

Capacity Building of Teachers on Learning Outcomes: Back to Basics a panacea for Kendriya Vidyalaya teachers to enhance the learning outcomes of students

Nirmala Gupta

K.V. No.3. Delhi Cantt, Naraina

Email: nirmalagupta4759@gmail.com

Abstract- Back to basic is an ingenuity taken up by the KendriyaVidyalaya Sangathan for the capacity building of both the teachers and the students. A random check was piloted and establishes that students answered all the question without understanding the basic skill and concept. Rote learning was precisely prevalent amongst students. Teaching lacked variety as it emphasized much on completion of syllabus. In order to make them understand the basic skills this conception was introduced by the KVS because students were lacking the 21st century skills. In order to brand them as autonomous learners, and imbibe the perception of learning to learn "Back to Basic" was introduced. Bridging the gap that young scholars are often left with, especially after passing Kendriya Vidyalaya Sangathan (KVS) students across the country will soon be able to benefit from the Back to Basics programme that seeks to brush-up the lessons that children have not been able to absolutely understand. Teachers will now have to safeguard the basic foundation from the previous class that is reinforced for each student. An initiative to certify attainment of expected learning outcomes mentioned in the NCERT document from classes I to VIII in all subjects. This Project aims to pledge dictate of the RTE Act and fill the gaps in learning confirming class /age appropriate learning capability of children with special emphasis on basic numeracy and reading competencies.

Full Paper Presentation

Education does not commence with the alphabet; it begins with a mother's look, with a father's nod of approbation, or a sign of reproof; with sister's gentle pressure of the hand, or brother's noble act of forbearance; but still the actual learning takes places only in school. In primary classes there is a lacuna in the existing system of education. A survey sample test was conducted for the students of all level to judge there potentials and it was found that Learning Achievement Test was not up to the expected level. Teachers lacked the rudimentary idea as to what kind of learning they expect from children. The Minimum Level of learning procedure also did not throw adequate light on the holistic development of the child as it was confined only to rubric oriented. Keeping all these issues in mind the KVS designed an capacity building programme both for students and teachers called BACK TO BASICS that help teachers and learners to achieve the expectations as well as learning outcomes to provide

evidences of learning and other changes taking place in child's behavior and also to check points to assess child's learning at different points of time.

Focus on Core Competencies and Concept Building

- **Languages:** reading, spelling pronunciation , vocabulary , speaking , writing , referencing handwriting etc.
- **Mathematics:** conceptual clarity, mental maths, problem-solving, operations, formulae.
- **Science:** Conceptual clarity, practical ability of recording, narrating and describing, understanding of scientific terms, develop a scientific temper.
- **Social Science:** conceptual clarity, referencing skills, map reading, sense of social responsibility.

Co-Scholastic Activities

- Art, craft, dance, drama, debate etc. to be an integral part of the system.
- The concepts of these mediums should be integrated from textual materials with the co scholastic activities so that learning becomes fun.
- Games, music, dance, drama, debate, seminar, documentation, survey are included.

Inter Subject Teaching

- Core capabilities
- Speed reading
- Reading continuously for longer duration
- Speaking
 - with/without preparation
 - with/without clues or hints
- Enjoying practice
- Ability to concentrate and meditate
- Presentation skills
- Intra personal management
- Inter personal skills
- Participation
- Team member and team leadership

Teachers' manual

- Contains worksheets (activity cards) based on lessons in different subjects
- Based on LEARNING INDICATORS suggested by NCERT
- Sample activities developed to illustrate a particular learning indicator
- Each worksheet contains a short test
- An Learners Achievement Test after every 3-4 worksheets

Quick Review

- Curricular Expectations – Stage wise
- Learning Outcomes – Class wise
- Learning Indicators – Unit / Lesson wise

Strategies

Ensuring interest, Giving proper task, Checking over help by parent/parents, Emphasis on original work, Monitoring the writing, speaking and eligibility of each student from the very beginning enabling them to speak with increase in difficulty level, Introducing various types of reading skills, Proper monitoring, Ensuring the student's practice without any compromise, Activities, Real life problems, Inter- subject preparation.

Back to Basics contains guidelines and sample activity cards for use in classroom in addition to the text book and other learning tools being used in the class.

- The activity cards are designed in such a way that teachers can use them as a template for developing more such activities for attaining the other learning indicators mentioned in the cards or by identifying the learning objectives present in the lesson.
- The learning material has been prepared for Hindi, English, EVS and Maths for Primary Classes i.e. Classes I-V and in Hindi, Sanskrit, English, Science, Social Science and Mathematics for Classes VI-VIII.
- The material has been prepared in such a way that the transition from one level to the next is smooth and seamless. Care has also been taken to ensure integration of subjects wherever required.
- Subject specific general instruction and guidelines are given in the beginning of each subjects which will give additional inputs about how to administer the worksheets.
- Level and subject wise learning outcomes suggested by NCERT have been used as the base. Learning indicators have been identified from each chapter/ unit of every subject and class, sample activities have been developed to illustrate a particular learning outcomes.
- The worksheets also contain a short test item to assess the attainment of a learning outcome.
- A Learner's Achievement Test (LAT) to assess a student after completion of every three cards.

Sufficient copies of the cards should be made for use by teachers in the classroom. They should also be encouraged to use their creativity in making more such activity cards on the basis of the learning indicators. Teachers should be encouraged to incorporate learning outcomes, learning indicators, pedagogical tools and evaluation as per Back to Basics in their lesson planning.

Teaching Learning process is focused more on developing basic competencies, concepts and skills instead of teaching of the text book or completion of the course. Activities for children and by children should be allotted more time and teacher should act as a facilitator in the classroom. Participation by all students should be ensured and teacher should

keep a record of participation and performance of students in classroom so that students who do not generally participate or perform well may be identified and remedial measures be planned for them.

Some activities to encourage students to think and ask questions should be incorporated in the lesson plan. Basic life skills like creative thinking, decision making, empathy, critical thinking, problem solving should also be incorporated in the classroom activities.

All knowledge, information, skills, competencies or concepts learnt in school are meant to be used in the world outside where children will have to deal with a variety of situations and problems. We need to train our children in the art of using their knowledge from different sources and integrating it to resolve issues they may face in society. Simultaneously we need to devise learning opportunities integrating various subjects so that children are aware that all learning is to prepare them for LIFE.

Children are living, breathing individuals who are rich in terms of knowledge, experiences and support systems, these rich resources in the form of parents, family and society should be explored and incorporated in the classroom for sharing and learning. Focus should be on making students independent learners who can access and understand relevant information, critically examine it and be able to apply it meaningfully in day to day situations- in brief they should have the capability for **Learning To Know**.

Activities that give learners an opportunity to create, work with their own hands, develop a sense of work ethics and dignity of labour should also be incorporated in the classroom lessons. This will give the ability of **Learning To Do**.

Children should also possess the ability to willingly accept, appreciate and tolerate differences among people, life styles and cultures etc. They should be able to live, play, and work with others as a part of a team, group or community without losing awareness of their own culture, its limitations and strengths and be proud to be a part of the society. Children should be provided with opportunities for attaining the skill of **Learning To Live Together**.

Learning events has been planned in such a way that children can learn to communicate, have a sense of self-esteem and confidence, basic values specific to their context, capacity to take independent decisions, have potential for creative expression, imagination, aesthetic appreciation and be able to adjust and cope with the world around them. These will enable children to **Learn To Be**.

Tools and Formats for Implementation and Monitoring the Back to Basics Programme

The tools given in this section have been designed on the following criteria:

- Uniformity of tools for implementation and Monitoring for classes I – VIII.
- Monitoring and reporting tools are categorized to generate and manage data from the classroom level up to the regional and national level

- Collecting and collating core data which is essential to get feedback on the implementation of the programme
- Document the levels of achievement of the students in classes I-VIII
- Integrate the tools and formats into the existing framework to reduce documentation by the teacher to the minimum
- Tools and Formats are, drawn with the purpose of making available relevant data for purposes of implementation and monitoring.

Core Area of Implementation and Monitoring:

Student learning outcomes (ELOs) as listed in the NCERT Learning Indicators for all subjects for classes I-VIII. ELOs here mean the Knowledge (concepts) Skills (Competencies and Capabilities and Attitudes/Values (Cross Curricular/Integration, Practical Skills and Applications for every Lesson for all subjects for Classes I-VIII

Documentation:

It is envisaged to be in a continuum as per the basic design of this Tool.

- The Lesson wise reports for each month will be filed with the Lesson Plan in the Teacher's Diary and Monitoring Tools by the HM/VP/PPL/ DC with the corresponding monthly reports.
- The Progression is to be charted by the Teacher and HM/VP only for outstanding teachers and teachers showing continued underperformance and reported monthly to the Principal.
- Principal is to prepare a holistic report for the teacher one every term for the targets achieved based on class room observation and the records.

Sampling size

- The sampling size is 100% for the teacher i.e. The teacher will report Lesson wise on the levels of student learning for each of the classes they go to
- The sampling size for VP/HM is 20% i.e. on classroom observation, they will ascertain the report of the teacher for a class of 50, by questioning at least 10 students across the levels of achievement
- Similarly the sample size for Principals is 10% i.e. on classroom observation they will ascertain the report of the teacher for a class of 50, by questioning at least 5 students across the levels of achievement
- Sampling Size for ROs is again anywhere between 5-10% encompassing all the levels of achievement.

Levels of Achievement

For the sake of convenience, the levels of Student Achievement have been fixed in the Tool as below:

Sl. No.	Marks Range	Grade	Quality Descriptors	Evaluatory Remarks
1	90-100	A+	Shows proficiency in communication and higher order thinking Skills such as creativity, problem solving and integration of ideas and concepts across the curriculum. Can communicate effectively with explanation and illustration. Can apply learning in unknown contexts	Outstanding
2	75-89	A	Shows Mastery in Concepts and Skills but lacks the HOTS and cross curricular integration. Can communicate adequately. Can apply in known contexts	Excellent
3	56-74	B	Shows fairly good understanding and simple application of the ELOs. Possesses Basis communication skills.	Very Good
4	35-55	C	Cannot recall and recognise facts, some Basic skills are evident. Cannot express and explain	Good
5	0-34	D	Requires to build capacities in all aspects	Scope for improvement

Reporting

- By The Teacher: The teacher is to report chapter /Unit /lesson in terms of ELOs wise for each class that (s)he is assigned. The teacher also report month wise an average for the whole class on the learning achievement for the subject taught. For eg- A teacher has to teach anywhere between 3-5 chapters. Each lesson may have varying complexity of ELOs, some may have very difficult ELOs and fairly simple. The levels of achievement will vary from lesson to lesson. Therefore a monthly average is required. A clear statement on the strategies used to register this achievement level is to be declared. Future target in terms of quantity (%), quality and strategies will be committed to.
- By the VP /HM: VPs/HMs will verify the teacher's lesson plan in terms of ELOs, average learning achievement and review of strategies and set monthly targets for the teacher. A report will be submitted to principal.
- Principal will prepare and maintain a report with names of the teachers for scrutiny by the RO
- ROs to prepare school wise Achievement profile class wise and subject wise

- The learning Progression for each child is to be prepared for reporting to the Parents in Parent – Teacher Meeting, at the end of the term, with evidences, showing the progress of the child through monitoring .

Conclusion

- The purpose of the tool is to lead towards desirable maximum achievement by continuous Monitoring.
- Labelling of students as Level 1, Level 2, remedial do not exist now as, the students are expected to progress from levels to the next higher level.
- Assessment needs to be progressive, so the efforts of the teacher is to be focused on rather than achieving at a magical achievement level, given the varying contexts of KV classrooms and the transiency.
- Continuous Monitoring is essential.
- Tool should be used in a user friendly, collaborative and capacity building mode with subject committee meeting, planning , peer observation, demos, review and capacity building measures to support the teacher in their work.

References

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