odhuputaani in its literary sense means 'Come on and read child' and on the same note, this project aims to encourage children to use libraries and participate in workshops



Children engaged in art and craft activities at the Library

IL&FS Education & Technology Services is playing a very significant role as an implementation partner

with the Karnataka Knowledge Commission for this project. IL&FS Education & Technology Services has been conducting training programmes for teachers to help them understand the concept of using ICT based pedagogic methods to impart lessons to the children. IL&FS Education & Technology Services has also been conducting creative and



Indira Priyadarshini Childrens' Library, Cubbon Park, Karnataka

innovative workshops for children. IL&FS Education & Technology Services has provided furniture, attractive stationery kits, SmartKits, interactive posters and class cards to make teaching and learning fun. IL&FS Education & Technology Services has also introduced the concept of using K-YAN, the community computer for dissemination of information to the students on new concepts.

IL&FS Education & Technology Services is also conducting capacity building training programme for the school librarians, sensitising them on various issues including library administration, book classification an effective and efficient learning management.



Team members from IL&FS Education & Technology Services and Karnataka Knowledge Commission interacting at the Indira Priyadarshini Childrens' Library



Children using the puzzles provided by IL&FS Education & Technology Services



Children deeply engrossed in paper craft activities

An innovative learning idea you can use

The jigsaw classroom: Piece it together

Do you often catch students in your class wondering if you are still on topic A or have moved to topic B? Do you find the fleeting attention spans, lack of participation in your class, and superficial and incomplete assignments bothering you? The jigsaw classroom technique may just give your classroom the learning makeover it requires.

A structured cooperative learning strategy that simplifies the process of learning in the classroom, the jigsaw technique helps students not only learn the content in an engaged manner but also enables them to apply the academic content learnt.

Begin the fun team game

Divide the class into several teams, called the home groups- preferably into 5-6 groups of 5 members, and assign members in each home group a set of separate but related assignments. The number of sub-topics given out is the same as the number of group members in one team. So, each member of the home group has a separate sub-topic to explore. Now, get all members from different groups assigned the same sub-topic to form

an expert group.

Give them a stipulated time to prepare the assignment on the given sub-topic in the class, and when they are done, get the members to return to their home group. Each person will now teach the other members in their home group what he/she knows about his/her sub-topic, and the group then understands the subject in totality, pulling all the fragments together to form a complete picture (which is why the name "jigsaw").

Your jigsaw maybe in place now, but to assess their learning, you must give them a test. Keep the test quick, fun and yet comprehensive.

Balm for student confidence

Like in a jigsaw puzzle, each piece is

essential to form a complete picture, similarly here, each student's part is compulsory for successful completion of the final assignment. This makes each student indispensable, making each student feel important to the process, and that is exactly what makes this classroom learning strategy so effective and stimulating for the students.

Apply it in your classroom

This technique can be used for almost any subject. For example, divide students in a science class into 5 groups of 5 members to learn about 'Light'. Member A of a home group would research on what is light, the types of light and its sources; Member B would study the different speeds-





light; Member C would delve deep into the aspects of photon and the energy of a photon; Member D would examine the sections on vision, neurons and sight; And member E would research on Young's equation and Young's experiment.

Each member from all 5 groups researching on the same sub topics of 'Light' would form expert groups to put their presentations in place. They will then return to their home group to present a well-organized report on their segment.

You must control the classroom environment to ensure that the only access any member has to the other four assignments is by listening closely to their reports. So if member C thinks member E is a featherbrain and therefore tunes out during her presentation, he is going to miss a piece of the puzzle, and not gather the complete picture of 'Light'. Hence, he will not be able to do well in the test that follows.

Precautions you must take while playing the jigsaw

Follow these 5 powerful implementation tricks to get the maximum of out this classroom technique

1. Jumble well:

Make student groups that are a good mix of gender, race and capability to keep the equilibrium intact. Balance out dominant and shy students too.

2. Let each student taste responsibility and power:

Appoint the group leader on a rotating basis, giving a chance to weak students as well. The performance of perceived 'weak students' may just leave you surprised as sometimes certain students perform well with trust and pressure riding on them.

3. Reward the 'Best Group':

Curbing domination and encouraging even participation is of utmost importance. Occasionally, a dominant student might try to control the group. To tackle it, prompt the leader to spread participation evenly and make students realise that the group will run more effectively if each student is allowed to present her/his part appropriately before the test. Also, encourage the strong students in the expert group to take the weak students along

while making their presentations. You can attach a small reward for the best group – to be chosen at the end of each session- to ensure that groups stay motivated to do well.

4. Don't be the teacher:

Yes, give the teacher in you a break. You may be tempted to join the discussion and advise the students regarding the best way to teach, but resist the temptation otherwise you will only diminish the social and intellectual benefits of this technique. Do intervene when students make substantial mistakes in understanding the academic content but do not tell them how to teach.

5. Get the adrenaline going with a contest:

You must end the session with a test, even if you are short on time. Students love quizzes and contests. Just have a rapid fire quiz or distribute a pre-prepared fill-in-the-blanks set, to gauge learning. Such an exercise not only heightens the fun aspect of learning, it also makes students realise that these sessions aren't frivolous and come with grades or reward points attached.

K-Class moments on reel

IL&FS Education & Technology Services joins hands with the Department of Social Welfare and UNICEF



Children of Kanakpura performing co-curricular activities.
Ms. Sukanya, Officer -
UNICEF encouraging the girls



Children at an activity camp at Uttarahalli Hostel



Children displaying their activity work at Varthur Hostel



Students perfecting hand wash technique
at Marthahalli Hostel



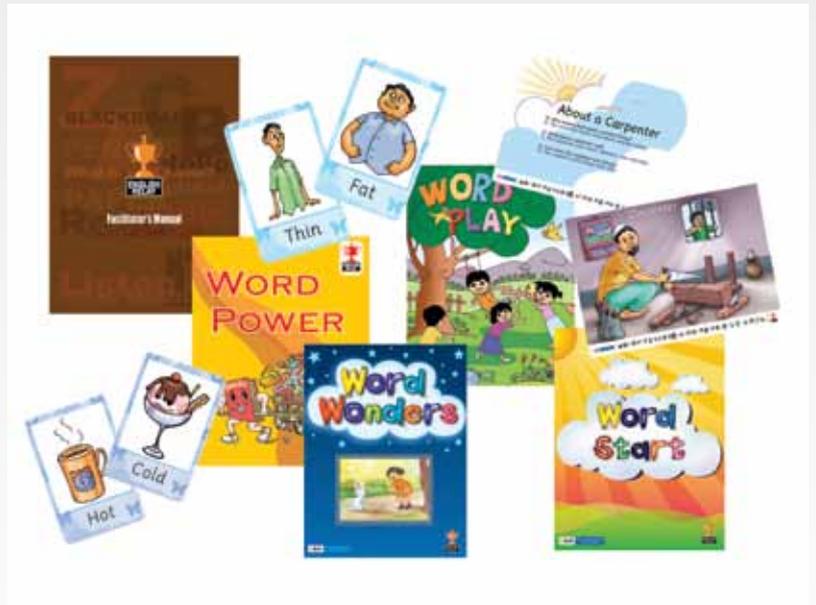
**Trainer singing health & hygiene song -
Mandikallu Hostel**



**Students actively participating at the programme at
the Chintamani hostel**

Moulding the future of learning

IL&FS Education & Technology Services Teacher training programs are based on the Capacity-Building Model. They focus on enabling progressive personal and professional development of teachers' skills and capabilities that enable teachers add value to the learning process. These comprehensive learning kits are based on conceptual understanding. They are designed to support teachers in making the learning experience more creative, interactive, activity based and easier to deliver.



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